

Quality Rating and Improvement System (QRIS) Pilot

Policies & Procedures Manual Appendices A

Working Draft

November 2012

Appendix A QRIS Sample Forms and Reports

Note: These are sample drafts of the QRIS forms and reports referred to in the QRIS Policies and Procedures Manual. Final version of the forms and reports, especially those that will be completed or generated on-line in the QRIS Data System, may be slightly different in content and appearance.

The following designations indicate the person/entity that completes the form or report:

P= Program (CCC Director or FCC Provider)

A= Assessors

C= Coaches

Adm = QRIS Administration

PG= QRIS Planning Group

DHS= DHS Representatives

Quality Rating and Improvement System (QRIS) Sample Forms & Reports Form

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CONFIDENTIALITY AGREEMENT

Instructions:

This form is to be read and signed by each and every staff member of child care programs participating in the QRIS Pilot, as well as by any and all persons engaged in the QRIS to conduct assessments, provide technical assistance and training, coaching, or data collection and management.

Safeguarding confidential information is a fundamental obligation for all individuals associated with the QRIS Pilot—assessors, coaches, administrators, childcare program staff and administrators, board members, university faculty and staff, students, and volunteers—who have access to the information. All persons connected with the QRIS in any way are bound by a code of ethical conduct for early childhood care and education providers such as those included in the *National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct*.

Confidential information includes, but is not limited to, information relating to a childcare program's:

- children
- families
- paid and unpaid staff
- curriculum
- financial information
- condition of facilities
- QRIS assessment results, level attained, awards and grants applied for and/or earned which is gathered (either intentionally or by chance) during classroom assessments, interviews (by phone or in person), coaching interactions, or QRIS related meetings and/or trainings.

Access to any individual child care program's information is permitted on a need-to-know basis and limited to the information necessary to accomplish the intended QRIS Pilot purpose. The scope of information security is protection of information that is observed, written, spoken, recorded electronically, or printed, from accidental or intentional misuse, modification, mishandling, destruction, or disclosure.

Except in the case of serious DHS licensing rule violations including suspected abuse or neglect, all information will be protected throughout the life cycle (origination, entry, processing, distribution, storage, and disposal). In cases of serious violations, all QRIS personnel are mandated reporters and will follow the procedures (see Policies and Procedures) for reporting to the appropriate entity(s).

Violations of this confidentiality policy include, but are not limited to:

- Accessing confidential information that is not within the scope of your assignment;
- Misusing, disclosing without proper authorization, or altering confidential information

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- Disclosing to another person your sign-on code and/or password for accessing electronic confidential information or using another person's sign-on code and/or password for accessing electronic confidential information or for physical access to restricted areas;
- Intentional or negligent mishandling or destruction of confidential information;
- Leaving a secured application unattended while logged on or leaving written documents lying about where unauthorized persons could view them;
- Attempting to access a secured application or restricted area without proper authorization or for purposes other than official business;
- Failing to take proper precautions for preventing unintentional disclosure of confidential information; or
- Failing to properly secure QRIS files and documents.

AGREEMENT:

I agree to protect the privacy and security of confidential information that I have access to in relation to any aspect of the QRIS.

I agree to (a) access confidential information to the minimum extent necessary for my assigned duties and (b) to disclose such information only to persons authorized to receive it.

Signature: _____ Date: _____

Print Name: _____

Name of Child Care Program (if applicable): _____

Role (i.e., teacher, director, QRIS assessor, coach, administrator, etc.): _____

Signed Confidentiality Agreements should be collected by the lead (or designated) person in each entity engaged in the QRIS (the child care program, Honolulu Community College, Hawai'i Association for the Education of Young Children, PATCH, Center on the Family). Each entity should maintain copies of the forms for their own files and send the originals to:

Mail your completed forms to:

QRIS Administration
University of Hawaii, Center on the Family
2515 Campus Road, Miller Hall 103 · Honolulu, HI 96822

QRIS Pilot Participation Application: Child Care Center (CCC)

Please submit an application for each center-based site that is licensed.

Name of Center: _____

Address: _____

Site Contact Person: _____ Title: _____

Phone Number: _____ Email: _____

Type of DHS License(s): Group Child Care Center (GCC)

Group Child Care Home (GCH)

Infant/Toddler Center (ITC)

Please attach a copy of each valid DHS license

Number of children program is licensed for: _____

Ages of children program accepts at this site: _____

Number of classrooms: _____

Director's name: _____

Is the Director primarily based on site? YES NO

Does the Director have regular teaching duties? YES NO

The following information is based on current enrollment. Today's date: _____

Number of children currently enrolled: _____

Based on this current enrollment, how many children:

Receive Free/Reduced Lunch? _____

Have documented special needs (e.g. IFSP, IEP, Medical Report, etc.)? _____

Are under the age of 24 months? _____

Are between the ages of 24 and 36 months? _____

Are English Language Learners (ELL)? _____

Check all that describe this site:

- | | | |
|---|---|--|
| <input type="checkbox"/> Faith-Based | <input type="checkbox"/> Pre-Plus | <input type="checkbox"/> Multi-Site |
| <input type="checkbox"/> Head Start | <input type="checkbox"/> For-Profit | <input type="checkbox"/> Kamehameha |
| <input type="checkbox"/> Early Head Start | <input type="checkbox"/> Serves Pauahi scholars | <input type="checkbox"/> Group Child Care Home |
| <input type="checkbox"/> P-3 | <input type="checkbox"/> Native Hawaiian | <input type="checkbox"/> Enrolled in HECAP |

Check all current accreditations (please attach verification):

- | | |
|---|---|
| <input type="checkbox"/> American Montessori Society (AMS) | <input type="checkbox"/> Association of Christian Schools International (ASCI) |
| <input type="checkbox"/> Association of Waldorf Schools of North America (AWSNA) | <input type="checkbox"/> Hawaii Association of Independent Schools (HAIS)/ Western Association of Schools and Colleges (WASC) |
| <input type="checkbox"/> National Association for the Education of Young Children (NAEYC) | <input type="checkbox"/> National Early Childhood Program Accreditation (NECPA) |
| <input type="checkbox"/> National Lutheran School Accreditation (NLSA) | <input type="checkbox"/> Other: _____ |

Do you currently use coaches or mentors? YES NO

Mentoring is defined as a more-experienced individual providing guidance and offering support to the less-experienced teacher. **Coaching** typically is more task-specific and is focused on goal-setting and achievement for the teacher or teaching team.

If YES, please describe the frequency and coaching/mentoring focus for both internal staff who provide these services and/or outside consultants who come regularly or on occasion.

Complete and submit online. If you are not able to do so, please fill out a hard copy and mail your completed form and attachments to:

QRIS Administration
University of Hawaii, Center on the Family
2515 Campus Road, Miller Hall 103 · Honolulu, HI 96822

QRIS Pilot Participation Application: Family Child Care Home (FCC)

FCC Program Name: _____

Mailing Address: _____

Site Address (if different from above): _____

Site Contact Person (Primary Provider): _____

Phone Number: _____ Email: _____

Please attach a copy of valid DHS FCC license

Number of children program is licensed for: _____

Ages of children program accepts at this site: _____

Days/Hours of Operation: _____

Do you have a Co-provider or Assistant? YES NO

If Yes, how many hours does your Co-provider work? _____

The following information is based on **current** enrollment. Today's date: _____

Number of children currently enrolled: _____

Based on this current enrollment, how many children:

Have documented special needs (e.g. IFSP, IEP, Medical Report, etc.)? _____

Are under the age of 24 months? _____

Are between the ages of 24 and 36 months? _____

Are English Language Learners (ELL)? _____

(OVER)

Do you participate in the USDA Food Program? YES NO
If YES, what payment tier? _____

Do you participate in the *Quality Care Program* (QCP)? YES NO

Do you subscribe to any curriculum packages? YES NO

Do you have any college credits in child development or early childhood education? YES NO

Are you or were you ever enrolled in *Professional and Career Education for Early Childhood* (PACE)? YES NO

Are you enrolled in the Voluntary Registry? YES NO

Are you a member of *National Association for the Education of Young Children* (NAEYC)? YES NO

Are you a member of National Association For Family Child Care (NAFCC)? YES NO

Have you attended any of the PATCH training series? YES NO

If Yes, please check which ones:

- | | |
|--|--|
| <input type="checkbox"/> Basic Series for Family Childcare | <input type="checkbox"/> Supporting Play Series |
| <input type="checkbox"/> Challenging Behavior –Basic Series | <input type="checkbox"/> West Ed Play Series |
| <input type="checkbox"/> Challenging Behavior – Advanced Series | <input type="checkbox"/> West Ed Basic I/T Series |
| <input type="checkbox"/> Introduction to Physical Education Series | <input type="checkbox"/> West Ed Advanced I/T Series |
| <input type="checkbox"/> Quality Care Series | <input type="checkbox"/> I/T Series 3 |

Complete and submit online. If you are not able to do so, please fill out a hard copy and mail **your completed form and attachments** to:

QRIS Administration
University of Hawaii, Center on the Family
2515 Campus Road, Miller Hall 103 · Honolulu, HI 96822

**Quality Rating and Improvement System (QRIS) Pilot
Child Care Center (CCC) Participation Agreement**

Name of CCC Owner/Operator Licensee: _____

Type of license, check all that apply:

Group Child Care Center (GCC) Group Child Care Home (GCCH) Infant & Toddler
Child Care Center (ITC)

DHS CCC License Number(s): GCC _____ GCCH _____ ITC _____

Name of CCC Organization/Agency

(if applicable, legally responsible for administration & payment of debts/obligations):

Business Name of CCC Site

(as stated on license):

Location Address:

_____ Street

_____ City State Zip Code

Mailing Address: (if different from location address)

_____ Street

_____ City State Zip Code

Name of CCC Site Director: _____

E-mail Address: _____

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Telephone Number: _____ Cell Phone Number: _____

The Quality Rating and Improvement System (QRIS) pilot project (Pilot) is funded by the Department of Human Services (DHS) and is administered by the University of Hawai'i, Center on the Family (COF). As a condition of participating in the Pilot, the CCC Licensee agrees to the following:

1. This CCC has a copy of the QRIS Policies and Procedures Manual (Manual), which is attached and incorporated by reference in this Agreement. The Manual is also posted on the DHS Child Care Connection Hawaii website: <http://hawaii.gov/dhs/dhs/self-sufficiency/childcare>.
2. CCC understands that the policies and procedures stipulated in the Manual will guide the requirements of our participation in the Pilot.
3. CCC shall participate in the Pilot for the full duration (February 2012-June 2013) with the possibility of an extension and expansion of the Pilot for an additional 6 to 12 months, subject to the availability of funds.
4. CCC shall attend a QRIS orientation meeting in March 2012 and any other meetings as deemed necessary by the COF.
5. CCC shall inform the parents/guardians of the children in our care of our participation in the Pilot, to help improve the quality of care provided.
6. COF or a designated agent has the right to conduct on-site assessments to determine the extent to which we satisfy the requirements to receive a Rating Level (see Manual for QRIS Rating Level Determination).
7. CCC shall participate fully in the QRIS Assessment process that will include site visits by a QRIS Assessor during operational hours and require documentation of supporting evidence that shall be available for review by QRIS Assessors (see Manual for QRIS Assessment Process).
8. CCC shall receive a Quality Assessment Report (see Manual for Quality Assessment Report) for our site which includes a Rating Level (see Manual for QRIS Rating Level, Tables 4 and 6). This Rating Level will be the basis for a monetary QRIS Quality Award (see Manual for QRIS Rating Level).
 - o The amount of the Quality Award will be based on the Rating Level achieved, the size of our program, and the number of children in our CCC receiving DHS child care subsidies. This payment will be made in accordance with the Quality Award Schedule (see Manual for Quality Award Schedule for CCCs).
 - o CCC understands that a Quality Award will not be received if our CCC does not qualify for the Rating Level I which requires the CCC director to have three (3) credit hours in administration. However, the CCC Director has one (1) year from the date of receiving the Quality Assessment Report to meet Level I requirements to continue participation in the Pilot (see Manual for QRIS Pilot Rating Level Determination, Table 4,6, 7, and 9).

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9. CCC shall be assigned a QRIS Coach and will work with the Coach each week, to develop and implement a Quality Improvement Plan (QIP) for our CCC using the results of our Quality Assessment Report (see Manual for QIP Creation, QIP Implementation, and Coaching).
10. CCC shall submit a QIP to COF within twenty-one (21) working days of receiving our Quality Assessment Report to be eligible to receive a Quality Award. CCC shall submit a Quality Award Application with the QIP. The QIP is subject to review.
11. CCC is eligible to apply for up to two (2) Quality Improvement Grants, subject to the availability of funds (see Manual for QRIS Quality Improvement Grants).
12. CCC shall use any Quality Award and/or Quality Improvement Grant funds received solely for the purpose of purchasing products and/or services that will facilitate achievement of the goals specified in my QIP, with the expressed purpose of improving the quality of care provided by our CCC (see Manual for Allowable Expenditures).
13. CCC shall submit regular progress and expenditure reports to COF (see Manual for QRIS Participant Progress Reports).
14. Between six months to one year after receiving our initial QRIS Rating Level, CCC may apply for a Level Advancement. As an alternative, CCC may apply for Level Renewal eleven (11) months after receiving the initial Rating Level (see Manual for Level Advancement and Level Renewal).
 - Should the Rating Level change, the Quality Award will be adjusted accordingly
 - The Rating Level(s) received during the Pilot is only valid for this period, and will not be carried over into a full-scale QRIS after the Pilot has ended.
15. If CCC disagrees with any QRIS determination (e.g., assessment scores, Rating Level), a Request for Review may be submitted to COF. Requests must be made within 21 working days of an event in question. COF's decision regarding the review will be conclusive and final (See Manual for QRIS Request for Review).
16. COF has sole discretion and reserves the right to terminate CCC's participation in the Pilot by providing 21 working days written notice (see Manual for Termination of Participation in QRIS).
 - A CCC that is terminated or has withdrawn from the Pilot will forfeit all further incremental payments that are pending based on the Rating Level achieved during the assessments.
17. CCC shall inform COF of any significant changes to our CCC during the Pilot period within five (5) working days of the change (see Manual for Change of Status).
18. Assessors and Coaches are mandated reporters regarding any suspected health and/or safety situation that poses a risk to children in CCC's care and will follow specified reporting procedures (see Manual for Professional Obligations).

- 19. CCC gives permission for COF to release data gathered during the Pilot evaluation for research purposes, with the understanding that no individual's, employee's or program's name, or any individual child's information will be identified in the final Pilot report, i.e., only aggregated data will be reported.

- 20. CCC's Rating Level shall not be publicized, however, CCC's participation in the Pilot shall be acknowledged publicly.

Child Care Center Participation Agreement

By our signatures below, we attest to having read the aforementioned conditions, understand and agree with all stated conditions, and certify that we are authorized to sign this agreement as a DHS-licensed Group Child Care Center, Group Child Care Home, or Infant Toddler Child Care Center provider and designated representatives of said entity.

Signature of Authorized Representative of CCC
Owner/Operator Licensee

Date

Print Name

Signature of CCC Site Director
(If different from authorized representative above)

Date

Signature of CCC Board Member

Date

Print Name

Signature of Multi-Site Administrator (If applicable)

Date

Printed Name

Return this completed form to:

**QRIS Administration
Center on the Family
University of Hawai'i at Mānoa
2515 Campus Rd., Miller 103
Honolulu, HI 96822**

**Quality Rating and Improvement System (QRIS) Pilot
Family Child Care Home (FCC) Participation Agreement**

Name of FCC Registrant: 1) Primary provider _____

2) Spouse/additional _____
registrant

Business Name of
FCC, if applicable: _____

DHS FCC Site Registration Number _____

Location Address: _____

Street

Apt. #

City

State

Zip Code

Mailing Address: _____

(if different from location address)

Street

Apt. #

City

State

Zip Code

E-mail Address: _____

Telephone Number: _____ Cell Number: _____

The Quality Rating and Improvement System (QRIS) pilot project (Pilot) is funded by the Department of Human Services (DHS) and is administered by the University of Hawai'i, Center on the Family (COF). As a condition of participating in the Pilot, the FCC Registrant agrees to the following:

1. FCC has a copy of the QRIS Policies and Procedures Manual (Manual), which is attached and incorporated by reference in this Agreement. The Manual is also posted on the DHS Child Care Connection Hawaii website: <http://hawaii.gov/dhs/dhs/self-sufficiency/childcare>.
2. FCC understands that the policies and procedures stipulated in the Manual will guide the requirements of my participation in the Pilot.
3. FCC shall participate in the Pilot for the full duration (February 2012-June 2013) with the possibility of an extension and expansion of the Pilot for an additional 6 to 12 months, subject to the availability of funds.

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4. FCC shall attend a QRIS orientation meeting in March 2012 and any other meetings as deemed necessary by the COF.
5. FCC shall inform the parents/guardians of the children in my care of my participation in the Pilot, to help improve the quality of care provided.
6. COF or a designated agent has the right to conduct on-site assessments to determine the extent to which I satisfy the requirements to receive a Rating Level (see Manual for QRIS Rating Level Determination).
7. FCC shall participate fully in the QRIS Assessment process that will include home visits by a QRIS Assessor during operational hours and documentation of required supporting evidence that shall be available for review by QRIS Assessors (see Manual for QRIS Assessment Process).
8. FCC shall receive a Quality Assessment Report (see Manual for Quality Assessment Report) for my FCC, which includes a Rating Level (see Manual for QRIS Rating Level, Table 5). This Rating Level will be the basis for a monetary QRIS Quality Award.
 - The amount of the Quality Award will be based on the Rating Level achieved, and the number of children in my FCC receiving DHS child care subsidies. This payment will be made in accordance with the Quality Award Schedule (see Manual for Quality Award Schedule for FCCs).
 - FCC understands that a Quality Award will not be received if my FCC does not qualify for the Rating Level I (receives a No Level Met.) However, the FCC provider has one (1) year from the date of receiving the Quality Assessment Report to meet Level I criteria to continue participation in the Pilot (see Manual for QRIS Pilot Rating Level Determination, Tables 5 and 8).
9. FCC shall be assigned a QRIS Coach and will work with the Coach each week, to develop and implement a Quality Improvement Plan (QIP) for my FCC using the results of my Quality Assessment Report (see Manual for QIP Creation, QIP Implementation, and Coaching).
10. FCC shall submit a QIP to COF within twenty-one (21) working days of receiving my Quality Assessment Report to be eligible to receive a Quality Award. FCC shall submit a Quality Award Application with the QIP. The QIP is subject to review.
11. FCC may apply for up to two (2) Quality Improvement Grants, subject to the availability of funds (see Manual for Quality Improvement Grants).
12. FCC shall use any Quality Award and/or Quality Improvement Grant funds received solely for the purpose of purchasing products and/or services that will facilitate achievement of the goals specified in my QIP, with the expressed purpose of improving the quality of care provided by my FCC (see Manual for Allowable Expenditures).

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13. FCC shall submit regular progress and expenditure reports to COF (see Manual for QRIS Participant Progress Reports).
14. Between six months to one year after the FCC receives an initial QRIS Rating Level, the FCC may apply for a Level Advancement. As an alternative, FCC may apply for Level Renewal eleven (11) months after receiving the initial Rating Level (see Manual for Level Advancement and Level Renewal).
 - Should the Rating Level change, the Quality Award will be adjusted accordingly.
 - The Rating Level(s) received during the Pilot is only valid for this period, and will not be carried over into a full-scale QRIS after the Pilot has ended.
15. If FCC disagrees with any QRIS determination (e.g., assessment scores, Rating Level), a Request for Review may be submitted to COF. Requests must be made within 21 working days of an event in question. COF's decision regarding the review will be conclusive and final (see Manual for QRIS Request for Review).
16. COF has sole discretion and reserves the right to terminate my FCC's participation in the Pilot by providing 21 working days written notice (see Manual for Reasons for Termination from the QRIS Pilot).
 - An FCC that is terminated or has withdrawn from the Pilot will forfeit all further incremental Quality Award payments that are pending and any Quality Improvement Grant that may have been awarded, but for which payment has not yet been made.
17. FCC shall inform COF of any significant changes to my FCC during the Pilot period within five (5) working days of the change (see Manual for Change of Status).
18. Assessors and Coaches are mandated reporters regarding any suspected health and/or safety situation that poses a risk to children in FCC's care and will follow specified reporting procedures (see Manual for Professional Obligations).
19. FCC gives permission to COF to release data gathered during the Pilot for evaluation and research purposes with the understanding that no individual's, employee's or program's name, or any individual child's information will be identified in any evaluation reports, i.e., only aggregated data will be reported.
20. FCC's Rating Level shall not be publicized, however, FCC's participation in the Pilot shall be acknowledged publicly.

Family Child Care Home (FCC) Participation Agreement

By my signature below, I attest that I have read, understand and agree with all stated conditions, and certify that I am authorized to sign this agreement as a DHS-registered Family Child Care Home provider and designated representative of said entity.

Signature of FCC Primary Provider/Registrant

Date

Print Name

Signature of Spouse/Additional FCC Registrant
(if applicable)

Date

Print Name

Return this completed form to:

QRIS Administration,
Center on the Family
University of Hawai'i at Mānoa
2515 Campus Rd., Miller 103
Honolulu, HI 96822

COACH/PARTICIPANT AGREEMENT

AS A QRIS PARTICIPANT, I WILL:

Fully participate in defining and implementing a Quality Improvement Plan for my area of responsibilities;

- Be open to new ideas and commit to making programmatic changes;
- Identify what supports and resources are needed and make these clear to my coach;
- Provide honest feedback;
- Involve all those key to the success of plan implementation, including staff and families, in the quality improvement process;
- Keep appointments, return phone calls and emails, follow through with commitments, and meet other agreed-upon expectations;
- If the need arises to cancel an appointment, notify the coach in advance to reschedule;
- Respect the confidentiality of the information shared during the quality support process.

Provider/Director Name	Signature	Date
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(Note: for Center Based providers, attach separate page with additional staff signatures as needed)

AS A COACH, I WILL:

Partner with the provider to identify strengths and areas for growth;

- Support the provider to develop and implement a Quality Improvement Plan;
- Support and encourage the quality improvement process in alignment with *QRIS* guidelines
- Provide on-site Individual and group coaching and/or training;
- Offer honest feedback that is timely and relevant;
- Model interactions in the classroom;
- Help the provider access community resources in addition to QRIS services, as needed;
- Support positive relationships with the provider and families of the program;
- Respect the diversity of the provider and families;
- Keep appointments, return phone calls and emails, follow through with commitments, and meet other agreed-upon expectations;
- If the need arises to cancel an appointment, notify the provider in advance to reschedule;
- Respect the confidentiality of the information shared during the quality support process*.

Coach Name	Signature	Date
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* As stated in the participation agreement, all data collected for the purposes of this study will be combined and reported in aggregate form. Information about the quality improvement process will be shared with project staff and partners, including representatives of UH Center on the Family, PATCH, Hawaii Association for the Education of Young Children, and Honolulu Community College, for purposes of improving implementation and assessing progress toward the goals of the project.

Additional QRIS Participant Signatures:

Name	Role	Signature	Date
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Name	Role	Signature	Date
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Name	Role	Signature	Date
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Name	Role	Signature	Date
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Name	Role	Signature	Date
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Name	Role	Signature	Date
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Name	Role	Signature	Date
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Name	Role	Signature	Date
------	------	-----------	------

Name	Role	Signature	Date
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QRIS CCC SITE INFORMATION FORM FOR ASSESSMENT

Please complete one form for each classroom of children in the facility. Make additional copies as needed.

Date: _____

Owner/Operator Licensee: _____

Name of Multisite Administrator: _____

Name of Director: _____

CCC Site Name: _____

CCC Site Address: _____

Phone Number: _____ Email Address: _____

Hours of operation: _____ am - _____ pm

By what time do most children arrive for the day? _____

What time of the day is best to reach the director by phone? _____

Are there periods of time when your CCC is closed/not scheduled to provide care to children (e.g. holidays, vacations?) _____

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Type of DHS License: (check all that apply)

Group Childcare

DHS License Number: _____

Licensed capacity for GCC:

Max number of classrooms: _____

Max number of children: _____

Total children currently enrolled: _____

Group Childcare Home

DHS License Number: _____

Licensed capacity for GCCH:

Max number of children: _____

Total children currently enrolled: _____

Infant/Toddler Childcare

DHS License Number: _____

Licensed capacity for ITC:

Max number of classrooms: _____

Max number of infants (birth- 11mths): _____

Max number of toddlers (12- 30mths): _____

Total infants currently enrolled: _____

Total toddlers currently enrolled: _____

Is the Director primarily based on site? Yes ____ No ____

Does the Director have regular teaching duties? Yes ____ No ____

Is this CCC NAEYC accredited? Yes ____ No ____

(complete next page)

Staff Roster

Number of CCC staff (GCC: Director, Teacher, Assistant Teachers, Aides; ITC: Director, Lead Caregiver, Caregiver, IT Aide; note: if one person is both director and teacher, list twice.) who work with this classroom: _____*

*** Do not include substitute staff on this roster:** Substitute means a person who serves as a replacement for no more than ten consecutive working days in the same position when another caregiver is absent on an emergency or unplanned basis

For each person included in the number above, provide the following information:

Staff First Name & Last Initial	Title (GCC: Director, Teacher, Assistant Teachers, Aides; ITC: Director, Lead Caregiver, Caregiver, IT Aide; note: if one person is both director and teacher, list twice.)	√ director and teachers who will be interviewed for ERS

Complete and submit online. If you are not able to do so, please fill out a hard copy and mail **your completed form and attachments to:**

QRIS Administration
University of Hawaii, Center on the Family
2515 Campus Road, Miller Hall 103 · Honolulu, HI 96822

QRIS CLASSROOM INFORMATION FORM FOR ASSESSMENT

Please complete one form for **each classroom** of children in the facility. Make additional copies as needed.

Date: _____

CCC Site Name: _____

Name of classroom (e.g. Tigers): _____

Hours of operation: _____ am - _____ pm

Scheduled snack time(s): _____ Scheduled lunch time: _____

Scheduled naptime: _____

Number of children currently enrolled in classroom: _____

Max number of children permitted in this classroom based on teacher/child ratio: _____

Age range of children in this classroom (e.g., 6 weeks to 2.5 years):

Number of **infants** ages birth to 11 months: _____

Number of **toddlers** ages 12-30 months: _____

Number of **preschoolers** ages 2.5 to 5 years: _____

Birth date of youngest child in classroom: ____/____/____

Birth date of oldest child in classroom: ____/____/____

Number of children that are English Language Learners (ELL): _____

Number of children with documented special needs (e.g., IFSP, IEP, Medical report.): _____

Briefly describe the type of special needs if any:

Do the children in this classroom use any additional space during a typical day?
(Do not consider common spaces used by all children such as a cafeteria or gross motor space)

YES NO

If **yes**, please list other rooms or areas that the children in the classroom would use during a typical day and give approximate time frames and descriptions of these areas.

Staff Roster

Number of CCC staff (GCC: Director, Teacher, Assistant Teachers, Aides; ITC: Director, Lead Caregiver, Caregiver, IT Aide; note: if one person is both director and teacher, list twice.) who work with this classroom*:

* Do not include substitute staff on this roster: Substitute means a person who serves as a replacement for no more than ten consecutive working days in the same position when another caregiver is absent on an emergency or unplanned basis

For each person included in the number above, provide the following information:

Staff First Name & Last Initial	Title (GCC: Director, Teacher, Assistant Teachers, Aides; ITC: Director, Lead Caregiver, Caregiver, IT Aide; note: if one person is both director and teacher, list twice.)	√ director and teachers who will be interviewed for ERS

QRIS pilot

Quality Rating and Improvement System

Please list the first name and last initial of each child currently assigned to this classroom.

First Name	Last Initial
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	
21.	
22.	
23.	
24.	
25.	

Complete and submit online. If you are not able to do so, please fill out a hard copy and mail **your completed form and attachments to:**

QRIS Administration
University of Hawaii, Center on the Family
2515 Campus Road, Miller Hall 103 · Honolulu, HI 96822

Confirmation of Substitute Status

QRIS Pilot Policy: CCC Program staff identified as substitutes will not have their QRIS Framework Levels used in the determination of the QRIS Staff Qualification Level for the purposes of the QRIS Pilot.

Instructions: Directors, if you originally included the name(s) of a substitute on your staff roster when completing the QRIS Site Information form, complete and submit this form to the QRIS Administration to initiate a reassessment of your site's Staff Qualification Level. Before submitting the form, please review the DHS definition of 'Substitute' (see below) to assure that any person named as a substitute has roles and responsibilities that align with the definition.

Directors agree to retract this form if the person(s) named as a substitute assume a new staff position or take on duties at the site that include those as defined by DHS as Aide, Caregiver, Lead Caregiver, Teacher, or Director.

A review and response will be made within 15 working days of receipt of this form.

DHS definition for child care center substitute: "Substitute means a person who serves as a replacement for no more than ten consecutive working days in the same position when another caregiver is absent on an emergency or unplanned basis."

Mail your completed form to:

**QRIS Administration
University of Hawaii, Center on the Family
2515 Campus Road, Miller Hall 103 · Honolulu, HI 96822**

(over)

QRIS pilot
Quality Rating and Improvement System

For the Child Care Center Director to complete: By entering the information below and providing a signature, the Director agrees that the above definition is aligned with the current work status of the named substitute(s):

Name of CCC Licensee: (owner/operator)
Name of CCC Organization/Agency: (if applicable)
Business Name of CCC Site: (as stated on license)
Name of CCC Site Director: (if different from Licensee)
Name(s) of Substitute:
Director Name:
Director Signature:
Date of Signature:

For QRIS Administration Use Only:

Request Form Received (date)	QRIS Administration Response to CCC (date)	Reissuance of QRIS QAR (date)
Actions Taken:		

QRIS FCC Site Information Form for Assessment

Date: _____ DHS Licensing Number: _____

FCC Site Name: _____

Site Address (Street address of site to be assessed, not P.O. Box):

City: _____ Zip: _____ County: _____

Primary Contact : _____

First Name

Last Name

Phone Number: _____ Email: _____

Secondary Contact : _____

First Name

Last Name

Alternative Phone Number: _____ Alternate Email: _____

Licensed capacity of the FCC: _____ Age ranges of children accepted by FCC: _____

Hours of operation: _____ am- _____ pm

Provide the following information based on **current** enrollments as of the date this form is completed:

Number of children you are currently caring for: _____

How many of these children are:

infants between the ages of birth- 11 months? _____

toddlers between the ages of 12-30 months? _____

pre-schoolers between the ages of 30-60 months? _____

school-age children between 5 years and older? _____

are English Language Learners (ELL)? _____

QRIS pilot
Quality Rating and Improvement System

Have documented special needs (e.g.: IFSP, IEP, Medical Reports, etc)? _____

Briefly describe type of special needs if any?

Are there periods of time when your FCC is closed/not scheduled to provide care to children (e.g.: holidays, vacations)?
If **yes**, please identify dates.

YES

NO

What is your Voluntary Registry Level? _____

Are you currently enrolled in the *Quality Care Program (QCP)*?

YES

NO

Have you completed and received a certificate for:

PATCH Basic Series: Introduction to FCC (30 hours)

YES

NO

NACCRRA Child Care Essentials: A Comprehensive Initial Training for FCC Providers (40 hours)

YES

NO

QRIS pilot
Quality Rating and Improvement System

Please list the first name and last initial of each child currently enrolled in this program.

First Name	Last Initial
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	

Complete and submit online. If you are not able to do so, please fill out a hard copy and mail **your completed form and attachments to:**

QRIS Administration
University of Hawaii, Center on the Family
2515 Campus Road, Miller Hall 103 · Honolulu, HI 96822

Change of Status Form

This report must be submitted whenever any of the program changes listed below occurs.

Date: _____

Name of program: _____

Check all that apply		Describe
<input type="checkbox"/>	Anticipated closing of program	
<input type="checkbox"/>	Anticipated change in accreditation status	
<input type="checkbox"/>	Serious deficiency with Child and Adult Care Food Program	
<input type="checkbox"/>	Anticipated substantive staff turnover (no longer meeting staff qualification standards)	
<input type="checkbox"/>	Anticipated change in staff Registry Level	
<input type="checkbox"/>	Anticipated change of ownership	
<input type="checkbox"/>	Anticipated change in program administration	
<input type="checkbox"/>	Anticipated change in licensed capacity or ages of children served	
<input type="checkbox"/>	Anticipated change in name of facility/program	
<input type="checkbox"/>	Anticipated change in license status	
<input type="checkbox"/>	Anticipated change of location of program	
<input type="checkbox"/>	Anticipated other significant change	

This report was completed by:

Printed name of Director/Administrator/Owner/

Signature

Date

Complete and submit online. If you are not able to do so, please fill out a hard copy and mail **your completed form and attachments to:**

QRIS Administration
University of Hawaii, Center on the Family
2515 Campus Road, Miller Hall 103 · Honolulu, HI 96822

QRIS CCC Director Interview Form

The Director interview consists of a review of supporting evidence.

Date of Interview: _____

Name of Center: _____

Time began: _____:_____ Time end: _____:_____

Director: _____

Assessor: _____

Ask about the following Supporting Evidence: Check only the boxes of items for which the director can show evidence, i.e, transcripts, parent handbook, sample newsletters, etc.).

	√ the following items the program has shown evidence of doing or having.	Supporting Evidence Checklist
1		Completed Program Administration Scale (PAS) self-assessment
2		Director has taken courses (for college credit) in Administration, which can include, but is not limited to, educational leadership, management, accounting, marketing, finance, communication, technology, leadership, human services administration, business administration, organizational development/change, public administration
2a		TOTAL Number of Administrative Credit Hours:
2b		Director has a Castle Colleagues Certificate
3		Written philosophy statement and goals for children's development
4		Organized written curriculum
5		Individual child observations are recorded and a research based assessment mechanism is used to measure child progress
6		Written assessment plan showing how child observation and assessment results are used to individualize curriculum and evidence it is communicated with families.
7		Consolidated Staff Handbook (i.e. all the information related to staff policies needs to be kept in one place such as in a binder)
8		Consolidated Parent Handbook (i.e. all the information related to parent policies needs to be kept in one place such as in a binder)
9		New parent orientation
10		At least one parent conference per year

QRIS pilot
Quality Rating and Improvement System

11		The enrollment process provides a gradual transition (orientation for the children) before care formally begins
12		Family supports (check all that exists):
12a		<input type="checkbox"/> children's book or toy lending library
12b		<input type="checkbox"/> family resource library
12c		<input type="checkbox"/> extended care during evenings or weekends
12d		<input type="checkbox"/> information and/or referral to supportive services regarding family issues
12e		<input type="checkbox"/> convenience services (e.g., take-home meals, photographs)
12f		<input type="checkbox"/> adult classes (e.g. literacy, computer);
12g		<input type="checkbox"/> home visits
12h		<input type="checkbox"/> family meetings, seminars, or support groups
12i		<input type="checkbox"/> social functions for families and staff
12j		<input type="checkbox"/> child care during parent conferences or meetings
12k		<input type="checkbox"/> provision for food or clothing donations
12l		<input type="checkbox"/> transportation to and from the center
12m		<input type="checkbox"/> tuition scholarships
12n		<input type="checkbox"/> discount coupon for community events or services
12o		<input type="checkbox"/> other _____
12p		TOTAL Family Supports:
13		Family Communications (check all that exists):
13a		<input type="checkbox"/> informal conversation
13b		<input type="checkbox"/> family meetings
13c		<input type="checkbox"/> newsletters
13d		<input type="checkbox"/> bulletin board
13e		<input type="checkbox"/> notes that go home with children
13f		<input type="checkbox"/> mailed letters
13g		<input type="checkbox"/> e-mail
13h		<input type="checkbox"/> text messages
13i		<input type="checkbox"/> texted photos in real time
13j		<input type="checkbox"/> phone calls
13k		<input type="checkbox"/> website
13l		<input type="checkbox"/> planned social activities such as parent nights or pot-luck dinners
13m		<input type="checkbox"/> other _____

QRIS pilot
Quality Rating and Improvement System

13n		TOTAL Family Communications:
14		Completed NAEYC Program Portfolio

By signing this form, I verify that all information that was not able to be observed during the ECERS and/or ITERS observation was asked during this interview and reflected in the ECERS and/or ITERS scoring sheet.

Assessor Signature

Date

QRIS FCC Provider Interview

The FCC Provider interview consists of 2 sections: assessment follow-up questions (related to FCCERS, CLASS, and/or BAS) and a review of supporting evidence.

Date of Interview: _____

Time began: _____:_____ Time end: _____:_____

FCC Provider: _____

Assessor: _____

Assessment follow-up questions:

Review the FCCERS scoring sheet and ask questions related to anything you were unable to observe within Items Number 1-34. **Record responses in FCCERS scoring sheet.**

Ask about the following Supporting Evidence: Check only the boxes of items for which the provider can show evidence, i.e, transcripts, certificates, contracts, sample newsletters, etc.)

	v the following items the program has shown evidence of doing.	
1		Completed Business Administration Scale (BAS) self-assessment checklist (Pages 30-31 of BAS)
2		Business Clock Hours: Provider has taken workshops or college courses, which can include, but is not limited to, those in small business practice, contracts and policies, record keeping, tax planning, legal and insurance issues, technology, accounting, marketing, money management and retirement, grant writing, educational leadership, management, human services administration, business administration, organizational development/change, public administration
2a		Total Number of Business Clock Hours : * 1 college credit equals 15 clock hours ** PATCH Basic Series = 9 business clock hours (see question 4) *** NACCRAA Child Care Essentials = 5 clock hours (see question 4)
3		Enrolled in Quality Care Program (QCP)
4		Completion of PATCH Basic Series for FCC Providers or the NACCRAA Child Care Essentials online training
5		Written philosophy statement and goals for children's development
6		Organized written plan (curriculum) for developmentally appropriate learning experiences that enhance the children's social, emotional, intellectual, and physical competence
7		Individual child observations are recorded and an assessment mechanism is used to measure child progress

QRIS pilot
Quality Rating and Improvement System

7b		Provider uses a research-based assessment mechanism to track children's progress
8		Written assessment plan showing how child observation and assessment results are used to individualize curriculum and evidence it is communicated with families
9		Before making an enrollment decision, the provider and family have a face-to-face exchange of information to determine whether the provider and family are a good fit
10		Consolidated Parent Handbook (i.e. all the information related to parent policies needs to be kept in one place such as in a binder)
11		Identification is verified for any unfamiliar person picking up children
12		Written notice in advance is required if child is to be picked up by anyone not authorized on the enrollment form
13		Provider schedules a meeting with parents at least once a year to discuss children's progress or any childrearing issues
14		The enrollment process includes more than one visit by the parent and child, providing a gradual transition before care formally begins
15		Family supports (check all that exists):
15a		<input type="checkbox"/> children's book or toy lending library
15b		<input type="checkbox"/> family resource library with descriptive information about community resources
15c		<input type="checkbox"/> extended care during evenings or weekends
15d		<input type="checkbox"/> information and/or referral to supportive services regarding family issues
15e		<input type="checkbox"/> convenience services (e.g., take-home meals, photographs)
15f		<input type="checkbox"/> adult classes (e.g. literacy, computer);
15g		<input type="checkbox"/> home visits
15h		<input type="checkbox"/> family meetings, seminars, or support groups
15i		<input type="checkbox"/> social functions for families and staff
15j		<input type="checkbox"/> child care during parent conferences or meetings
15k		<input type="checkbox"/> provision for food or clothing donations
15l		<input type="checkbox"/> transportation to and from the FCC home
15m		<input type="checkbox"/> tuition scholarships
15n		<input type="checkbox"/> discount coupon for community events or services
15o		<input type="checkbox"/> other _____
15p		TOTAL Family Supports:

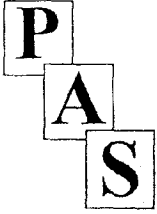
QRIS pilot
Quality Rating and Improvement System

16		Family Communications (check all that exists):
16a		<input type="checkbox"/> informal conversation
16b		<input type="checkbox"/> family meetings
16c		<input type="checkbox"/> newsletters
16d		<input type="checkbox"/> bulletin board
16e		<input type="checkbox"/> notes that go home with children
16f		<input type="checkbox"/> mailed letters
16g		<input type="checkbox"/> e-mail
16h		<input type="checkbox"/> text messages
16i		<input type="checkbox"/> texted photos in real time
16j		<input type="checkbox"/> phone calls
16k		<input type="checkbox"/> website
16l		<input type="checkbox"/> planned social activities such as parent nights or pot-luck dinners
16m		<input type="checkbox"/> other _____
16n		TOTAL Family Communications:
17		Completed NAFCC Self-Study Kit
18		Has comprehensive business liability insurance

By signing this form, I verify that all information that was not able to be observed during the FCCERS observation was asked during this interview and reflected in the FCCERS scoring sheet.

Assessor Signature

Date

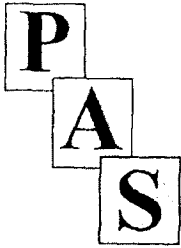


Program Administration Scale Documentation List

Dear Director,

This documentation list was compiled to help you prepare for your upcoming PAS visit. The list includes each of the 25 items in the *Program Administration Scale* and the indicator strands/rows (e.g., 1.1, 3.1, 5.1, and 7.1) that comprise each item and require documentation. The corresponding criteria associated with each indicator strand describe the evidence that is needed to demonstrate that the criteria are met.

Read through the list of documentation noted on each page and compile those items that you have on hand that will provide evidence that the criteria for each indicator strand are met. Don't feel limited by the items just on this list. You may have other kinds of documentation that would be suitable. Put a ✓ in the corresponding box if you feel you have evidence that the criteria are met. Don't worry if you have many boxes without check marks. The purpose of the PAS is to help inform administrators of the different criteria associated with high-quality administrative practices. Many good programs still have boxes unchecked.

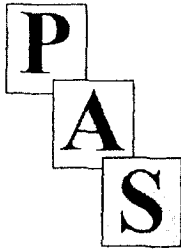


Program Administration Scale

Documentation List

1. Staff Orientation

Indicator Strand	Theme	Criteria	Possible Documentation
1	Orientation policy	<p>Evidence that during orientation the employee receives:</p> <ul style="list-style-type: none"> <input type="checkbox"/> job description <input type="checkbox"/> employee handbook <input type="checkbox"/> parent handbook <input type="checkbox"/> personnel policies <p>Evidence of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> supervisor feedback during the introductory or probationary period <p>Evidence that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> prior to assuming responsibilities teaching, staff observe in their assigned classroom and meet children and coworkers 	<ul style="list-style-type: none"> - orientation checklist - orientation policy and procedures - job descriptions - employee handbook - parent handbook - personnel policy - feedback form/notebook, orientation checklist, memo, supervisor notes
2	Orientation procedures	<p>Evidence of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> written orientation procedures <input type="checkbox"/> timeframe for the orientation process <input type="checkbox"/> activities to occur during orientation <input type="checkbox"/> personnel involved in the orientation process <input type="checkbox"/> specific employment forms required during orientation <input type="checkbox"/> specific written policies and procedures to be provided to new staff <input type="checkbox"/> review of written orientation procedures 	<ul style="list-style-type: none"> - orientation policies and procedures - orientation checklist - employee handbook - meeting minutes - orientation procedures with evidence of review
3	Orientation process	<p>Evidence that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> orientation is consistently implemented <input type="checkbox"/> written feedback about the orientation process is obtained from the newly hired staff at the conclusion of the introductory or probationary period 	<ul style="list-style-type: none"> - orientation policy and procedures - orientation checklist - employee handbook - orientation evaluation

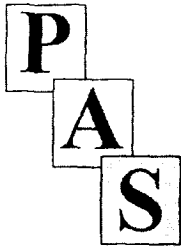


Program Administration Scale

Documentation List

2. Supervision and Performance Appraisal

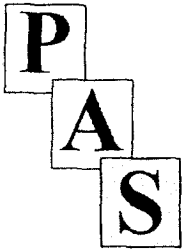
Indicator Strand	Theme	Criteria	Possible Documentation
1	Performance appraisal procedures	Evidence that: <input type="checkbox"/> supervisor conducts a written annual performance appraisal for all teaching staff <input type="checkbox"/> all teaching staff participate in annual performance appraisal process <input type="checkbox"/> written performance appraisal includes goals and professional development activities for the next year	<ul style="list-style-type: none"> - completed annual performance appraisal forms - completed annual self-appraisals - staff handbook - personnel policies
2	Performance evaluation criteria	Evidence that: <input type="checkbox"/> criteria used for performance appraisal are mostly objective and behavior based <input type="checkbox"/> criteria differ by role <input type="checkbox"/> criteria are tied to specific responsibilities detailed in each job description <input type="checkbox"/> performance appraisal includes multiple sources of evidence	<ul style="list-style-type: none"> - completed performance appraisal forms - teaching staff job descriptions - artifacts - parent evaluations of teaching staff members - co-worker evaluations of teaching staff
3	Supervision of teaching staff	Evidence that: <input type="checkbox"/> supervisors provide teaching staff with written or oral feedback based on formal observation of performance <input type="checkbox"/> a system is implemented to provide ongoing feedback and support to teaching staff	<ul style="list-style-type: none"> - written feedback/supervisor notes regarding oral feedback - regularly scheduled meetings to provide feedback and support



Program Administration Scale Documentation List

3. Staff Development

Indicator Strand	Theme	Criteria	Possible Documentation
1	Provisions for staff development	Evidence that: <input type="checkbox"/> staff development for all teaching staff is provided on-site or paid for off-site <input type="checkbox"/> staff development for all teaching staff is provided on-site or paid for off-site <input type="checkbox"/> staff development for all teaching, support, and administrative staff is provided on-site or paid for off-site <input type="checkbox"/> job-specific staff development is provided	<ul style="list-style-type: none"> - employee handbook - personnel policies and procedures - individual and center-wide professional development plans - announcements of paid staff development opportunities - individual staff training logs
2	Staff development policies	Evidence of: <input type="checkbox"/> a program policy stating the minimum number of hours required of annual staff development for all teaching and administrative staff <input type="checkbox"/> the use of an individualized model of staff development for teaching and administrative staff	<ul style="list-style-type: none"> - employee handbook - personnel policies and procedures - staff training logs - individualized professional development plans
3	Publicly funded professional development opportunities	Evidence that: <input type="checkbox"/> information regarding publicly funded professional development opportunities is posted and/or communicated to staff on an ongoing basis <input type="checkbox"/> there is a systematic process for supporting the career development of teaching and administrative staff	<ul style="list-style-type: none"> - posted and/or routed announcements about publicly funded professional development opportunities (e.g., workshops, scholarships, wage enhancement initiatives) - dated minutes of staff meetings or memos describing publicly funded professional development options - individualized career development plans - mentor program to support career development

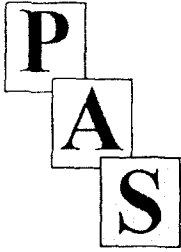


Program Administration Scale

Documentation List

4. Compensation

Indicator Strand	Theme	Criteria	Possible Documentation
1	Written salary scale	Evidence of: <input type="checkbox"/> written salary scale <input type="checkbox"/> who has access to the written salary scale <input type="checkbox"/> review of the written salary scale for internal and external equity	<ul style="list-style-type: none"> - salary scale - employee handbook - policies and procedures - meeting minutes - market analysis - salary wage analysis
2	Salary scale criteria	Evidence that the salary scale: <input type="checkbox"/> is based on different roles <input type="checkbox"/> is based on different levels of general education <input type="checkbox"/> is based on different levels of specialized training <input type="checkbox"/> is based on years of relevant experience <input type="checkbox"/> is based on professional credentials	<ul style="list-style-type: none"> - salary scale
3	Salary/merit increases	Evidence of: <input type="checkbox"/> staff salary increases <input type="checkbox"/> frequency of salary increases <input type="checkbox"/> provision of merit increases	<ul style="list-style-type: none"> - employee handbook - policies and procedures - compensation policy/plan - dated minutes, memos, or emails describing salary/wage increases - grid/record of salary history

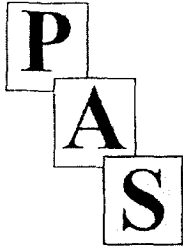


Program Administration Scale

Documentation List

5. Benefits

Indicator Strand	Theme	Criteria	Possible Documentation
1	Health benefits	Evidence that: <input type="checkbox"/> all full-time employees have the option to purchase health insurance with the employer paying a portion of the cost	- employee handbook - personnel policies and procedures - human resources forms - employee contract
2	Sick/personal benefits	Evidence of: <input type="checkbox"/> sick/personal days for all employees	- employee handbook - personnel policies and procedures - employee contract
3	Vacation benefits	Evidence of: <input type="checkbox"/> vacation days for all employees	- employee handbook - personnel policies and procedures - employee contract
4	Retirement benefits	Evidence that: <input type="checkbox"/> all full-time staff have the option to contribute to a retirement plan <input type="checkbox"/> employer matches/contributes a percentage of the employee's salary contributed to a retirement plan	- employee handbook - personnel policies and procedures - employee contract
5	Professional development or tuition reimbursement benefits	Evidence of: <input type="checkbox"/> some provision for professional development expenses	- employee handbook - personnel policies and procedures - budget - employee contract

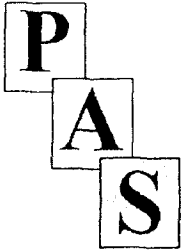


Program Administration Scale

Documentation List

6. Staffing Patterns and Scheduling

Indicator Strand	Theme	Criteria	Possible Documentation
1	Promoting consistency for children and families	Evidence that: <input type="checkbox"/> staffing plan anticipates planned and unplanned absences of teaching staff by providing staffing "over ratio" or a "floating teacher" <input type="checkbox"/> staffing pattern provides for coverage so children are not regrouped at the beginning or the end of the day	<ul style="list-style-type: none"> - staffing plan - employee handbook
2	Planning and preparation time	Evidence of: <input type="checkbox"/> regularly scheduled paid planning or preparation time for teaching staff <input type="checkbox"/> scheduled paid curriculum planning time for all teaching staff working with the same group of children <input type="checkbox"/> the amount of paid planning or preparation time available to teaching staff per day	<ul style="list-style-type: none"> - staffing plan - schedule - employee handbook - job description - meeting minutes
3	Staff scheduling	Evidence that: <input type="checkbox"/> two or more staff members are scheduled in the center whenever children are present <input type="checkbox"/> there are two or more assigned teaching staff scheduled in each classroom at all times children are present	<ul style="list-style-type: none"> - staffing plan - employee handbook - parent handbook

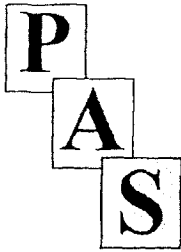


Program Administration Scale

Documentation List

7. Facilities Management

Indicator Strand	Theme	Criteria	Possible Documentation
1	Environment and maintenance	Evidence that <input type="checkbox"/> routine maintenance for the facility is conducted <input type="checkbox"/> a system is in place that assures routine maintenance for the facility is done	<ul style="list-style-type: none"> - maintenance checklists - maintenance contracts (e.g., for cleaning service, heating or cooling system, playground equipment, fire extinguisher, or emergency alarm system) - record of daily sanitation procedures - record of daily safety checks - work orders - maintenance committee minutes

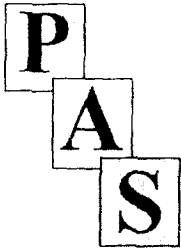


Program Administration Scale

Documentation List

8. Risk Management

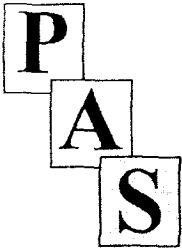
Indicator Strand	Theme	Criteria	Possible Documentation
1	Risk management plan	Evidence that: <input type="checkbox"/> there is a written risk management plan <input type="checkbox"/> the risk management plan is reviewed	- risk management plan - meeting minutes - risk management plan with evidence of review
2	Allergies and medical conditions	Evidence of: <input type="checkbox"/> information regarding children's allergies and chronic medical conditions <input type="checkbox"/> a method for informing staff about children's allergies and chronic medical conditions	- intake form - posted allergy information - risk management plan - employee handbook
3	Emergency drills	Evidence that: <input type="checkbox"/> emergency drills occur <input type="checkbox"/> records are kept of emergency drills and evaluations/improvements needed <input type="checkbox"/> there is a system to ensure emergency drills occur as planned	- risk management plan - employee handbook - record of emergency drills - calendar with drill dates - committee meeting minutes
4	CPR and First Aid	Evidence that: <input type="checkbox"/> staff members are certified in CPR and First Aid <input type="checkbox"/> the center provides for CPR and First Aid training	- risk management plan - employee handbook - policies and procedures - annual training plan - meeting minutes - training announcements - CPR and First Aid certifications



Program Administration Scale Documentation List

9. Internal Communications

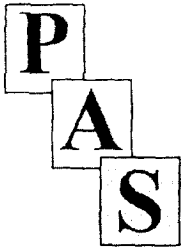
Indicator Strand	Theme	Criteria	Possible Documentation
1	Modes of communication	Evidence that: <input type="checkbox"/> information is communicated in various ways to staff	<ul style="list-style-type: none"> - in-house newsletters - internal memos - e-mail - staff bulletin board - voicemail - message book - routing slips
2	Staff meetings	Evidence of: <input type="checkbox"/> regularly scheduled center-wide staff meetings <input type="checkbox"/> frequency of staff meetings <input type="checkbox"/> regularly scheduled team meetings	<ul style="list-style-type: none"> - center-wide staff meeting agendas and minutes - team meeting agendas and minutes
3	Staff involvement in meetings	Evidence that: <input type="checkbox"/> staff are involved in planning centerwide staff meetings <input type="checkbox"/> teaching staff lead the discussion of agenda items during center-wide staff meetings	<ul style="list-style-type: none"> - center-wide staff meeting agendas - center-wide staff meeting minutes - memo - message book
4	Meeting records	Evidence that: <input type="checkbox"/> minutes are kept of meetings <input type="checkbox"/> minutes reflect an action plan <input type="checkbox"/> minutes are distributed <input type="checkbox"/> action steps are revisited at subsequent meetings	<ul style="list-style-type: none"> - staff meeting agendas and minutes - employee handbook - email distributing minutes
5	Conflict resolution	Evidence of: <input type="checkbox"/> a written policy regarding the handling of staff disputes <input type="checkbox"/> training in conflict resolution is provided for staff <input type="checkbox"/> written procedures to guide staff efforts at conflict resolution	<ul style="list-style-type: none"> - conflict resolution policy and procedures - employee handbook - training logs - resources or materials on conflict resolution - guidelines for conflict resolution - memo/announcement of training on conflict resolution



Program Administration Scale Documentation List

10. Screening and Identification of Special Needs

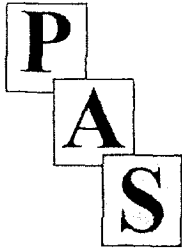
Indicator Strand	Theme	Criteria	Possible Documentation
1	Developmental screening	Evidence that: <input type="checkbox"/> all children, birth to age five, are screened <input type="checkbox"/> safeguards are built into the screening process	<ul style="list-style-type: none"> - developmental screening instrument - parent handbook - letter/memo to parents/guardian - qualifications for screening - observation/anecdotal notes - parent feedback - screenings written in languages other than English
2	Parent involvement in developmental screening	Evidence of: <input type="checkbox"/> parental consent obtained prior to screening <input type="checkbox"/> informing parents of screening results <input type="checkbox"/> involving parents in developing special plans for their children based on screening results	<ul style="list-style-type: none"> - signed parent consent forms - meeting minutes - screening reports - letters to parents - plans resulting from screening - children's files
3	Collaborations with specialists	Evidence that: <input type="checkbox"/> children identified in the screening process as having possible special needs are referred to specialists <input type="checkbox"/> a system is in place to support collaboration with specialists working with children with special needs	<ul style="list-style-type: none"> - employee handbook - parent handbook - interagency agreements - IEP/IFSP - collaboration meeting minutes - message book - calendar - lesson plans



Program Administration Scale Documentation List

11. Assessment in Support of Learning

Indicator Strand	Theme	Criteria	Possible Documentation
1	Assessment of children's learning and development	Evidence that: <input type="checkbox"/> teachers assess children's learning and development <input type="checkbox"/> teachers assess children's learning and development based on research-based assessment tools <input type="checkbox"/> teachers assess children's learning and development using additional measures	<ul style="list-style-type: none"> - child assessment form - developmental checklist - assessment tools - children's portfolio - teacher observational notes
2	Assessment and curriculum planning	Evidence: <input type="checkbox"/> of standards-based curriculum <input type="checkbox"/> that children's individual assessment results are utilized in lesson or activity planning <input type="checkbox"/> that aggregated assessment results are utilized by administrative staff in long-range curriculum planning and/or program evaluation	<ul style="list-style-type: none"> - standards based curriculum - employee handbook - parent handbook - orientation manual/training materials - lesson plans - record of the use of aggregated assessment data for program evaluation and planning

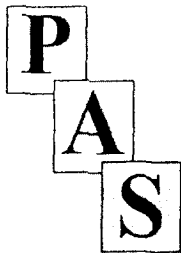


Program Administration Scale

Documentation List

12. Budget Planning

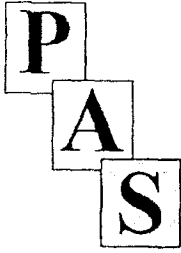
Indicator Strand	Theme	Criteria	Possible Documentation
1	Budget planning	Evidence that: <input type="checkbox"/> needs assessment and goal setting are an integral part of the program's budget-planning process <input type="checkbox"/> the operating budget includes sufficient resources to achieve the program's written goals	<ul style="list-style-type: none"> - current operating budget - written program goals - needs assessment - meeting agenda/minutes
2	Elements of the operating budget	Evidence of: <input type="checkbox"/> operating budget (including revenue and expenditures) for current fiscal year <input type="checkbox"/> line-item breakdowns on the budget <input type="checkbox"/> projected operating budget for the next fiscal year	<ul style="list-style-type: none"> - current operating budget - projected operating budget - dated meeting minutes approving budget
3	Procedures for adequate cash flow	Evidence that: <input type="checkbox"/> there are quarterly cash-flow projections <input type="checkbox"/> there are accepted practices to ensure adequate cash flow <input type="checkbox"/> the budget reflects deferred maintenance, equipment replacement, and/or capital improvements	<ul style="list-style-type: none"> - current operating budget - cash flow projections - written policies and procedures regarding collection of tuition and fees - parent handbook



Program Administration Scale Documentation List

13. Accounting Practices

Indicator Strand	Theme	Criteria	Possible Documentation
1	Income and expense statements	Evidence that: <input type="checkbox"/> an income and expense statement is generated quarterly <input type="checkbox"/> the Administrator has access to or generates quarterly income and expense statements <input type="checkbox"/> the Administrator compares quarterly income and expense statements to quarterly projections	- quarterly financial statements
2	Checks and balances	Evidence of: <input type="checkbox"/> accounting checks and balances	- employee handbook - cancelled checks with multiple signatures - policy regarding separation of financial duties - quarterly financial statements
3	Independent review of accounting records	Evidence of: <input type="checkbox"/> an annual outside audit by a certified public accountant	- audit documentation for the last three years

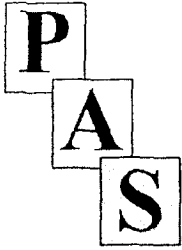


Program Administration Scale

Documentation List

14. Program Evaluation

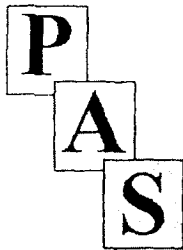
Indicator Strand	Theme	Criteria	Possible Documentation
1	Staff evaluation of the program	Evidence: <input type="checkbox"/> that staff evaluate the program <input type="checkbox"/> of frequency of staff evaluation of the program	<ul style="list-style-type: none"> - message book - staff questionnaires - organizational climate assessment - solicited feedback - self-assessments - meeting agendas and minutes - completed assessment tools/summarized assessment results for the last three years - exit interview forms/notes
2	Parent evaluation of the program	Evidence: <input type="checkbox"/> that parents evaluate the program <input type="checkbox"/> of frequency of parent evaluation of the program	<ul style="list-style-type: none"> - message book - parent questionnaires - solicited feedback - self-assessments - meeting agendas and minutes - completed assessment tools/summarized assessment results for the last three years - exit interview forms/notes
3	Use of evaluation information	Evidence that: <input type="checkbox"/> data from parent and staff evaluations are used to develop a written plan for program improvement <input type="checkbox"/> the center's evaluation process includes a feedback loop to staff and parents	<ul style="list-style-type: none"> - written program improvement plan - staff newsletter - parent newsletter - announcements to parents - meeting agendas and minutes



Program Administration Scale Documentation List

15. Strategic Planning

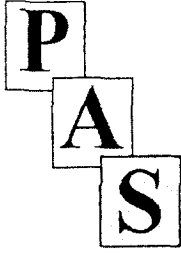
Indicator Strand	Theme	Criteria	Possible Documentation
1	Mission and vision statement	Evidence of: <input type="checkbox"/> the center's written mission or vision statement <input type="checkbox"/> who was involved in developing or reviewing the mission or vision statement <input type="checkbox"/> frequency of review of the mission or vision statement	<ul style="list-style-type: none"> - employee handbook - parent handbook - center brochure - plaque - public relations materials - meeting agenda and minutes - mission statement - vision statement - philosophy statement - mission or vision statement with evidence of review
2	Business and strategic plan	Evidence of: <input type="checkbox"/> the center's written business or strategic plan <input type="checkbox"/> who was involved in developing the business or strategic plan <input type="checkbox"/> frequency of review of the business or strategic plan	<ul style="list-style-type: none"> - employee handbook - business plan - strategic plan - meeting agenda and minutes - business or strategic plan with evidence of review



Program Administration Scale Documentation List

16. Family Communication

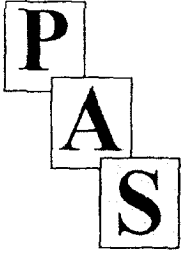
Indicator Strand	Theme	Criteria	Possible Documentation
1	Family orientation	<p>Evidence that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> center has an orientation procedure for new families <input type="checkbox"/> center checks in with new families <input type="checkbox"/> families are asked for information about the child's developmental history, strengths, likes, and dislikes <p>Evidence that during orientation families are given:</p> <ul style="list-style-type: none"> <input type="checkbox"/> written information about center operations, schedule, fees, calendar, health requirements, and discipline policy <input type="checkbox"/> a guided tour of the center <input type="checkbox"/> an introduction to teaching staff <input type="checkbox"/> an opportunity to ask questions of the Administrator <input type="checkbox"/> information about the center's family-friendly supports 	<ul style="list-style-type: none"> - intake form - parent handbook - family orientation procedures - family orientation checklist - contact logs
2	Consistency between center and child's home	<p>Evidence that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> staff ask families about their beliefs, culture, and childrearing practices during intake <input type="checkbox"/> the family's perspective about childrearing and cultural practices is solicited during parent meetings or conferences <input type="checkbox"/> the center implements procedures to achieve consistency between home and center whenever possible 	<ul style="list-style-type: none"> - intake form - parent conference forms - agenda/minutes of parent meetings - message log - family newsletter
3	Communication with families	<p>Evidence that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The center communicates with families in their primary language or utilizes resources as needed to communicate with families <input type="checkbox"/> information is communicated in various ways to families 	<ul style="list-style-type: none"> - parent handbook - newsletter - Web site information - sample items from parent bulletin board - message log - agenda/minutes of parent meetings - contracts with translators - notes home with children - mailed letters - e-mail records - phone logs
4	Parent conferences and daily communication	<p>Evidence of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> formal conferencing with families <input type="checkbox"/> conference times that are convenient for working families <input type="checkbox"/> daily communication between teaching staff and families 	<ul style="list-style-type: none"> - parent handbook - newsletter - Web site information - flyers, letters - e-mail messages - message log - sign-up sheets



Program Administration Scale Documentation List

17. Family Support and Involvement

Indicator Strand	Theme	Criteria	Possible Documentation
1	Family supports	Evidence that: <input type="checkbox"/> the center offers support for families	<ul style="list-style-type: none"> - parent handbook - letters to families - newsletter - bulletin board information - flyers/brochures - resource library - meeting agendas/minutes - e-mails - Web site
2	Visiting policies	Evidence of: <input type="checkbox"/> classroom visiting policy	<ul style="list-style-type: none"> - parent handbook - Web site - center policy and procedures - parent letters - flyers - newsletter
3	Parent involvement in center activities	Evidence of: <input type="checkbox"/> parent involvement in center and classroom activities	<ul style="list-style-type: none"> - parent handbook - Web site - center policy and procedures - parent letters - flyers - newsletter - e-mails - meeting agendas/minutes - advisory or governing board by-laws

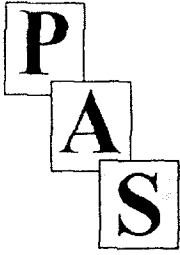


Program Administration Scale

Documentation List

18. External Communications

Indicator Strand	Theme	Criteria	Possible Documentation
1	Public relations tools	Evidence that: <input type="checkbox"/> the center utilizes different public relations tools	<ul style="list-style-type: none"> - stationery - brochure - logo - business cards - signage - advertising copy - newsletter - website - social networking page - advertising copy - phonebook advertisement - promotional items
2	Professional image of public relations tools	Evidence of: <input type="checkbox"/> consistent logo <input type="checkbox"/> neat and grammatically correct information <input type="checkbox"/> updated information <input type="checkbox"/> review of public relations tools	<ul style="list-style-type: none"> - stationery - brochure - logo - business cards - signage - advertising copy - phonebook advertisement - promotional items - newsletter - Web site - public relations tools with evidence of review
3	Responding to prospective parents	Evidence that: <input type="checkbox"/> records are kept of all prospective parents who inquire about the center and follow-up action taken <input type="checkbox"/> center has a written guide to train staff in providing information to prospective parents who call or visit	<ul style="list-style-type: none"> - dated log of enrollment inquiries and follow-up action - follow-up inquiry packet - e-mail records - written guide for training staff to provide information to prospective parents

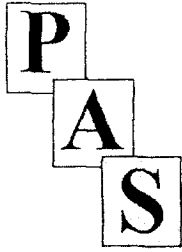


Program Administration Scale

Documentation List

19. Community Outreach

Indicator Strand	Theme	Criteria	Possible Documentation
1	Involvement in local community organizations	Evidence of: <input type="checkbox"/> attendance at local community organization events <input type="checkbox"/> membership in community organizations <input type="checkbox"/> leadership role in community organization	- memos - letters - newsletters - certificates of attendance, membership - leadership role assignments - membership card - meeting minutes
2	Promoting positive relations with the immediate neighborhood and community	Evidence of: <input type="checkbox"/> established opportunities to build good relations within the immediate neighborhood <input type="checkbox"/> support from the immediate neighborhood or local community	- memos - letters - newsletters - flyers - coupons for discounted services - gifts
3	Involvement in early childhood professional organizations	Evidence of: <input type="checkbox"/> attendance at events in and/or membership in early childhood organizations <input type="checkbox"/> leadership role in an early childhood organization	- memos - letters - newsletters - certificates of attendance, membership, leadership role - membership card

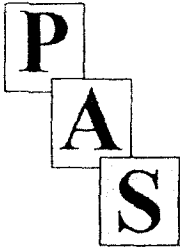


Program Administration Scale

Documentation List

20. Technological Resources

Indicator Strand	Theme	Criteria	Possible Documentation
1	Available technological resources	Evidence that: <input type="checkbox"/> center has a functional computer <input type="checkbox"/> center has functional computers available for teaching and administrative staff	<ul style="list-style-type: none"> - technology policies - employee handbook
2	Available technological resources	Evidence that: <input type="checkbox"/> center has Internet access for teaching and administrative staff <input type="checkbox"/> Internet access is available to teaching staff during planning and preparation time	<ul style="list-style-type: none"> - technology policies - employee handbook

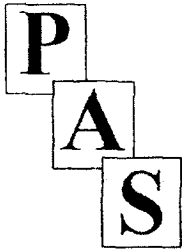


Program Administration Scale

Documentation List

21. Use of Technology

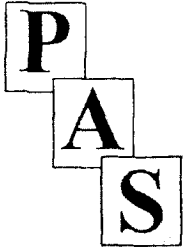
Indicator Strand	Theme	Criteria	Possible Documentation
1	Recordkeeping and communication usage	Evidence that: <input type="checkbox"/> administrative staff use technology for recordkeeping <input type="checkbox"/> administrative staff use technology for communication <input type="checkbox"/> job specific technology training is provided for administrative staff	<ul style="list-style-type: none"> - enrollment - accounts receivable, accounts payable - budget - cash-flow projections - employee benefits - inventory monitoring - database - letters - memos - email - website - presentation - newsletter - marketing material - training logs - training certificates
2	Utilization of technology in the classroom and with families	Evidence that: <input type="checkbox"/> teaching staff use technology in their work with children and families (e.g., cameras, recorders, computers) <input type="checkbox"/> job specific technology training was provided to teaching staff	<ul style="list-style-type: none"> - photo displays of children - newsletters developed by children with computers or other technology - computer-generated children's work - documentation of children's work with cameras and computers - training logs - training certificates
3	Technology policy	Evidence of: <input type="checkbox"/> written policy regarding staff use of technology	<ul style="list-style-type: none"> - technology policy



Program Administration Scale Documentation List

22. Administrator

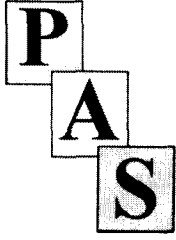
Indicator Strand	Theme	Criteria	Possible Documentation
1	Educational level	Evidence of: <input type="checkbox"/> highest level of education	- transcripts
2	Specialized ECE/CD coursework	Evidence of: <input type="checkbox"/> early childhood education and/or child development coursework	- transcripts
3	Specialized management coursework	Evidence of: <input type="checkbox"/> management coursework	- transcripts
4	Experience	Evidence of: <input type="checkbox"/> experience in management	- portfolio - position application - HR employment records
5	Professional contributions	Evidence of: <input type="checkbox"/> activities, roles, committee memberships, etc. in early childhood organizations and/or events	- portfolio - certificate - memberships - brochures - announcements - newsletters - newspaper articles



Program Administration Scale Documentation List

23. Lead Teacher

Indicator Strand	Theme	Criteria	Possible Documentation
1	Educational level	Evidence of: <input type="checkbox"/> highest level of education <input type="checkbox"/> enrollment in a BA degree program	- transcripts - enrollment forms
2	Specialized ECE/CD coursework	Evidence of: <input type="checkbox"/> early childhood education/child development coursework <input type="checkbox"/> certification	- transcripts - certification
3	Experience	Evidence of: <input type="checkbox"/> experience teaching young children	- portfolio - position application - HR employment records

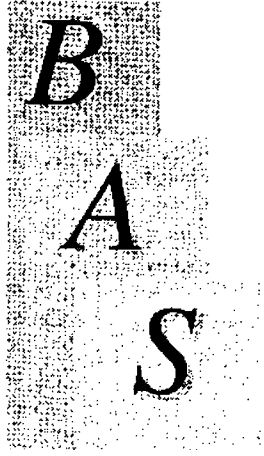


Program Administration Scale

Documentation List

25. Apprentice Teacher/Aide

Indicator Strand	Theme	Criteria	Possible Documentation
1	Educational level	Evidence of: <input type="checkbox"/> highest level of education	- transcripts
2	Specialized ECE/CD coursework	Evidence of: <input type="checkbox"/> early childhood education/child development coursework <input type="checkbox"/> enrollment in early childhood education/child development coursework	- transcripts - enrollment forms
3	Experience	Evidence of: <input type="checkbox"/> experience teaching young children	- portfolio - position application - HR employment records



Business Administration Scale Forms

Documents for Review

Provider Qualifications Worksheet

Item Summary Form

Business Administration Scale Profile

Documents for Review

To prepare for a BAS assessment, make available for review the following documents related to your family child care program. Check *Yes* or *No* indicating whether you have each document. Please note, many providers do not have all the documents listed.

Item	Document	Provider		Assessor Verified
		Yes	No	
1	Provider's credentials and transcripts of college coursework			
	Provider's certificates of attendance at business or management training			
	Provider's certificates of attendance at training for the last calendar year			
	Evidence of membership or active involvement in formal family child care network or association			
2	Evidence of tuition or fee increases within the last three years			
	Parent contract (or contract with sponsoring agency)			
	Evidence of provider's benefits (health insurance for self and dependent children, retirement plan, disability income insurance)			
4	Operating budget for current year			
	Policies and procedures that provide for adequate cash flow (e.g., payment required in advance of service, actions taken in response to delinquent payments, quarterly cash-flow projections)			
	Monthly reconciliation of bank statements			
	Quarterly income and expense statements			
	Evidence of consultation with qualified tax preparer regarding tax liability (within last 12 months)			
	Income tax report claiming business expenses (Form 1040, Schedule C)			
5	Record of income received, receipts given to families for each payment of tuition/fees, and end-of-year statement of tuition/fees paid			
	Record of meals and snacks served and monthly reports to the Food Program (CACFP)			
	Record of caregiving hours and other business hours worked in the home when children not present			
	Record of business-related expenses and usage of the Time-Space Percentage (IRS Form 8829)			

Item	Document	Provider		Assessor Verified
		Yes	No	
6	Risk management plan or written policies that reduce the provider's risk of doing business (e.g., what to do in various emergency situations; how to reduce the risk of child abuse allegations; how to prevent the spread of disease; procedures for field trip authorizations or for releasing children from care)			
	Child enrollment form			
	Record of emergency drills (past 12 months)			
	Business insurance policies (e.g., business liability, business property, and commercial auto insurance)			
7	Handbook or written program policies for parents			
	Intake form documenting background information on child and family			
	Written materials (e.g., sample menus, references) for parents considering enrollment			
	Notices, letters, newsletters, and other ways to communicate with parents			
8	Written materials about community resources for families			
	Evidence that all children birth to age 5 are given an opportunity to receive a developmental screening			
	Written information for parents about child development and childrearing issues			
	Record of parent conferences and parent meetings (past 12 months)			
9	Written information about tax credits, child care subsidies, and/or employer child care benefits			
	Public relations tools (e.g., stationery, flyers, brochure, newsletter, T-shirts)			
	Dated log/record of enrollment inquiries and follow-up actions taken			
	Evidence of Involvement or leadership in business, civic, or religious organizations in the community			
10	Evidence of orientation of assistants and/or substitutes; evidence that orientation includes receipt of written job description and program policies and procedures			
	Written employment agreement (or salary scale) for assistants and/or substitutes identifying wage based on responsibilities, education or training, and experience			
	Record of meetings with assistants and/or substitutes to share child observations and plan activities			
	Payment of at least minimum wage, payroll taxes, and worker's compensation for assistants and/or substitutes			

QRIS PILOT FRAMEWORK FOR EARLY CARE & EDUCATION PRACTITIONERS

EDUCATION LEVEL or AGE REQUIREMENTS	TRAINING IN ASK CORE AREA		ECE WORK EXPERIENCE	LEVEL	
	ECE COLLEGE CREDITS	ECE APPROVED COMMUNITY- BASED TRAINING			
Master's/Advanced Degree	45 credits	or 675 hours	Practicum or Field Training	3 years full-time OR 4 years part-time (6,000 hours in 48 months)	6.3
	30 credits	or 450 hours		6.2	
	16 credits	or 240 hours		6.1	
					6.0
Bachelor's/Advanced Degree	30 credits	or 450 hours	Practicum or Field Training	2 years full-time OR 3 years part-time (4,000 hours in 36 months)	5.3
	16 credits	or 240 hours		5.2	
	12 credits	or 180 hours		5.1	
					5.0
Associate Degree or 60 credits in a degree program	30 credits	or 450 hours	Practicum or Field Training	2 years full-time OR 3 years part-time (4,000 hours in 36 months)	4.3
	16 credits	or 240 hours		4.2	
	12 credits	or 180 hours		4.1	
					4.0
High School Diploma/GED or 18 years old	30 credits	or 450 hours	Field Training	1 year full-time OR 2 years part-time (2000 hours in 24 months)	3.3
	16 credits	or 240 hours		3.2	
	12 credits	or 180 hours		3.1	
	10 credits	or 150 hours		10 months full-time OR 2 years part-time (1750 hours in 24 months)	3.0
CDA Credential	12 credits	or 180 hours		9 months full-time OR 2 years part-time (1500 hours in 24 months)	2.3
	9 credits	or 135 hours		2.2	
	8 credits	or 120 hours		2.1	
					2.0
16 years of age or older (GCC)	9 credits	or 135 hours		9 months full-time OR 2 years part-time (1500 hours in 24 months)	1.4
	6 credits	or 90 hours		6 months full-time OR 1 year part-time (1000 hours in 12 months)	1.3
	3 credits	or 45 hours		6 months (500 hours)	1.2
18 years of age or older (I/T and FCC)					1.1
					1.0
		30 hours*		No experience Required	
		On-site orientation training			
All participants must be certified in current infant/child first aid and infant/child CPR *					Entry

* These requirements must be met by January 30, 2013

Maintaining

- 15 hours of approved HCYC training and a completed reflection sheet for each training attended with evidence of attendance such as a copy of the training agenda and sign-in sheet, certificate of attendance, or transcript

- Current infant/child First Aid and infant/child CPR certificate

Notes:

- Level 2 is designed specific to the requirements of the Child Development Associate (CDA)

- Level 2.1 considers those CDA candidates that have completed the formal training portion

- Level 3.2 is the equivalent to the requirements of a Montessori Associate Credential (MAC)

QRIS Pilot Quality Assessment Report (CCC /ITC SAMPLE)

Quality Assessment Report (QAR) CCC

Contents:

- **Statement of program QRIS Pilot Rating Level**
- **Table: Summary of Measures by QRIS Standard Area**
- **Table: Summary of Evidences by QRIS Level**
- **Summary of Evidence and Measures by Standard Areas**
- **Evidence and Measures that are sorted by QRIS Standard Areas:**
 - ECERS-R
 - ITERS -R
 - CLASS Pre-K
 - CLASS Toddler
 - PAS
 - Staff Qualification Rating
 - Supporting Evidence

The QAR indicates the QRIS Rating Level assigned to the site. Scores from the respective evidences and measures are included in the report summary on the first page showing how the final Rating Level was determined. Evidence and measures are then further sorted into the 5 QRIS Standard Areas in the body of the QAR. The QRIS Standard Areas are the categories that will be identified by sites when developing a Quality Improvement Plan.

QRIS QUALITY ASSESSMENT REPORT (QAR) - CCC SAMPLE

Site Name: ABC Child Care Center
XYZ Street, Honolulu, HI 96808

Report Date July, 22 2012

QRIS PILOT RATING LEVEL: 1

NOTE: QRIS Level(s) for assessments, staff qualifications, and supporting evidence are used to determine final QRIS Rating Level. In order to be on a certain level, all Evidence and Measures must be at the same level. See tables 4 (CCC), and/or 6 (I/T) in the QRIS Policy and Procedure Manual for clarification.

Summary of Evidence and Measures:

<u>Assessment</u>	<u>Date(s) Completed</u>	<u>Item Score Sum</u>	<u>Item Count</u>	<u>Average</u>	<u>QRIS Level</u>
ECERS-R	2/13/12; 2/14/12	209.00	70	2.99	1
ITERS-R	3/2/12; 3/14/12	178.00	57	3.12	2
CLASS Pre-K	2/15/12; 3/2/12	68.20	20	3.41	3
CLASS Toddler	2/18/12; 3/15/12	60.80	16	3.80	3
PAS	4/3/12	90.00	25	3.60	3
Staff Qualifications					1
Supporting Evidence					2

Summary of Measures by QRIS Standard Areas and Subscale Areas: CCC

Standard Area	Subscale Area	Measure	Average Score
Early Childhood Care and Education			
	Child/Teacher Interactions		
		ECERS-R	3.79
		ITERS-R	3.80
		CLASS Pre-K	3.27
		CLASS Toddler	3.63
	Curriculum		
		ECERS-R	2.74
		ITERS-R	2.50
		CLASS Pre-K	2.47
		CLASS Toddler	2.70
	Child Assessment		
		PAS	3.00
	Mental Health		
		ECERS-R	4.00
		ITERS-R	3.75
		CLASS Pre-K	4.60
		CLASS Toddler	4.70
	Environment		
		ECERS-R	2.88
		ITERS-R	4.20
		CLASS Pre-K	3.10
		PAS	4.00
Diversity and Inclusion			
		ECERS-R	1.50
		ITERS-R	3.00
		PAS	5.00
Family Partnerships			
		PAS	6.00
Staff Qualifications			
		PAS	2.60
		Staff Qualification Level	1.00
Program Design and Management			
		PAS	3.31

QRIS pilot

Quality Rating and Improvement System

Supporting Evidence Summary

QRIS Level	Supporting Evidence Met by Level	Supporting Evidence Not Met by Level
Level 1	1.0: ECERS-R baseline score 1.2: Director has 3 credit hours in administration	
Level 2	2.0: Completed PAS self-assessment 2.1: Written philosophy statement and goals for child development 2.2: Organized, written curriculum 2.3: Individual child observations are recorded and an assessment mechanism is used to measure child progress	
Level 3	3.2a: Consolidated parent handbooks 3.2b: Consolidated staff handbook 3.3a: New parent orientation 3.3 b: At least one parent conference per year 3.3 c: Provides at least 3 family supports	3.4: Enrollment process provides a gradual transition before care formally begins
Level 4	4.1a: Provides at least 5 family supports 4.1 b: Communicates with families using 6 modes of communication 4.3: Director has 6 credit hours in administration	4.2: Complete NAEYC program portfolio
Level 5	5.2a: Provides at least 5 family supports 5.2b: Communicates with families using 8 modes of communication 5.3: Director has 9 credit hours in administration	5.0: Written assessment plan showing how child observations and assessment results are used to individualize curriculum and evidence it is communicated with families 5.3: Current NAEYC Accreditation

Evidence and Measures Summary by QRIS Standard Areas

Early Childhood Care and Education		Score Averages and Evidences
Child/Teacher Interactions	ECCERS-R :	
	15. Books & pictures	4.00
	16. Encouraging children to communicate	3.00
	17. Using language to develop reasoning skills	1.50
	18. Informal use of language	4.50
	29. Supervision of gross motor activities	4.50
	30. General supervision of children	4.50
	33. Interactions among children	4.50
	ITERS-R:	
	12. Helping children understand language	4.50
	13. Helping children use language	4.00
	14. Using books	1.50
	25. Supervision of play and learning	5.00
	26. Peer interaction	4.00
	CLASS Pre-K:	
	1. Positive Climate	4.60
	4. Regard for Student Perspective	3.20
	9. Quality of Feedback	2.00
	CLASS Toddler	
	1. Positive Climate	4.60
4. Regard for Student Perspective	3.20	
7. Quality of Feedback	3.10	

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Curriculum	ECERS-R:	
	9. Greeting/departing	4.50
	10. Meals/snacks	1.00
	11. Nap/rest	2.50
	12. Toileting/diapering	1.50
	13. Health practices	2.00
	14. Safety practices	1.50
	19. Fine Motor	2.50
	20. Art	2.00
	21. Music/movement	2.00
	22. Blocks	3.00
	23. Sand/water	5.50
	24. Dramatic play	2.50
	25. Nature/science	2.50
	26. Math/number	2.50
	27. Use of TV, video, and/or computers	N/A
	34. Schedule	3.00
	35. Free play	3.00
	36. Group time	5.00
	ITERS-R:	
	6. Greeting/departing	4.50
	7. Meals/snacks	1.50
	8. Nap	1.00
	9. Diapering/toileting	1.00
	10. Health practices	2.00
	11. Safety practices	1.00
	15. Fine motor	4.50
	16. Active physical play	3.00
	17. Art	4.50
	18. Music & movement	3.00
	19. Blocks	2.00
	20. Dramatic play	1.00
	21. Sand and water play	2.00
	22. Nature/science	2.50
	23. Use of TV, video, and/or computer	N/A
	29. Schedule	2.50
	30. Free play	2.50
	31. Group play activities	4.00
	CLASS Pre-K:	

	<p>6. Productivity</p> <p>8. Concept Development</p> <p>10. Language Modeling</p>	<p>3.90</p> <p>1.90</p> <p>1.60</p>
	<p>CLASS Toddler</p> <p>6. Facilitation of Learning and Development</p> <p>8. Language Modeling</p>	<p>2.90</p> <p>2.50</p>
	<p>Supporting Evidence:</p> <p>1.1: * Copy of Hawaii Early Learning & Development Standards (<i>HELDS</i>)</p> <p>2.1: Written philosophy statement and goals for children's development</p> <p>2.2: Organized written curriculum</p> <p>3.0: * Program's curriculum is aligned with the Hawaii Early Learning & Development Standards (<i>HELDS</i>)</p> <p>4.0a: * Evidence that the curriculum is implemented and incorporates the Hawaii Early Learning Standards (<i>HELDS</i>), as evidenced in written lesson plans</p> <p>5.1: * Written crosswalk showing how program's curriculum and assessment tools connect to the Hawaii Early Learning & Development Standards (<i>HELDS</i>)</p>	<p>N/A</p> <p>Yes</p> <p>Yes</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>

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<p>Child Assessment</p>	<p>PAS:</p> <p>11. Assessment in Support of Learning</p> <p>Supporting Evidence:</p> <p>2.3: Individual child observations are recorded and an assessment mechanism is used to measure child progress</p> <p>5.0: Written assessment plan showing how valid and reliable child observation and assessment results are used to individualize curriculum and evidence it is communicated with families</p> <p>4.0b: * Evidence that the curriculum is implemented and incorporates the Hawaii Early Learning Standards (HELDS), as evidenced in child observation records</p> <p>4.0c: * Evidence that the curriculum is implemented and incorporates the Hawaii Early Learning Standards(HELDS), as evidenced in child assessments</p>	<p>3.00</p> <p>Yes</p> <p>No</p> <p>N/A</p> <p>N/A</p>
<p>Mental Health</p>	<p>ECERS-R:</p> <p>31. Discipline</p> <p>32. Staff-child Interactions</p> <p>ITERS-R:</p> <p>27. Staff-child Interaction</p> <p>28. Discipline</p> <p>CLASS Pre-K:</p> <p>2. Negative Climate</p> <p>3. Teacher Sensitivity</p> <p>5. Behavior Management</p> <p>CLASS Toddler:</p> <p>2. Negative Climate</p> <p>3. Teacher Sensitivity</p> <p>5. Behavior Guidance</p>	<p>4.00</p> <p>4.00</p> <p>3.50</p> <p>4.00</p> <p>6.50</p> <p>4.00</p> <p>3.30</p> <p>6.50</p> <p>4.00</p> <p>3.60</p>
<p>Environment</p>	<p>ECERS-R:</p> <p>1. Indoor space</p> <p>2. Furniture for care, play, & learning</p> <p>3. Furnishings for Relaxation</p> <p>4. Room arrangement</p>	<p>1.50</p> <p>3.00</p> <p>2.50</p> <p>3.50</p>

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	<p>5. Space for privacy 1.50</p> <p>6. Child-related display 3.50</p> <p>7. Space for gross motor 2.00</p> <p>8. Gross motor equipment 5.50</p> <p>ITERS-R:</p> <p>1. Indoor space 3.50</p> <p>2. Furniture for routine care and play 2.50</p> <p>3. Provision for relaxation & comfort 4.50</p> <p>4. Room arrangement 5.00</p> <p>5. Display for children 5.50</p> <p>CLASS Pre-K:</p> <p>7. Instructional Learning Formats 3.10</p> <p>PAS:</p> <p>14. Program Evaluation 4.00</p>	
Diversity and Inclusion		Score Averages and Evidences
	<p>ECERS-R:</p> <p>28. Promoting acceptance of diversity 1.50</p> <p>37. Provisions for children with disabilities N/A</p> <p>ITERS-R:</p> <p>24. Promoting acceptance of diversity 3.00</p> <p>32. Provisions for children with disabilities N/A</p> <p>PAS:</p> <p>10. Screening and Identification of Special Needs 5.00</p>	

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Family Partnerships		Score Averages and Evidences
<p>PAS:</p> <p>16. Family Communications</p> <p>17. Family Support and Involvement</p> <p>Supporting Evidence:</p> <p>3.2a: Consolidated parent handbooks</p> <p>3.3a: New parent orientation</p> <p>3.3b: At least one parent conference per year</p> <p>3.3c: Program offers at least 3 Family Supports</p> <p>3.4: The enrollment process provides a gradual transition before care formally begins</p> <p>4.1a: Program offers at least 5 family supports</p> <p>4.1b: Program communicates by 6 modes of communication</p> <p>4.0d: * Evidence that the curriculum is implemented and incorporates the Hawaii Early Learning Standards(HELDS), as evidenced in parent communication</p> <p>5.2a: Program offers at least 5 family supports</p> <p>5.2b: Program communicates by 8 modes of communication</p>	<p>5.00</p> <p>7.00</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>No</p> <p>Yes</p> <p>Yes</p> <p>N/A</p> <p>Yes</p> <p>Yes</p>	
Staff Qualifications		Score Averages and Evidences
<p>PAS:</p> <p>3. Staff Development</p> <p>22. Administrator</p> <p>23. Lead Teacher</p> <p>24 Teacher</p> <p>25 Apprentice Teacher/Aide</p>	<p>3.00</p> <p>3.00</p> <p>2.00</p> <p>3.00</p> <p>2.00</p>	

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	<p>Staff Qualifications Level:</p> <p>Supporting Evidence:</p> <p>1.2: Director has 3 credit hours in Administration</p> <p>4.3: Director has 6 credit hours in Administration</p> <p>5.3: Director has 9 credit hours in Administration</p>	<p>1.00</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>
Program Design and Management		Score Averages and Evidences
	<p>PAS:</p> <p>1. Staff Orientation</p> <p>2. Supervision and Performance Appraisal</p> <p>4. Compensation</p> <p>5. Benefits</p> <p>6. Staffing Patterns & Scheduling</p> <p>7. Facilities Management</p> <p>8. Risk Management</p> <p>9. Internal Communications</p> <p>12. Budget Planning</p> <p>13. Accounting Practices</p> <p>15. Strategic Planning</p> <p>18. External Communications</p> <p>19. Community Outreach</p> <p>20. Technological Resources</p> <p>21. Use of Technology</p> <p>Supporting Evidence:</p> <p>1.0: ECERS-R baseline score</p> <p>2.0: Completed PAS self-assessment</p> <p>3.1 * Staff Development plan includes training on Hawaii Early Learning Standards (<i>HELDS</i>)</p> <p>3.2b: Consolidated staff Handbook</p> <p>4.2: Completed NAEYC Program Portfolio</p> <p>5.3: Current NAEYC Accreditation</p>	<p>5.00</p> <p>3.00</p> <p>4.00</p> <p>2.00</p> <p>5.00</p> <p>5.00</p> <p>3.00</p> <p>2.00</p> <p>1.00</p> <p>3.00</p> <p>2.00</p> <p>4.00</p> <p>6.00</p> <p>7.00</p> <p>1.00</p> <p>Yes</p> <p>Yes</p> <p>N/A</p> <p>Yes</p> <p>No</p> <p>No</p>

*** The Hawaii Early Learning Standards are in the process of being developed and are scheduled to be available in Fall of 2012. The requirements for any evidence showing alignment with these standards will not be required in the QRIS Pilot. However, the developers of the Pilot strongly encourage providers to become familiar with the *HELDS* once available, and begin to use these as part of practice.**

ECERS-R Consolidated Assessment Report (SAMPLE)

Contents:

- ECERS-R Site Score
- ECERS-R scores by Sub-scales
- ECERS-R Scores by Classroom

The ECERS-R Site Score is one element used to determine the final QRIS Pilot Rating Level. The ECERS Site Score is determined by averaging all items scored across all classrooms that were observed.

ECERS-R Scores by Classroom contains tables which identify individual classroom sub-scale scores as well as combined classroom averages on each item scored.

QRIS Quality Assessment Consolidated Site Report Sample ECERS-R

Facility Name	ABC Child Care Center
Address	XYZ Street
Date of assessments	2/13/12, 2/14/12
Number of Classrooms Assessed	2
Classroom IDs	Green Turtle Room, Blue Room

ECERS-R Site Score: 2.99

ECERS-R SCORES BY SUB-SCALES

Category	Item Score Sum	Item Count	Average
I. Space and furnishings	46.00	16	2.88
II. Personal Care	26.00	12	2.17
III. Language-Reasoning	24.00	8	3.00
IV. Activities	48.00	18	2.67
V. Interaction	43.00	10	4.30
VI. Program Structure	22.00	6	3.67
Total	209	70	2.99

ECERS-R Scores by Classroom

I. Space and Furnishings

Item Number	Item Name	Score: Gr. Turtle	Score: Blue Room	Average Score
1	Indoor space	2	1	1.5
2	Furniture for routine care, play and learning	1	5	3.00
3	Furnishings for relaxation, and comfort	3	2	2.50
4	Room arrangement	3	4	3.50
5	Space for privacy	1	2	1.50
6	Child-related display	4	3	3.50
7	Space for gross motor	2	2	2.00
8	Gross motor equipment	6	5	5.50
	Sub-scale Score	2.75	3.00	2.88

II. Personal Care Routines

Item Number	Item Name	Score: Gr. Turtle	Score: Blue Room	Average Score
9	Greeting/departing	7	2	4.50
10	Meals/snacks	1	1	1.00
11	Nap/rest	4	1	2.50
12	Toileting/diapering	1	2	1.50
13	Health practices	2	2	2.00
14	Safety practices	1	2	1.50
	Sub-scale Score	2.67	1.67	2.17

III. Language-Reasoning

Item Number	Item Name	Score: Gr. Turtle	Score: Blue Room	Average Score
15	Books and Pictures	4	4	4.00
16	Encouraging children to communicate	3	3	3.00
17	Using language to develop reasoning skills	1	2	1.50
18	Informal use of language	3	4	4.50
	Sub-scale Score	2.75	3.25	3.00

IV. Activities

Item Number	Item Name	Score: Gr. Turtle	Score: Blue Room	Average Score
19	Fine Motor	2	3	2.50
20	Art	1	3	2.00
21	Music/movement	2	2	2.00
22	Blocks	2	4	3.00
23	Sand/water	5	6	5.50
24	Dramatic play	2	3	2.50
25	Nature/science	1	4	2.50
26	Math/number	1	4	2.50
27	Use of TV, video, and/or computers	N/A	N/A	N/A
28	Promoting acceptance of diversity	1	2	1.50
	Sub-scale Score	1.89	3.67	2.67

V. Interaction

Item Number	Item Name	Score: Gr. Turtle	Score: Blue Room	Average Score
29	Supervision of gross motor activities	4	5	4.50
30	General supervision of children	5	4	4.50
31	Discipline	4	4	4.00
32	Staff-child interactions	6	2	4.00
33	Interactions among children	6	3	4.50
	Sub-scale Score	5.00	3.60	4.30

VI. Program Structure

Item Number	Item Name	Score: Gr. Turtle	Score: Blue Room	Average Score
34	Schedule	4	2	3.00
35	Free play	1	5	3.00
36	Group time	6	4	5.00
37	Provisions for children with disabilities	N/A	N/A	N/A
	Sub-scale Score	3.67	3.67	3.67

ECERS-R Classroom Assessment Report(s) (SAMPLES)

Contents:

- ECERS-R Classroom Score
- ECERS-R Scores by Sub-scales
- ECERS-R Scores by Item

The ECERS-R Classroom Score gives an individualized account of the assessment data for each classroom observed.

ECERS-R scores for items are grouped into those that were scored at 5 or more and those that scored under 5. For every item scored under 5, a rationale for the score is given. These latter items represent areas for potential growth.

QRIS Quality Assessment Classroom Report Sample (ECERS-R)

Facility Name	ABC Child Care Center
Address	XYZ Street
DHS License #	11111
Date of assessment	2/14/12
Classroom Assessed	Green Turtle Room
Teacher(s) name(s)	Ms. Sunshine, Ms. Happiness
# children enrolled	14
# children present	8
Number enrolled in each age group:	
Infants (birth – 11mos.)	-
Toddlers (12 mos. – 29 mos.)	-
Pre School (30 mos. – 5yrs)	14

ECERS-R Classroom Score: 2.91

ECERS-R SCORES BY SUB-SCALES

<u>Category</u>	<u>Item Score Sum</u>	<u>Item Count</u>	<u>Average</u>
I. Space and furnishings	22	8	2.75
II. Personal Care	16	6	2.67
III. Language-Reasoning	11	4	2.75
IV. Activities	17	9	1.89
V. Interaction	25	5	5.00
VI. Program Structure	11	3	3.67
Total	102	35	2.91

ITEMS MARKED NOT APPLICABLE

<u>Item #</u>	<u>Item</u>	<u>Score</u>
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IV. Activities

27.	Use of TV, video, and/or computers	N/A
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V. Interaction

37.	Provisions for children with disabilities	N/A
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STRENGTHS: ITEMS WITH SCORES OF 5 AND ABOVE

<u>Item #</u>	<u>Item</u>	<u>Score</u>
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I. Space and Furnishings

8.	Gross motor equipment	6
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II. Personal Care Routines

9.	Greeting/Departing	7
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IV. Activities

23.	Sand and water play	5
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V. Interaction

30.	General supervision of children	5
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32.	Staff-child Interactions	6
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33.	Interactions among children	6
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VI. Program structure

36.	Group time	6
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AREAS FOR POTENTIAL GROWTH: ITEMS WITH SCORES LESS THAN 5

Item #	Item	Score
I. Space and Furnishings		
1.	Indoor space 3.1: There is not sufficient space for the children, adults and furnishings.	2
2.	Furniture for routine care, play, and learning 1.1: There is insufficient furniture for play	1
3.	Furnishings for relaxation, and comfort 5.1: There is not a cozy area available for a significant portion of the day	3
4.	Room arrangement for play 5.1: There are only 2 interest areas defined.	3
5.	Space for Privacy 1.1: There is no space set aside for privacy	1
6.	Child related display 5.3: Most of the display was not done by children.	4
7.	Space for gross motor play 3.2: The gross motor area outdoor does not have sufficient cushioning material underneath.	2

II. Personal Care Routines

10. Meals and snacks 1

1.3: Tables were not sanitized and hands were not washed before the meal.

11. Nap/rest 4

3.2: There are no sheets on the mats

12. Toileting/Diapering 1

1.1: Sink is not sanitized for use after toileting and then for hand washing for meals

13. Health practices 2

3.1: Hand washing did not take place upon entry into the classroom.

14. Safety practices 1

1.1: Balloons were used and are a choking hazard. The equipment is unanchored; the blind cord is dangling and the tall shelf is unanchored.

III. Language –Reasoning

15. Books and pictures 4

5.2: There are no additional language books available

16. Encouraging children to communicate 3

5.1: Numerous activities did not take place during free play and group time.

17. Using language to develop reasoning skills 1

3.1: There were not 2 examples of staff talking about logical relationships or concepts

18. Informal use of language 3

5.4: Staff did not encourage communication between children.

IV. Activities

19. Fine Motor 2

5.1: There are not many fine motor activities available.

20. Art 1

1.2: The art activities are rarely available to the children.

21. Music/movement 2

3.1: There are no music materials available for children's use

22. Blocks 2

3.1: There are not enough blocks accessible for 2 children to build independent structures at the same time

24. Dramatic play 2

3.2: There are not many dramatic play materials accessible.

25. Nature/science 1

1.1: There are no materials or activities for science/nature

26. Math/number 1

1.1: There are no math and number materials accessible.

28. Promoting acceptance of diversity 1

1.1: There was no racial/cultural diversity evident in the materials.

V. Interaction

29. Supervision of gross motor activities **4**

5.3: Staff did not assist children to develop new skills

31. Discipline **4**

5.2: There was only one slide available and the children had to wait turns and be crowded.

VI. Program structure

34. Schedule **4**

5.4: The children had to wait for over 5 minutes when transitioning from outdoor play to indoor play.

35. Free Play **1**

1.2: There was inadequate time or materials available for free play

QRIS Quality Assessment Classroom Report Sample (ECERS-R)

Facility Name	ABC Child Care Center
Address	XYZ Street
DHS License #	11111
Date of assessment	2/13/12
Classroom Assessed	Blue Room
Teacher(s) name(s)	Blaine Stow, Gene Phil
# children enrolled	16
# children present	12
Number enrolled in each age group:	
Infants (birth – 11mos.)	-
Toddlers (12 mos. – 29 mos.)	-
Pre School (30 mos. – 5yrs)	16

ECERS-R Classroom Score: 3.11

ECERS-R SCORES BY SUB-SCALES

<u>Category</u>	<u>Item Score Sum</u>	<u>Item Count</u>	<u>Average</u>
I. Space and furnishings	24	8	3.00
II. Personal Care	10	6	1.67
III. Language-Reasoning	13	4	3.25
IV. Activities	33	9	3.67
V. Interaction	18	5	3.60
VI. Program Structure	11	3	3.67
Total	109	35	3.11

ITEMS MARKED NOT APPLICABLE

<u>Item #</u>	<u>Item</u>	<u>Score</u>
IV. Activities		
27.	Use of TV, video, and/or computers	N/A
V. Interaction		
37.	Provisions for children with disabilities	N/A

STRENGTHS: ITEMS WITH SCORES OF 5 AND ABOVE

<u>Item #</u>	<u>Item</u>	<u>Score</u>
I. Space and Furnishings		
2	Furniture for routine care, play and learning	5
8.	Gross motor equipment	5
IV. Activities		
23.	Sand and water play	6
V. Interaction		
29.	Supervision of gross motor activities	5
VI. Program structure		
35.	Free Play	5

AREAS FOR POTENTIAL GROWTH: ITEMS WITH SCORES LESS THAN 5

<u>Item #</u>	<u>Item</u>	<u>Score</u>
I. Space and Furnishings		
1.	Indoor space	1
	1.1- 5.1: There was not sufficient space for the amount of children allowed in the class	
3.	Furnishings for relaxation, and comfort	2
	3.2: Only 3 soft toys were observed.	
	5.1: Not accessible for a substantial portion of the day (only available 2 hrs not 3.5)	
	5.2: Active play was not kept out	
4.	Room arrangement for play	4
	5.2: The book center, was located between very active centers.	
5.	Space for Privacy	2
	3.2: Space for privacy is not accessible for much of the day.	
6.	Child related display	3
	5.1: Displays in the classroom do not relate to the current theme of community helpers	
7.	Space for gross motor play	2
	3.3: There were 2 inches of cushioning under climber.	
II. Personal Care Routines		
9.	Greeting/Departing	2

3.1: During morning drop off, 1 out of 4 children were greeted by staff.

10. Meals and snacks 1

1.3-3.3: The tables were not sanitized prior to eating snack; children were not supervised when washing hands

3.5: Allergies not posted where food is being served

11. Nap/rest 1

1.2-3.2: Children rested directly on the carpet

12. Toileting/Diapering 2

3.1: Sinks used to wash hands after toileting was not sanitized before hand washing was done for snack time.

3.3: While the children washed their hands at least 80% of the time after toileting, the adults washed their hands only 20% of the time.

13. Health practices 2

3.1: Children washed their hands 15% of the time upon arrival. Adults washed their hands 40% of the time when helping children wipe noses.

5.3: No aprons provided for gluing, water play or painting

14. Safety practices 2

3.1: Two safety hazards were noted in the indoor area: improper storage of hazardous solutions and an area carpet that poses a tripping hazard.

III. Language –Reasoning

15. Books and pictures 4

5.5: No instances of the staff reading to the children were observed.

16. Encouraging children to communicate 3

5.1 During free play, staff occasionally interacted with children and asked questions or began discussions.

5.2 Less than 3 examples of types of materials that would encourage children to communicate

17. Using language to develop reasoning skills 2

3.1: Only 1 instance observed of staff talking about logical relationships with children.

5.1: Staff not observed discussing logical relationships between materials

5.2 Children not observed being encouraged to talk through or explain their reasoning when problem solving

18. Informal use of language 4

5.2: Much of language used by staff in classroom is related to commands for behaviors needed from children

5.3: Staff not observed adding information to expand on ideas presented by children.

IV. Activities

19. Fine Motor 3

5.1: Many fine motor materials available, but materials were not available for a large portion of the day

20.	Art	3
	5.1: Many types of art materials not available for large part of the day. Only crayons and paper were accessible for most of day	
21.	Music/movement	2
	3.1: Only 1 example of music materials was accessible.	
	5.1: Music materials were not available a good portion of the day.	
	5.2: A variety of music is not used	
22.	Blocks	4
	5.1: There was not enough space or blocks for a few children to build block structures at the same time.	
	5.3: Block area not set aside; children walk through building area to get to other areas	
24.	Dramatic play	3
	5.1: No male-specific dress-up items were available.	
	5.3: All dress up items reflected only home living.	
25.	Nature/science	4
	5.2: Materials were not accessible to the children for a long time during the day	
26.	Math/number	4
	5.2: Materials were not accessible to the children for long period of the day	
28.	Promoting acceptance of diversity	4
	5.1 Multiple abilities not represented in materials	

V. Interaction

30. General supervision of children 4

5.1: A few children began to run around the classroom and rough-house without teacher noticing; some peer interactions that were negative went unnoticed.

31. Discipline 4

5.1 Staff not observed noticing children's positive behavior often

32. Staff-child Interactions 2

5.1: Teachers not observed providing warm interactions and engagement with children

5.3: Children who were upset or hurt were generally not engaged with sympathy or empathy.

33. Interactions among children 3

5.1: Staff was not observed modeling good social skills

5.2: Children not observed being mentored to talk through conflicts with peers

VI. Program structure

34. Schedule 2

3.2: No written schedule was posted in the classroom.

36. Group time 4

5.1: Whole group gatherings were not shortened when some of the children lost the ability to stay interested and tried to leave the group.

ITERS-R Consolidated Assessment Report (SAMPLE)

Contents:

- ITERS-R Site Score
- ITERS-R Scores by Sub-scale
- ITERS-R Scores by Classroom

The ITERS-R Site Score is one element used to determine the final QRIS Pilot Rating Level. The ITERS-R Site Score is determined by averaging out all items scored across all classrooms that were observed.

ITERS-R Scores by Classroom contains tables which identify individual classroom sub-scores as well as combined classroom averages on each item scored.

QRIS Quality Assessment Consolidated Site Report - ITERS-R Sample

Facility Name	ABC Child Care (Infant-Toddler) Center
Address	XYZ Street
DHS License #	22222
Date of assessments:	3/2/12, 3/14/12
Number of # of I-T classrooms assessed:	2
Classroom IDs	Tadpoles, Guinea Pigs

ITERS-R Site Score: 3.12

ITERS-R SCORES BY SUB-SCALES

Category	Item Score Sum	Item Count	Average
I. Space and furnishings	42.00	10	4.20
II. Personal Care Routines	22.00	12	1.83
III. Listening and Talking	20.00	6	3.33
IV. Activities	47.00	16	2.94
V. Interaction	33.00	8	4.13
VI. Program Structure	14.00	5	2.80
Total	178.00	57	3.12

ITERS-R Scores by Classroom

I. Space and Furnishings

Item Number	Item name	Score: Tadpoles	Score: Guinea Pigs	Average Score
1	Indoor space	3	4	3.50
2	Furniture for routine care and play	4	1	2.50
3	Provision for relaxation & comfort	3	6	4.50
4	Room arrangement	4	6	5.00
5	Display for children	4	7	5.50
	Sub-scale score	3.60	4.80	4.20

II. Personal Care Routines

Item Number	Item name	Score: Tadpoles	Score: Guinea Pigs	Average Score
6	Greeting/departing	4	5	4.50
7	Meals/snacks	1	2	1.50
8	Nap	1	1	1.00
9	Diapering/toileting	1	1	1.00
10	Health practices	2	2	2.00
11	Safety practices	1	1	1.00
	Sub-scale score	1.67	2.00	1.83

III. Listening and Talking

Item Number	Item name	Score: Tadpoles	Score: Guinea Pigs	Average Score
12	Helping children understand language	2	7	4.50
13	Helping children use language	1	7	4.00
14	Using books	1	2	1.50
	Sub-scale score	1.33	5.33	3.33

IV. Activities

Item Number	Item name	Score: Tadpoles	Score: Guinea Pigs	Average Score
15	Fine motor	2	7	4.50
16	Active physical play	2	4	3.00
17	Art	7	2	4.50
18	Music & movement	2	4	3.00
19	Blocks	2	N/A	2.00
20	Dramatic play	1	1	1.00
21	Sand and water play	2	N/A	2.00
22	Nature/science	4	1	2.50
23	Use of TV, video, and/or computer	N/A	N/A	N/A
24	Promoting acceptance of diversity	4	2	3.00
	Sub-scale score	2.89	3.00	2.94

V. Interaction

Item Number	Item name	Score: Tadpoles	Score: Guinea Pigs	Average Score
25	Supervision of Play and Learning	3	7	5.00
26	Peer Interaction	2	6	4.00
27	Staff-child interaction	1	6	3.50
28	Discipline	2	6	4.00
	Sub-scale score	2.00	6.25	4.13

VI. Program Structure

Item Number	Item name	Score: Tadpoles	Score: Guinea Pigs	Average Score
29	Schedule	1	4	2.50
30	Free play	3	2	2.50
31	Group play activities	4	N/A	4.00
32	Provisions for children with disabilities	N/A	N/A	N/A
	Sub-scale score	2.67	3.00	2.80

ITERS-R Classroom Assessment Report(s)

Contents:

- ITERS-R Classroom Score
- ITERS-R Scores by Sub-scale
- ITERS-R Scores by Item

The ITERS-R Classroom Score gives an individualized account of the assessment data for each I/T classroom observed.

ITERS-R scores for items are grouped into those that were scored at 5 or more and those that scored under 5. For every item scored under 5, a rationale for the score is given. These latter items represent areas for potential growth.

QRIS Quality Assessment Classroom Report Sample ITERS-R

Facility Name	ABC Child Care(Infant-Toddler) Center
Address	XYZ Street
DHS License #	22222
Date of assessment	3/2/12
Classroom Assessed	Tadpoles
Teacher(s) name(s)	Ms. Honeysuckle, Ms. Rose
# children enrolled	9
# children present	6
Number enrolled in each age group:	
Infants (birth – 11mos.)	2
Toddlers (12 mos. – 29 mos.)	7

ITERS-R Classroom Score: 2.47

ITERS-R SCORES BY SUB-SCALES

Category	Item Score Sum	Item Count	Average
I. Space and furnishings	18.00	5	3.60
II. Personal Care Routines	10.00	6	1.67
III. Listening and Talking	4.00	3	1.33
IV. Activities	26.00	9	2.89
V. Interaction	8.00	4	2.00
VI. Program Structure	8.00	3	2.67
Total	74.00	30	2.47

ITEMS MARKED NOT APPLICABLE

<u>Item #</u>	<u>Item</u>	<u>Score</u>
IV. Activities		
23.	Use of TV, video, and/or computer	N/A
VI. Program Structure		
32.	Provisions for children with disabilities	N/A

STRENGTHS: ITEMS WITH SCORES OF 5 AND ABOVE

<u>Item #</u>	<u>Item</u>	<u>Score</u>
IV. Activities		
17.	Art	7

AREAS FOR POTENTIAL GROWTH: ITEMS WITH SCORES LESS THAN 5

<u>Item #</u>	<u>Item</u>	<u>Score</u>
I. Space and Furnishings		
1.	Indoor space	3
	5.1: There was not ample indoor space for the number of children enrolled	
	5.3: Space was not accessible for people with disabilities (i.e. round door knobs).	
2.	Furniture for routine care, play, and learning	4
	5.2: Child-sized chairs and tables that allowed the children to sit back in the chairs with feet touching the floor and elbows resting comfortably on the table surface were not available.	

3. Furnishings for relaxation, and comfort 3

5.1: There is not a cozy area available for much of the day

5.2: Cozy area not protected from active play

4. Room arrangement for play 4

5.3: Quiet and active play areas were not separated.

5. Display for children 4

5.1: There were some colorful, simple pictures displayed throughout the room, but not many.

5.4: Staff not observed talking to children about displays

II. Personal Care Routines

6. Greeting and Departing 4

5.2: Separation anxiety of one child not effectively handled by staff

7. Meals and snacks 1

1.4: Children allowed to drink bottles while laying on backs

3.3- 5.3: Same sink was not sanitized between diapering/food serving; tables were not sanitized properly; adults hands were not washed adequately prior to serving; children's hands were adequately washed 20% of the time

5.1: Children ate as a large group, not individually with staff individual staff assistance

5.2: Mealtimes went long, some children waited to be served

5.4: Staff did not talk with children during meals

8. Nap 1

1.3 & 3.1: Several children were on mats for long periods of time awake without assistance to settle down

5.2: Some children fell asleep and were shortly woken there after so everyone could go outside together

3.2: Mats when laid out on floor were several inches apart

5.3: Lights turned on to wake children; some children startled

9. Diapering/toileting 1

1.1-3.1-5.1: Changing table was not properly disinfected between children

1.3- 3.3: Children did not wash hands; adults did not adequately wash hands

5.4: Several children cried during diaper changes

10. Health Practices 2

3.1: Staff not observed taking measures to reduce germs in the environment

3.2- 5.2: Hand washing for children observed after playing in the sand and was not done when returning inside from being outside

5.4: Sand box was not covered when not in use

11. Safety Practices 1

1.2- 3.1- 5.1: Indoor safety hazards: hazardous spray left out; thumb tacks within reach of children
Outdoor safety hazards: no cushioning under slide; children had access to sharp implements; insufficient cushioning under swings; outdoor play house was worn and parts broken off leaving sharp

III. Listening and Talking

12. Helping Children Understand Language 2

3.4: Content of engagement from staff was primarily directive

5.1, 5.2: Frequent discussions between adults and children not observed during play our routines

5.4: Descriptive words not used often by staff

13. Helping Children Use Language 1

3.1, 3.2, 5.1, and 5.3: Staff observed minimally responding to children's attempts to communicate

5.2: Staff not observed adding to children's attempts to communicate

14. Using Books 1

1.1-3.1- 5.1: Books were not accessible for much of the day

5.2: Selection of books was limited

5.4: Book time observed was done quickly and without attempts to include children in conversations about the book

IV. Activities

15. Fine Motor 2

3.2: Fine motor materials were not available for large portion of the day

5.1: Many and varied fine motor materials were not available

16. Active Physical Play 2

3.1: Open space was not available for much of the day

5.5: No cushioning under slide; insufficient cushioning under swings; bucket swings for infant toddler need a broader fall zone

18. Music and Movement 2

3.1-5.1: Musical materials, toys, or instruments were not available for much of the day

19. Blocks 2

3.3: Not available for much of the day

5.1: Only one set of blocks was available

5.3: Space for block play was not separate from other areas

20. Dramatic Play 1

3.2: Dramatic play materials were not available for much of the day

5.1: Many and varied materials were not available

21. Sand and Water Play 2

3.2: Children observed exploring sand inappropriately

5.3: Sand table area was cramped and popular with children, causing some confusion

22. Nature/Science 4

5.3: Teachers were not observed talking about nature with children

24. Promoting acceptance of diversity: 4

5.1: There were not many books, pictures, and materials showing diversity

V. Interaction

25. Supervision of play and learning: 3

5.2: Staff was not observed moving in quickly to remediate problems between peers

5.3: Staff was not observed paying attention to the positive activities of children

5.4: Staff was not observed encouraging children in their attempts to master skills

26. Peer interaction: 2

3.1: Peer interaction was not possible for much of the day due to scheduling

5.1: Staff not observed encouraging positive peer interactions

5.2: Staff not observed modeling positive interactions for children

27. Staff-child interaction: 1

3.1 & 3.4: Limited observation of staff engaging in warm and supportive activities and interactions with children

3.2: Some children observed crying and upset; staff not observed engaging with these children in a supportive manner

28. Discipline: 2

3.3: Expectations for age group too high for this age group

5.1: Waiting for various activities caused crowding and impatience to erupt amongst children

5.2 & 5.3: Positive methods of discipline and frequent attention to well behaving children were not observed

VI. Program structure

29. Schedule:

1

1.1, 3.1, and 5.3: Schedule often rigid for children that needed flexibility

3.2: Free play was not available for much of the day

5.1: Schedule for basic routines was not flexible or individualized

5.4: Children observed waiting during transitions or for activities for long periods of time

30. Free Play

3

5.1: Free play did not occur for much of the day indoors

5.2: Staff did not observe engaging or facilitating children's play

5.3: Few toys provided for free play

31. Group Play Activities

4

5.2: Circle time is large and does not meet the needs of various children who need more one-on-one interactions

QRIS Quality Assessment Classroom Report Sample ITERS-R

Facility Name	ABC Child Care (Infant-Toddler) Center		
Address	XYZ Street		
DHS License #	22222		
Date of assessment	3/14/12		
Classroom Assessed	Guinea Pigs		
Teacher(s) name(s)	Mr. Rogers, Ms. Pizza		
# children enrolled	6		
# children present	4		
Number enrolled in each age group:			
Infants (birth – 11mos.)	3		
Toddlers (12 mos. – 29 mos.)	1		

ITERS-R Classroom Score: 3.85

ITERS-R SCORES BY SUB-SCALES

Category	Item Score Sum	Item Count	Average
I. Space and furnishings	24.00	5	4.80
II. Personal Care Routines	12.00	6	2.00
III. Listening and Talking	16.00	3	5.33
IV. Activities	21.00	7	3.00
V. Interaction	25.00	4	6.25
VI. Program Structure	6.00	2	3.00
Total	104.00	27	3.85

ITEMS MARKED NOT APPLICABLE

<u>Item #</u>	<u>Item</u>	<u>Score</u>
IV. Activities		
19.	Blocks	N/A
21.	Sand and Water Play	N/A
23.	Use of TV, video, and/or computer	N/A
VI. Program Structure		
31.	Group Play Activities	N/A
32.	Provisions for children with disabilities	N/A

STRENGTHS: ITEMS WITH SCORES OF 5 AND ABOVE

<u>Item #</u>	<u>Item</u>	<u>Score</u>
I. Space and furnishings		
3.	Furnishings for relaxation, and comfort	6
4.	Room arrangement for play	6
5.	Display for children	7
II. Personal Care Routines		
6.	Greeting and Departing	5
III. Listening and Talking		
12.	Helping Children Understand Language	7
13.	Helping Children Use Language	7

IV. Activities

15. Fine Motor 7

V. Interaction

25. Supervision of play and learning: 7

26. Peer interaction: 6

27. Staff-child interaction: 6

28. Discipline: 6

AREAS FOR POTENTIAL GROWTH: ITEMS WITH SCORES LESS THAN 5

<u>Item #</u>	<u>Item</u>	<u>Score</u>
I. Space and Furnishings		
1.	Indoor space 5.3: Space is not accessible to children and adults with disabilities.	4
2.	Furniture for routine care, play, and learning 1.1-3.1: Not enough furniture for routine care.	1
II. Personal Care Routines		
7.	Meals and snacks 3.3- 5.3: Children's and adult hands were washed after. The same sink used for washing hands after diapering was not sanitized prior to washing hands for meals.	2
8.	Nap 1.1: Children placed on stomach during nap.	1

3.2: Sleeping mats not 36" apart. Mats left on floor after the nap.

9. Diapering/toileting 1

1.1-3.1-5.1: Sanitary conditions rarely maintained. Faucet turned off with clean hands instead of paper towel. Children's hands not washed with soap and water— only wiped. Same sink not sanitized between diapering and meal preparation.

10. Health Practices 2

3.2-5.2: Children's hands were not washed upon arrival. Adult hands were washed 1 out of 4 times of entering the classroom or handling bodily fluids.

11. Safety Practices 1

1.1- 3.1-5.1: Four or more hazards that could result in injury indoors: 1) Hazardous solution on floor. 2) Peeling paint on chairs and exposed rough wood. 3) Photos push-pined next to children's sleeping area 4) One couch has a bottom that could pinch crawling children who get under it.

1.2: Outdoor area had 4 or more hazards that could result in injury. 1) No cushioning under sliding equipment. 2) Fall zone around slides insufficient 3) Raised edge on cement walk way 4) Entrapment hazard under fencing greater than 3 1/2 inches space.

III. Listening and Talking

14. Using Books 2

3.1-5.1: Books were not accessible to children for a large part of the day

5.2: A wide selection of books not available.

IV. Activities

16. Active Physical Play 4

5.1: Outdoor play for infants is very limited.

5.2: There is no large active play area for infants.

17. Art 2

3.2: Materials used for art are not meant for art purposes (food).

18. Music and Movement 4

5.4: Music was on as background sound for much of the day.

20. Dramatic Play 1

3.1: Infants did not have access to soft animals and toys.

3.2: Dramatic play materials were not accessible

5.1: Infants did not have access to soft animals and toys

22. Nature/Science 1

3.1: No real pictures or books showing natural objects or landscapes.

3.2: No pictures, books, or materials that represent nature accessible

5.2: No daily experiences with living plants and animals indoors.

24. Promoting acceptance of diversity: 2

3.1: Few examples of racial diversity observed.

5.1: Not enough examples of diversity

5.2: There were no dolls accessible representing multiple races/ethnicities

VI. Program structure

29. Schedule: 4

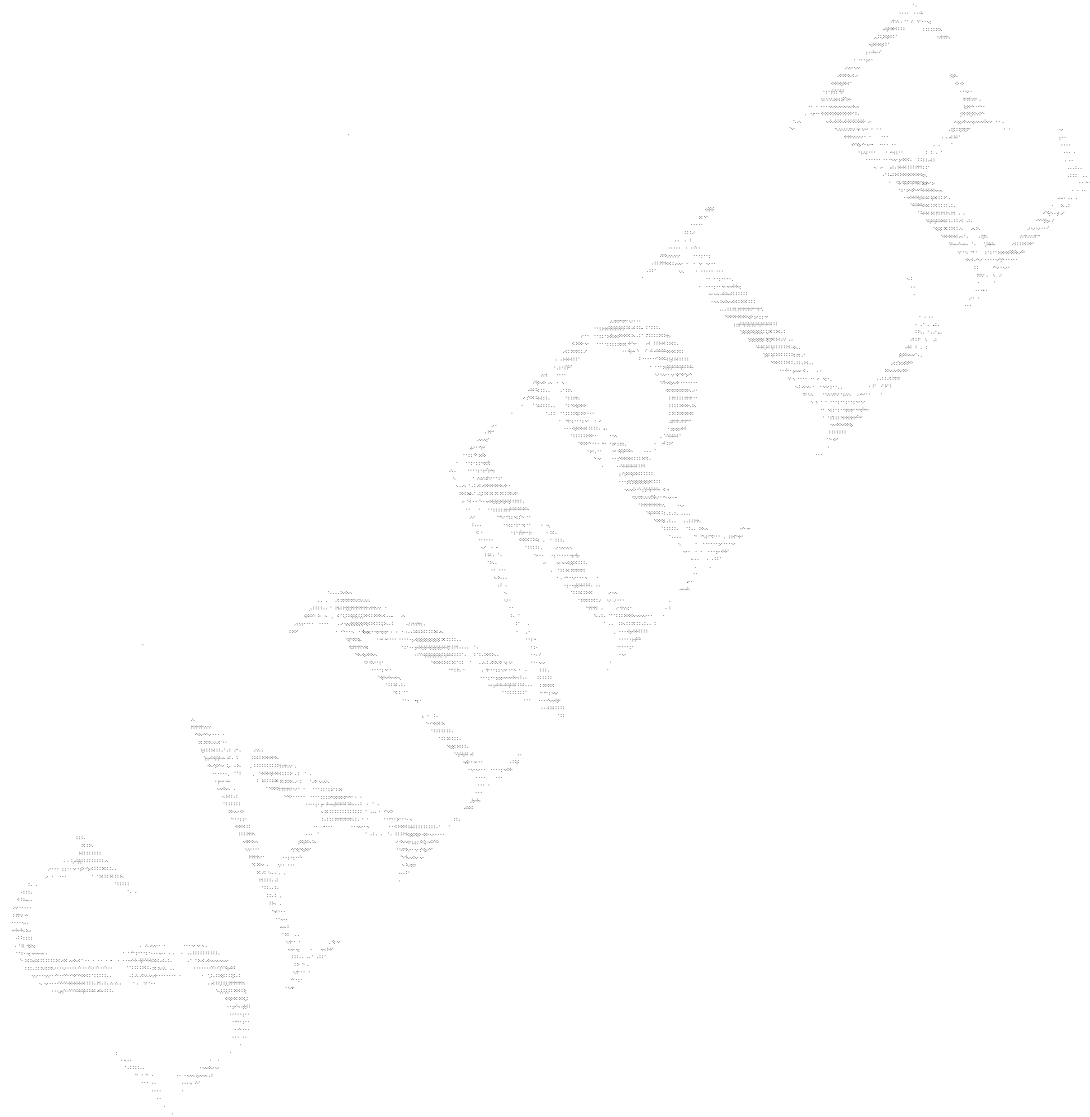
5.2: Schedule doesn't include a balance of indoor and outdoor activities.

30. Free Play

2

3.1: 1 hour daily of free play not always possible

5.3: The selection of toys and materials for free play was not ample and varied.



CLASS Pre-K Consolidated Assessment Report

Contents:

- CLASS Pre-K Site Score
- CLASS Pre-K Scores by Domain
- CLASS Pre-K Classroom Scores by Dimension and Domain

The CLASS Pre-K assessment site score is one of the elements used to determine the final QRIS Pilot Rating Level. This score is determined by averaging the CLASS Pre-K Dimension scores across all classrooms in which $\frac{1}{2}$ or more of the enrolled children are at or above the age of 36 months.

CLASS Pre-K Classroom scores by Dimension and Domain shows individual classroom Domain scores and individual Dimension scores across all classrooms. The 10 Dimensions are discussed in depth in the CLASS Pre-K Manual and CLASS Pre-K Dimensions Guide.

QRIS Quality Assessment CLASS Pre-K Consolidated Report Sample

Facility Name	ABC Child Care Center
Address	XYZ Street
DHS License #	11111
Date of assessments	2/15/12, 3/2/12
Number of Classrooms Assessed	2
Classroom IDs	Blue Room, Green Turtle Room

QRIS CLASS Pre-K SITE SCORE: 3.41

CLASS Pre-K SCORE OF DIMENSIONS ACROSS ALL DOMAINS

<u>Domain</u>	<u>Domain Score Sum</u>	<u>Dimension Item Count</u>	<u>Average</u>
I. Emotional Support	36.60	8	4.58
II. Classroom Organization	20.60	6	3.43
III. Instructional Support	11.00	6	1.83
TOTAL	68.2	20	3.28

CLASS Pre-K CLASSROOM SCORES BY DIMENSION AND DOMAIN

Domain I. Emotional Support

Item Number	Dimension	Score: Blue Room	Score: Green Turtle	Average Dimension Score
1	Positive Climate	4.20	5.00	4.60
2	Negative Climate	7.00	6.00	6.50
3	Teacher Sensitivity	3.40	4.60	4.00
4	Regard for Student Perspective	3.00	3.40	3.20
	Domain I Scores	4.32	4.75	4.58

Domain II. Classroom Organization

Item Number	Dimension	Score: Blue Room	Score: Green Turtle	Average Dimension Score
5	Behavior Management	3.00	3.60	3.30
6	Productivity	2.80	5.00	3.90
7	Instructional Learning Formats	2.40	3.80	3.10
	Domain II Scores	2.73	4.13	3.43

Domain III. Instructional Support

Item Number	Dimension	Score: Blue Room	Score: Green Turtle	Average Dimension Score
8	Concept Development	1.20	2.60	1.90
9	Quality of Feedback	2.20	1.80	2.00
10	Language Modeling	1.20	2.00	1.60
	Domain III Scores	1.53	2.13	1.83

CLASS Pre-K Classroom Assessment Report(s)

Contents:

- CLASS Pre-K Classroom Score
- CLASS Pre-K Classroom Scores by Domain and Dimension

The CLASS Pre-K Classroom Score is provided to give an individualized account of the assessment data for each classroom in which $\frac{1}{2}$ or more of the enrolled children are at or above the age of 36 months. This score is determined by averaging all Dimension item scores.

CLASS Pre-K Scores are given for the 10 Dimensions that are discussed in depth in the CLASS Pre-K Manual and CLASS Pre-K Dimensions Guide.

QRIS Quality Assessment Classroom Report CLASS Pre-K Sample

Facility Name Address DHS License # Date of assessment Classroom Assessed Teacher(s) name(s) # children enrolled # children present Number enrolled in each age group: Infants (birth – 11 mos.) Toddlers (12 mos. – 29 mos.) Pre School (30 mos. – 5yrs) Half or more of enrolled children at or above the age of 36months	ABC Child Care Center XYZ Street 11111 2/15/12 Blue Room Blaine Stow, Gene Phil 16 10 - - 16 Yes
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QRIS CLASS Pre-K Classroom Score 3.04

CLASS Pre-K SCORES BY DOMAIN AND DIMENSION

<u>Item #</u>	<u>Item</u>	<u>Score</u>
I. Emotional Support		
1.	Positive Climate	4.20
2.	Negative Climate	7.00
3.	Teacher Sensitivity	3.40
4.	Regard for Student Perspective	3.00
Domain Score:		4.40
II. Classroom Organization		
5.	Behavior Management	3.00
6.	Productivity	2.80
7.	Instructional Learning Formats	2.40
Domain Score:		2.73
III. Instructional Support		
8.	Concept Development	1.20
9.	Quality of Feedback	2.20
10.	Language Modeling	1.20
Domain Score:		1.53
Average		3.04

QRIS Quality Assessment Classroom Report CLASS Pre-K Sample

Facility Name	ABC Child Care Center
Address	XYZ Street
DHS License #	11111
Date of assessment	3/2/12
Classroom Assessed	Green Turtle
Teacher(s) name(s)	Ms. Sunshine, Ms. Happiness
# children enrolled	14
# children present	10
Number enrolled in each age group:	
Infants (birth – 11mos.)	-
Toddlers (12 mos. – 29 mos.)	-
Pre School (30 mos. – 5yrs)	14

QRIS CLASS Pre- K Classroom Score 3.78

CLASS Pre-K SCORES BY DOMAIN AND DIMENSION

<u>Item #</u>	<u>Item</u>	<u>Score</u>
I. Emotional Support		
1.	Positive Climate	5.00
2.	Negative Climate	6.00
3.	Teacher Sensitivity	4.60
4.	Regard for Student Perspective	3.40
Domain Score:		4.75
II. Classroom Organization		
5.	Behavior Management	3.60
6.	Productivity	5.00
7.	Instructional Learning Formats	3.80
Domain Score:		4.13
III. Instructional Support		
8.	Concept Development	2.60
9.	Quality of Feedback	1.80
10.	Language Modeling	2.00
Domain Score:		2.13
Average		3.04

CLASS Toddler Consolidated Assessment Report

Contents:

- CLASS Toddler Site Score
- CLASS Toddler Scores by Domain
- CLASS Toddler Classroom Scores by Dimension and Domain

The CLASS Toddler assessment site score is one of the elements used to determine the final QRIS Pilot Rating Level. This score is determined by averaging the CLASS Toddler Dimension scores across all the classrooms in which $\frac{1}{2}$ or more of the enrolled children are under the age of 36 months.

CLASS Toddler Classroom scores by Dimension and Domain shows individual classroom Domain scores and individual Dimension scores across all classrooms. The 8 Dimensions are discussed in depth in the CLASS Toddler Manual.

QRIS Quality Assessment CLASS Toddler Consolidated Report Sample

Facility Name	ABC Child Care Center
Address	XYZ Street
DHS License #	11111
Date of assessments	2/18/12, 3/15/12
Number of Classrooms Assessed	2
Classroom IDs	Pink Room, Purple Room

QRIS CLASS Toddler SITE SCORE: 3.80

CLASS Toddler SCORE OF DIMENSIONS ACROSS ALL DOMAINS

<u>Domain</u>	<u>Domain Score Sum</u>	<u>Dimension Item Count</u>	<u>Average</u>
I. Emotional and Behavioral Support	43.80	10	4.38
II. Engaged Support for Learning	17.00	6	2.83
TOTAL	60.80	16	3.80

CLASS Toddler CLASSROOM SCORES BY DIMENSION AND DOMAIN

Domain I. Emotional and Behavioral Support

Item Number	Dimension	Score: Pink Room	Score: Purple Room	Average Dimension Score
1	Positive Climate	4.20	5.00	4.60
2	Negative Climate	7.00	6.00	6.50
3	Teacher Sensitivity	3.40	4.60	4.00
4	Regard for Student Perspective	3.00	3.40	3.20
5	Behavior Guidance	4.00	3.20	3.60
	Domain Scores	3.73	4.44	4.38

Domain II. Engaged Support for Learning

Item Number	Dimension	Score: Pink Room	Score: Purple Room	Average Dimension Score
6	Facilitation of Learning and Development	2.80	3.00	2.90
7	Quality of Feedback	2.40	3.80	3.10
8	Language Modeling	3.00	2.00	2.50
	Domain Scores	2.73	2.93	2.83

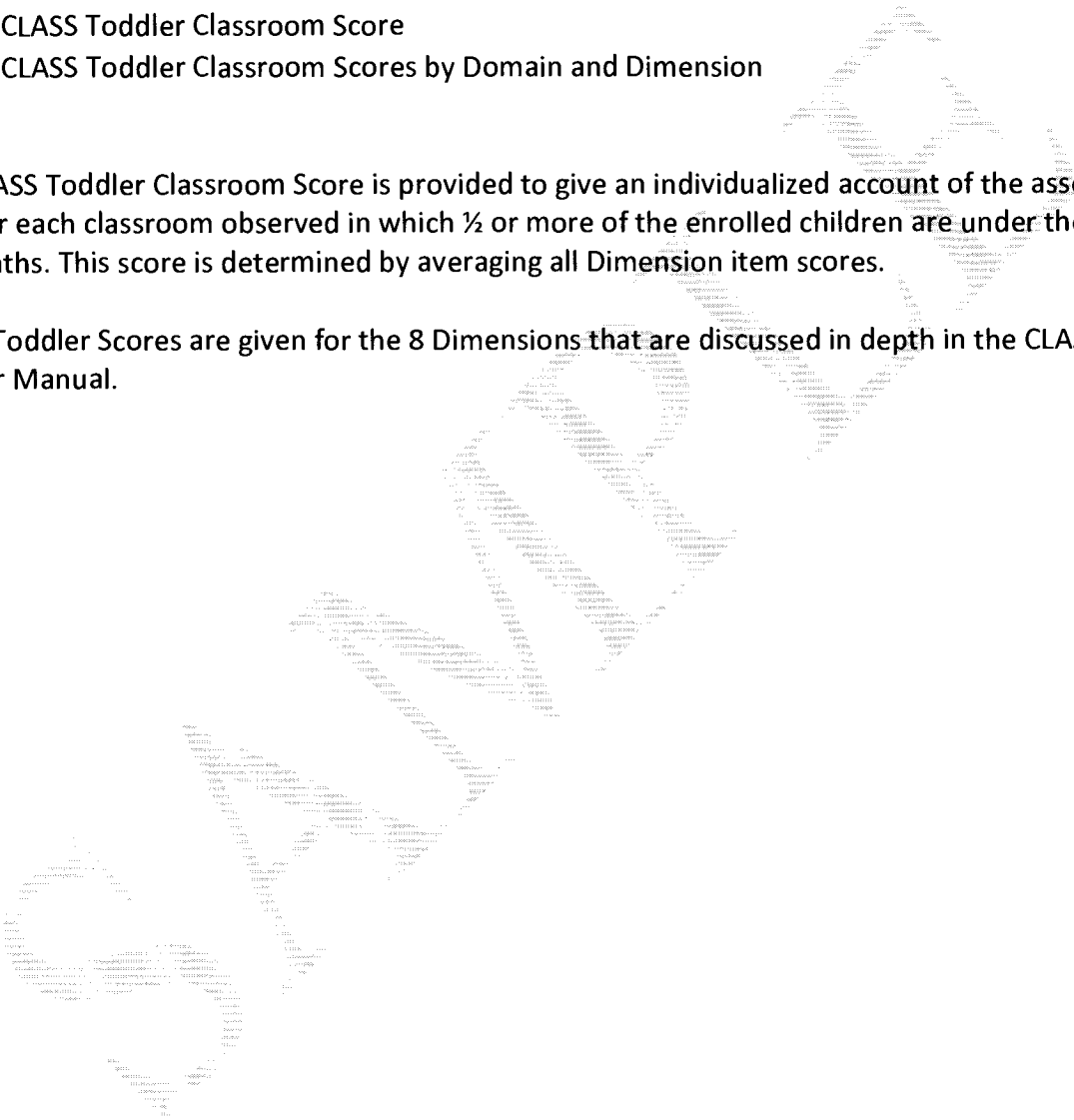
CLASS Toddler Classroom Assessment Report(s)

Contents:

- CLASS Toddler Classroom Score
- CLASS Toddler Classroom Scores by Domain and Dimension

The CLASS Toddler Classroom Score is provided to give an individualized account of the assessment data for each classroom observed in which $\frac{1}{2}$ or more of the enrolled children are under the age of 36 months. This score is determined by averaging all Dimension item scores.

CLASS Toddler Scores are given for the 8 Dimensions that are discussed in depth in the CLASS Toddler Manual.



QRIS Quality Assessment Classroom Report CLASS Toddler Sample

Facility Name	ABC Child Care Center
Address	XYZ Street
DHS License #	11111
Date of assessment	2/18/12
Classroom Assessed	Pink Room
Teacher(s) name(s)	Genie Dean, Philpot Man
# children enrolled	10
# children present	6
Number enrolled in each age group:	
Infants (birth – 11mos.)	
Toddlers (12 mos. – 36 mos.)	10
Pre School (30 mos. – 5yrs)	
Half or more of enrolled children under the age of 36 months	Yes

QRIS CLASS Toddler Classroom Score 3.73

CLASS Toddler SCORES BY DOMAIN AND DIMENSION

<u>Item #</u>	<u>Item</u>	<u>Score</u>
I. Emotional and Behavioral Support		
	1. Positive Climate	4.20
	2. Negative Climate	7.00
	3. Teacher Sensitivity	3.40
	4. Regard for Student Perspective	3.00
	5. Behavior Guidance	4.00
	Domain Score:	4.32
II. Engaged Support for Learning		
	6. Facilitation of Learning and Development	2.80
	7. Quality of Feedback	2.40
	8. Language Modeling	3.00
	Domain Score:	2.73
	Average	3.73

QRIS Quality Assessment Classroom Report CLASS Toddler Sample

Facility Name	ABC Child Care Center
Address	XYZ Street
DHS License #	11111
Date of assessment	3/15/12
Classroom Assessed	Purple Room
Teacher(s) name(s)	Trey Mathews, Donald Smith
# children enrolled	8
# children present	6
Number enrolled in each age group:	
Infants (birth – 11mos.)	
Toddlers (12 mos. – 29 mos.)	6
Pre School (30 mos. – 5yrs)	2

QRIS CLASS Toddler Classroom Score 3.88

CLASS Toddler SCORES BY DOMAIN AND DIMENSION

<u>Item #</u>	<u>Item</u>	<u>Score</u>
I. Emotional and Behavior Support		
1.	Positive Climate	5.00
2.	Negative Climate	6.00
3.	Teacher Sensitivity	4.60
4.	Regard for Student Perspective	3.40
5.	Behavior Guidance	3.20
Domain Score:		4.44
II. Engaged Support for Learning		
6.	Facilitation of Learning and Development	3.00
7.	Quality of Feedback	3.80
8.	Language Modeling	2.00
Domain Score:		2.93
Average		3.88

PAS Assessment Report

Contents:

- PAS Site Score
- PAS Scores by Sub-scale
- PAS Scores by Item

The PAS assessment site score is one element used to determine the final QRIS Pilot Rating Level.

PAS scores for individual items are grouped into those that were scored at 5 or more and those that scored under 5. For every item scored under 5, a rationale for the score is given. These latter items represent areas for potential growth.

QRIS Quality Assessment PAS Report Sample

Facility Name	ABC Child Care Center
Address	XYZ Street
DHS License #	11111
Date of assessment	4/3/12
Providers Name	Mr. Smith
# children enrolled	30
# teaching staff	16
# staff (including administrative)	14
# of classrooms in center	4
Center accreditation	NAEYC
Accreditation type	none
Non-profit or for-profit	Non-Profit
Funding	State subsidies
Part day/Full day	Full day
Ages Served	Infants, toddlers, preschool

QRIS PAS Site Score: 3.60

PAS SCORES BY SUB-SCALES

<u>Subscale</u>	<u>Item Score Sum</u>	<u>Item Count</u>	<u>Average</u>
A. Human Resources Development	11	3	3.67
B. Personnel Cost and Allocation	11	3	3.67
C. Center Operations	10	3	3.33
D. Child Assessment	8	2	4.00
E. Fiscal Management	4	2	2.00
F. Program Planning and Evaluation	6	2	3.00
G. Family Partnerships	12	2	6.00
H. Marketing and Public Relations	10	2	5.00
I. Technology	8	2	4.00
J. Staff Qualifications	10	4	2.50
TOTAL	90	25	3.60

ITEMS MARKED NOT APPLICABLE

<u>Item #</u>	<u>Item</u>	<u>Score</u>
None		

STRENGTHS: ITEMS WITH SCORES OF 5 AND ABOVE

<u>Item #</u>	<u>Item</u>	<u>Score</u>
Human Resources and Development		
1.	Staff Orientation	5
Personnel Cost and Allocation		
6.	Staffing Patterns and Scheduling	5
Center Operations		
7.	Facilities Management	5
Child Assessment		
10.	Screening and Identification of Special Needs	5
Family Partnerships		
16.	Family Communications	5
17.	Family Support and Involvement	7
Marketing and Public Relations		
19.	Community Outreach	6
Technology		
20.	Technological Resources	7

AREAS FOR POTENTIAL GROWTH: ITEMS WITH SCORES LESS THAN 5

<u>Item #</u>	<u>Item</u>	<u>Score</u>
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Human Resources and Development

2.	Supervision and Performance Appraisal	3
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5.2: Criteria used for performance appraisals do not differ by role and are not tied to specific responsibilities for each job description.

5.3: Documentation showed that staff were given feedback on evaluations 2 times a year (not 3.)

3.	Staff Development	3
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5.2: Program does not have a policy requiring all teaching staff and administrative staff to attend 20 clock hours of staff development each year

5.3: No documentation or evidence that publically funded professional development opportunities being posted or communicated to staff on an ongoing basis.

Personnel Cost and Allocation

4.	Compensation	4
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5.1: Written salary scale is not available to all center employees

5.	Benefits	2
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3.2: Not all employees receive 6 or more paid sick/personal days during the first year of employment

3.3: Not all employees receive 5 or more paid vacation days during the first year of employment

Center Operations

8. Risk Management 3

5.1: A risk management plan is not available in each classroom

5.2: Information about individual children's chronic medical conditions is not kept in the children's classroom

5.3: The fire drill records do not include an area for improvements needed

9. Internal Communications 2

3.4: No documentation of written records (minutes) of what occurred during past staff meetings

3.5: Per the director: There is no written conflict resolution policy regarding handling of staff disputes

Child Assessment

11. Assessment in Support of Learning 3

5.1: Teaching staff do not use a valid and reliable assessment tool to assess children birth to 5 years of age

5.2: Individual child assessment results are not utilized by teaching staff in lesson or activity planning

Fiscal Management

12. Budget Planning 1

1.1: The administrator is not involved in developing the program's operating budget

13. Accounting Practices 3

5.1: The administrator does not have access to quarterly income and expense statements and does not generate these.

5.2: There are no examples of accounting checks or balances (no documentation)

Program Planning and Evaluation

14. Program Evaluation 4

5.3: There is no written plan for program improvement based upon parent and staff evaluation data

15. Strategic Planning 2

3.2: The center does not have a written business or strategic plan

Marketing and Public Relations

18. External Communications 4

5.1: The center utilizes less than 5 public relations tools

Technology

21. Use of Technology 1

1.1: There is no written policy regarding staff use of technology

Staff Qualifications

22. Administrator 3

5.1: The administrator does not have a bachelor's degree

5.2: The administrator does not have 24 or more semester hours of ECE college credit coursework (currently holds 15 credit hours in ECE)

5.3: The administrator does not hold 15 credit hours for management coursework (currently holds 3 credits in management coursework)

23. Lead Teacher 2

3.1: The Lead Teacher does not have an associate's degree.
Currently holds 24 college credits (not 60 credits/not enrolled in a
bachelor's degree program)

24. Teacher 3

5.1: Teacher does not have an associates degree and does not
have 60 or more semester hours of college credit

5.2: Teacher does not have 21 or more of semester hours of
college credits in ECE/CD coursework (currently has 12 ECE/CD
college credits)

25. Assistant Teacher/Aide 2

3.2: Assistant Teacher/Aide does not have 3 or more semester
hours of college credit for ECE/CD and is not enrolled in ECE/CD
college courses.

Staff Qualification Level Report(s) And Staff Registry Report(s)

Contents:

- QRIS Pilot CCC Staff Qualification Level Report(s)
- Staff Registry Report(s)

The QRIS Pilot Staff Qualification Level is one element used to determine the final QRIS Pilot Rating Level. Separate Staff Qualification Level Reports are generated for Preschool center staff and I/T center staff.

The QRIS Pilot Staff Qualifications Level Report is a chart showing the required staff qualifications necessary to be placed on a level. This report also shows the participant site's current Staff Qualification Levels for each DHS Licensed Position.

The accompanying Staff Report(s) from Registry show each staff person's current QRIS FW level and ECE and/or I/T credit/clock hours for all staff at the participant site is included as a summary document.

SITE NAME: ABC Child Care Center
 QRIS PILOT STAFF QUALIFICATION LEVEL: Level 1

QRIS Pilot Staff Qualifications Level Report *

DHS Licensed Position	QRIS Staff Qualification Level 1	QRIS Staff Qualification Level 2	QRIS Staff Qualification Level 3	QRIS Staff Qualification Level 4	QRIS Staff Qualification Level 5
Director	FW: 2.3 <i>and</i> 3 Credit Hours** ± CURRENT FW LEVEL: 5.2 CURRENT CR. HRS: 84	FW: 4.1 <i>and</i> 3 Credit Hours** CURRENT FW LEVEL: 5.2 CURRENT CR. HRS: 84	FW: 4.3 <i>and</i> 3 Credit Hours** CURRENT FW LEVEL: 5.2 CURRENT CR. HRS: 84	FW: 4.3 <i>and</i> 6 Credit Hours** CURRENT FW LEVEL: 5.2 CURRENT CR. HRS: 84	FW: 5.3 <i>and</i> 9 Credit Hours** CURRENT FW LEVEL: 5.2 LEVEL NOT MET
Teacher # of Teachers: <u>4</u>	FW: 2.3 for 100% of Teachers 100% OF TEACHERS @ FW LEVEL 2.3 or higher	FW: 4.1 for 100% of Teachers 50% OF TEACHERS @ FW LEVEL 4.1 or higher LEVEL NOT MET	FW: 4.3 for 50% of Teachers LEVEL NOT MET	FW: 4.3 for 100% of Teachers LEVEL NOT MET	FW: 5.3 for 50% of Teachers LEVEL NOT MET
Assistant Teacher # Asst.: <u>0</u>	FW: 2.3 for 50% of Asst. Teachers N/A	FW: 4.1 for 50% of Asst. Teachers N/A	FW: 4.1 for 100% of Asst. Teachers N/A	FW: 4.2 for 50% of Asst. Teachers N/A	FW: 4.2 for 100% of Asst. Teachers N/A
Aide # Aides: <u>5</u>	FW: 1.1 for 100% of Aides* 0% OF AIDES @ FW LEVEL 1.1*	FW: 1.2 for 100% of Aides LEVEL NOT MET	FW: 1.3 for 50% of Aides LEVEL NOT MET	FW: 1.3 for 100% of Aides LEVEL NOT MET	FW: 2.1 for 50% of Aides LEVEL NOT MET

* Note: The levels are based on the QRIS pilot Framework (FW) for Early Care & Education Practitioners (June 2012). In order to be on a specific QRIS level, the stated *minimum* FW Level (or higher) for all positions in the licensed center must be met.

** Credit hours must come from courses in educational leadership, management, or a related field (human services administration, business administration, organizational development, public administration).

± Castle Colleagues Certificate is acceptable at Level 1.

***Because the criterion for FW Level 1.1 is new, all staff currently at the 1.0 FW Level will have until January 30, 2013 to achieve the 1.1 FW Level. Your program's Staff Qualification Level will be reevaluated by the QRIS Administration after this date. Please refer to your copy of the QRIS Pilot Framework for requirements.**

ABC Child Care Center Staff Registry Report: Current QRIS Pilot Framework (FW) Staff Levels *

CCC Classroom Staff

Center Name	First Name	Last Name	Current Position	Registry ID	QRIS FW	Total ECE Credits	I/T Credits	Total ECE Clock Hours	I/T Hours
ABC Child Care Center	D.	N	Director	1234	5.2	27	9	0	0
ABC Child Care Center	E.	C	Teacher	456	4.3	35	15	0	0
ABC Child Care Center	C.	R	Teacher	322	2.3	12	6	11.5	0
ABC Child Care Center	D.	D	Teacher	1100	5	9	0	0	0
ABC Child Care Center	E.	S	Teacher	1878	2.3	0	0	183	60
ABC Child Care Center	C.	D	Aide	2656	1	0	0	0	0
ABC Child Care Center	B.	F	Aide	3434	1	0	0	0	0
ABC Child Care Center	C.	G	Aide	4212	1	0	0	0	0
ABC Child Care Center	D.	B	Aide	4990	1	0	0	0	0
ABC Child Care Center	E.	C	Aide	5768	1	0	0	0	0

* Please note the following:

- **All** staff members will need to be current in infant/child First Aid and infant/child CPR **by January 30, 2013**, as required by the QRIS Pilot FW. This will place all staff at entry level on the QRIS FW.
- All staff whose current position is ‘Aide’ will need to have completed 30 clock hour of community based training in ECE (or equivalent college credits) **by January 30, 2013** to be placed at the QRIS FW Level 1.1 (a 1.1 FW level is required for all Aide personnel in order for any site to obtain an overall QRIS Staff Qualifications Level 1)
- Submittal of documentation to Registry by individual staff persons is required in order for them to obtain any new or updated FW Level

SITE NAME: ABC Child Care Preschool

QRIS ITC STAFF QUALIFICATION LEVEL FOR SITE: Level 1

QRIS Infant and Toddler Center (ITC) Staff Qualifications Level Report *

DHS Licensed Position	QRIS Staff Qualification Level 1	QRIS Staff Qualification Level 2	QRIS Staff Qualification Level 3	QRIS Staff Qualification Level 4	QRIS Staff Qualification Level 5
Director®	FW: 4.1 and 45 hours course-work in I/T development Ω and 3 Credit Hours** ± CURRENT FW LEVEL: 5.2 ADMIN CR. HRS: 84 CURRENT I/T HOURS: 135	FW: 4.2 and 45 hours course-work in I/T development Ω and 3 Credit Hours** CURRENT FW LEVEL: 5.2 ADMIN CR. HRS: 84 CURRENT I/T HOURS: 135	FW: 4.3 and 45 hours course-work in I/T development Ω and 3 Credit Hours** CURRENT FW LEVEL: 5.2 ADMIN CR. HRS: 84 CURRENT I/T HOURS: 135	FW: 4.3 and 45 hours course-work in I/T development Ω and 6 Credit Hours** CURRENT FW LEVEL: 5.2 ADMIN CR. HRS: 84 CURRENT I/T HOURS: 135	FW: 5.3 and 45 hours course-work in I/T development Ω and 9 Credit Hours** CURRENT FW LEVEL: 5.2 <u>LEVEL NOT MET</u>
Lead Caregiver® (L.C.G.) # OF L.C.G.: <u>0</u>	FW: 3.2 and 45 hours course-work in I/T development Ω for 100% of Lead Caregivers N/A	FW: 3.3 and 45 hours course-work in I/T development Ω for 100% of Lead Caregivers N/A	FW: 4.3 and 45 hours course-work in I/T development Ω for 50% of Lead Caregivers N/A	FW: 4.3 and 45 hours course-work in I/T development Ω for 100% of Lead Caregivers N/A	FW: 5.3 and 45 hours course-work in I/T development Ω for 50% of Lead Caregivers N/A
Caregiver® (C.G.) # OF C.G.: <u>2</u>	FW: 3.1 and 30 hours course-work in I/T development Ω for 50% of Caregivers 100 % OF C.G. @ FW LEVEL 3.1 or higher 50% OF C.G. HAVE 30 HOURS I/T	FW: 3.1 and 30 hours course-work in I/T development Ω for 100% of Caregivers 50% of C.G. HAVE 30 HOURS I/T <u>LEVEL NOT MET</u>	FW: 3.2 and 30 hours course-work in I/T development Ω for 50% of Caregivers LEVEL NOT MET	FW: 3.2 and 30 hours course-work in I/T development Ω for 100% of Caregivers LEVEL NOT MET	FW: 4.2 and 30 hours course-work in I/T development Ω for 50% of Caregivers LEVEL NOT MET
Aide # OF AIDES: <u>3</u>	FW: 1.1 for 100% of Aides * 33% OF AIDES @ FW LEVEL 1.1 *	FW: 1.2 for 100% of Aides LEVEL NOT MET	FW: 1.3 for 50% of Aides LEVEL NOT MET	FW: 1.3 for 100% of Aides LEVEL NOT MET	FW: 2.1 for 50% of Aides LEVEL NOT MET

* The levels are based on the QRIS pilot Framework (FW) for Early Care & Education Practitioners (June 2012). In order to be on a specific QRIS level, the stated *minimum* FW Level (or higher) for all positions in the licensed center must be met.

® Must meet DHS Licensing Experience and Coursework Requirement (see <http://patchHawaii.org/providers/center/early>).

Ω This may be met in college credit hours and/or DHS-approved community based training requirements.

** Credit hours must come from courses in educational leadership, management, or a related field (human services administration, business administration, organizational development, public administration). ± Castle Colleagues Certificate is acceptable at Level 1.

*** Because the criterion for FW Level 1.1 is new, all staff currently at the 1.0 FW Level will have until January 30, 2013 to achieve the 1.1 FW Level. Your program's Staff Qualification Level will be reevaluated by the QRIS Administration after this date. Please refer to your copy of the QRIS Pilot Framework for requirements.**

ABC Child Care Infant Toddler Center Staff Registry Report: Current QRIS Pilot Framework (FW) Staff Levels *

ITC Classroom Staff

Center Name	First Name	Last Name	Current Position	Registry ID	QRIS FW Level	Total ECE Credits	I/T Credits	Total ECE Clock Hours	I/T Hours
ABC Child Care I/T	E	J	Director	1234	5.2	27	9	0	0
ABC Child Care I/T	D	I	Caregiver	5688	3.1	12	0	30	30
ABC Child Care I/T	S	N	Caregiver	45333	3.1	0	0	184	15
ABC Child Care I/T	A	F	Aide	5678	1.1	0	0	30	30
ABC Child Care I/T	B	G	Aide	5679	1	0	0	6	6
ABC Child Care I/T	C	H	Aide	5699	1	0	0	0	0

* Please note the following:

- **All** staff members will need to be current in infant/child First Aid and infant/child CPR **by January 30, 2013**, as required by the QRIS Pilot FW. This will place all staff at entry level on the QRIS FW.
- All staff whose current position is 'Aide' will need to have completed 30 clock hour of community based training in ECE (or equivalent college credits) **by January 30, 2013** to be placed at the QRIS FW Level 1.1 (a 1.1 FW level is required for all Aide personnel in order for any site to obtain an overall QRIS Staff Qualifications Level 1)
- Submittal of documentation to Registry by the individual staff person is required in order for them to obtain any new or updated QRIS FW Level

QRIS Pilot Quality Assessment Report (FCC Sample)

*Using CLASS Pre-K assessment

Quality Assessment Report (QAR SAMPLE) FCC

Contents:

- **Statement of program QRIS Pilot Rating Level**
- **Table: Summary of Measures by QRIS Standard Area**
- **Table: Summary of Evidences by QRIS Level**
- **Summary of Evidence and Measures by Standard Areas**

- **Evidence and Measures that are sorted by QRIS Standard Areas:**
 - **FCCERS**
 - **CLASS Pre-K**
 - **BAS**
 - **Staff Qualification Rating**
 - **Supporting Evidence**

The QAR indicates the QRIS Rating Level assigned to the site. Scores from the respective evidences and measures are included in the report summary on the first page showing how the final Rating Level was determined. Evidence and measures are then further sorted into the 5 QRIS Standard Areas in the body of the QAR. The QRIS Standard Areas are the also the categories that will be identified by sites when developing a Quality Improvement Plan.

QRIS QUALITY ASSESSMENT REPORT (QAR) - FCC SAMPLE

Site Name: Polly's Playhouse
100 Playtime Rd.

Report Date: July 22, 2012

QRIS PILOT RATING LEVEL: 1

NOTE: QRIS Level(s) for assessments, staff qualifications, and supporting evidence are used to determine final QRIS Rating Level. In order to be on a certain level, all Evidence and Measures must be at the same level. See table 5 (FCC) in the QRIS Policy and Procedure Manual for clarification.

Summary of Evidence and Measures:

<u>Assessment</u>	<u>Date(s) Completed</u>	<u>Item Score Sum</u>	<u>Item Count</u>	<u>Average</u>	<u>QRIS Level</u>
FCCERS	4/2/12	94.00	33	2.85	1
CLASS Pre-K	4/2/12	31.20	10	3.12	3
BAS	4/3/12	33.00	9	3.67	3
Staff Qualifications					1
Supporting Evidence					1

QRIS pilot

Quality Rating and Improvement System

Standard Area	Subscale Area	Measure	Average Score
Early Childhood Care and Education	Child/Teacher Interactions	FCCERS	3.60
		CLASS Pre-K	3.07
	Curriculum	FCCERS	2.78
		CLASS Pre-K	2.20
	Mental Health	FCCERS	4.00
		CLASS Pre-K	4.33
	Environment	FCCERS	2.14
		BAS	1.00
		CLASS Pre-K	3.20
	Diversity and Inclusion	FCCERS	4.00
		BAS	2.00
	Family Partnerships	BAS	6.00
BAS		4.00	
Staff Qualifications	Staff Qualification Level	3.00	
	BAS	4.00	
Program Design and Management	BAS	4.00	

Supporting Evidence Summary

QRIS Level	Supporting Evidence Met by Level	Supporting Evidence Not Met by Level
Level 1	1.0: FCCERS Baseline Score 1.2: Certificate of completion of PATCH Basic Series for FCC or NACCRA Child Care Essentials (40 hours) 1.3: Enrollment in Quality Care Program (QCP)	
Level 2	2.0: Completed BAS Self-Assessment 2.1: Written philosophy statement and goals for children's development	2.2: Written plan for developmentally appropriate learning experiences that enhance children's social, emotional, intellectual, and physical competence 2.3: Individual child observations are recorded 2.4: A research-based assessment mechanism is used to track children's progress
Level 3	3.1: Before making an enrollment decision, the provider and family have a face to face exchange of information to determine whether the provider and family are good fit 3.2: Consolidated parent handbook 3.3: The enrollment process includes more than one visit by parent and child, providing a gradual transition before care formally begins 3.4a: Provider schedules a meeting with parents at least once a year to discuss children's progress or any childrearing issues 3.4b: Provider communicates by 5 modes of communication 3.5: Identification is verified for any unfamiliar person picking up children	
Level 4	4.1: Provider maintains a resource library for families with descriptive information about community resources 4.2: Provider communicates by 6 modes of communication 4.4: Has received 5 clock hours of business courses 4.5: Written notice in advance is required if child is to be picked up by anyone not authorized on the enrollment form	4.3: Provider completed NAFCC Self-Study kit
Level 5	5.0: Written assessment plan showing how valid and reliable child observation and assessment results are used to individualize curriculum and evidence this is communicated with families 5.2a: FCC home offers at least 5 family supports 5.2b: Provider communicates by 7 modes of communication 5.3: Provider has 10 clock hours in business courses 5.4: Provider has comprehensive business liability insurance	5.5: Current NAFCC Accreditation

Evidence and Measures Summary by QRIS Standard Areas

	Care and Education	Average Score and Evidence
<p>Child/Teacher Interactions</p>	<p>FCCERS:</p> <ul style="list-style-type: none"> 13. Helping children understand language 14. Helping children use language 15. Using books 27. Supervision of play and learning 30. Interactions among children <p>CLASS Pre-K:</p> <ul style="list-style-type: none"> 1. Positive Climate 4. Regard for Student Perspective 7. Quality of Feedback 	<ul style="list-style-type: none"> 1.00 4.00 7.00 2.00 4.00 5.00 2.40 1.80
<p>Curriculum</p>	<p>FCCERS:</p> <ul style="list-style-type: none"> 7. Greeting/departing 8. Nap/rest 9. Meals/snacks 10. Diapering/toileting 11. Health practices 12. Safety practices 16. Fine Motor 17. Art 18. Music and movement 19. Blocks 20. Dramatic play 21. Math/number 22. Nature/science 23. Sand and water play 25. Use of TV, video, and/or computer 31. Schedule 32. Free play 33. Group time <p>CLASS Pre-K:</p> <ul style="list-style-type: none"> 6. Productivity 8. Concept Development 10. Language Modeling <p>Supporting Evidence:</p> <ul style="list-style-type: none"> 1.1: *Copy of Hawaii Early Learning & Development Standards (HELDS) 	<ul style="list-style-type: none"> 2.00 2.00 1.00 1.00 2.00 1.00 2.00 7.00 2.00 1.00 4.00 4.00 6.00 2.00 2.00 4.00 2.00 5.00 2.00 2.60 2.00 N/A

	<p>2.1: Written philosophy statement and goals for children’s development</p> <p>2.2: Written plan for developmentally appropriate learning experiences that enhance children’s social, emotional, intellectual, and physical competence</p> <p>3.0: *The plan for the day is aligned with the Hawai’i Early learning Standards (HELDS)</p> <p>4.0: *Program’s plan of the day (curriculum) is implemented and incorporates the Hawaii Early Learning Standards (HELDS).</p> <p>5.1: *Written document showing how program’s curriculum and assessment tools connect to the Hawaii Early Learning & Development Standards (HELDS)</p>	<p style="text-align: right;">Yes</p> <p style="text-align: right;">No</p> <p style="text-align: right;">N/A</p> <p style="text-align: right;">N/A</p> <p style="text-align: right;">N/A</p> <p style="text-align: right;">N/A</p>
<p>Child Assessment</p>	<p>Supporting Evidence:</p> <p>2.3: Individual child observations are recorded</p> <p>2.4: A research-based assessment mechanism is used to track children’s progress</p> <p>4.0a: *Evidence that the curriculum is implemented and incorporates the Hawaii Early Learning Standards (HELDS), as evidenced in child observation records</p> <p>4.0b: *Evidence that the curriculum is implemented and incorporates the Hawaii Early Learning Standards (HELDS), as evidenced in child assessments</p> <p>5.0: Written assessment plan showing how valid and reliable child observation and assessment results are used to individualize curriculum and evidence it is communicated with families</p>	<p style="text-align: right;">No</p> <p style="text-align: right;">No</p> <p style="text-align: right;">N/A</p> <p style="text-align: right;">N/A</p> <p style="text-align: right;">No</p>

QRIS pilot

Quality Rating and Improvement System

<p>Mental Health</p>	<p>FCCERS:</p> <p>28. Provider-child interaction 29. Discipline</p> <p>CLASS Pre-K:</p> <p>2. Negative Climate 3. Teacher Sensitivity 5. Behavior Management</p>	<p>4.00 4.00</p> <p>6.80 3.60 2.60</p>
<p>Environment</p>	<p>FCCERS:</p> <p>1. Indoor space used for child care 2. Furniture for routine care, play, and learning 3. Provision for relaxation & comfort 4. Arrangement of indoor space for child care 5. Display for children 6. Space for privacy 26. Active physical play</p> <p>BAS:</p> <p>3. Work environment</p> <p>CLASS Pre-K:</p> <p>7. Instructional learning formats</p>	<p>3.00 1.00 3.00 1.00 3.00 2.00 2.00</p> <p>1.00</p> <p>3.20</p>
<p>Diversity and Inclusion</p>		<p>Average Score and Evidences</p>
	<p>FCCERS:</p> <p>24. Promoting acceptance of diversity 34. Provisions for children with disabilities</p> <p>BAS:</p> <p>8. Community resources</p>	<p>4.00 N/A 2.00</p>
<p>Family Partnership</p>		<p>Average Score and Evidences</p>
	<p>BAS:</p> <p>7. Provider-Parent Communication</p> <p>Supporting Evidence:</p> <p>3.1: Before making an enrollment decision, the provider and family have a face to face</p>	<p>6.00 Yes</p>

	<p>exchange of information to determine whether the provider and family are good fit</p> <p>3.2: Consolidated parent Handbook</p> <p>3.3: The enrollment process includes more than one visit by parent and child, providing a gradual transition before care formally begins.</p> <p>3.4a: Provider schedules a meeting with parents at least once a year to discuss children's progress or any childrearing issues</p> <p>3.4b: Provider communicates with families using 5 or more modes of communication</p> <p>3.5: Identification is verified for any unfamiliar person picking up children</p> <p>4.0c: *Evidence that the curriculum is implemented and incorporates the Hawaii Early Learning Standards (HELDS), as evidenced in parent communication</p> <p>4.1: Provider maintains a resource library for families with descriptive information about community resources.</p> <p>4.2: Provider communicates by 6 modes of communication</p> <p>4.5: Written notice in advance is required if child is to be picked up by anyone not authorized on the enrollment form</p> <p>5.2a: Provider communicates by 7 modes of communication</p> <p>5.2b: FCC home offers at least 5 family supports</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>N/A</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>
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Standard Indicators		Average Score and Evidence
	<p>BAS:</p> <p style="text-align: center;">1. Qualifications & Professional Development</p> <p>Staff Qualifications Level</p> <p>Supporting Evidence:</p> <p style="text-align: center;">1.2: Certificate of completion of PATCH’s Basic Series for Child Care Providers (30 hours) or NACCRRRA’s Child Care Essentials (40 Hours)</p> <p style="text-align: center;">1.3: Enrollment in the Quality Care Program (QCP)</p> <p style="text-align: center;">4.4 Provider has 5 clock hours in business courses</p> <p style="text-align: center;">5.3: Provider has 10 clock hours in business courses</p>	<p>4.00</p> <p>3.00</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>
Program Design and Management		Average Score and Evidences
	<p>BAS:</p> <p style="text-align: center;">2. Income & Benefits</p> <p style="text-align: center;">4. Fiscal Management</p> <p style="text-align: center;">5. Record Keeping</p> <p style="text-align: center;">6. Risk Management</p> <p style="text-align: center;">9. Marketing & Public Relations</p> <p>Supporting Evidence:</p> <p style="text-align: center;">1.0: FCCERS Baseline Score</p> <p style="text-align: center;">2.0: Completed BAS Self-Assessment</p> <p style="text-align: center;">4.3: Provider completed NAFC Self-Study Kit</p>	<p>5.00</p> <p>4.00</p> <p>6.00</p> <p>4.00</p> <p>1.00</p> <p>Yes</p> <p>Yes</p> <p>No</p>

QRIS pilot

Quality Rating and Improvement System

	<p>5.4: Provider has comprehensive business liability insurance</p>	<p>Yes</p>
	<p>5.5: Current NAFCC Accreditation</p>	<p>No</p>

*** The Hawaii Early Learning Standards (HELDS) are in the process of being developed and are scheduled to be available in Fall of 2012. The requirements for any evidence showing alignment with these standards will not be required in the QRIS Pilot. However, the developers of the Pilot strongly encourage providers to become familiar with the HELDS once available, and begin to use these as part of practice.**



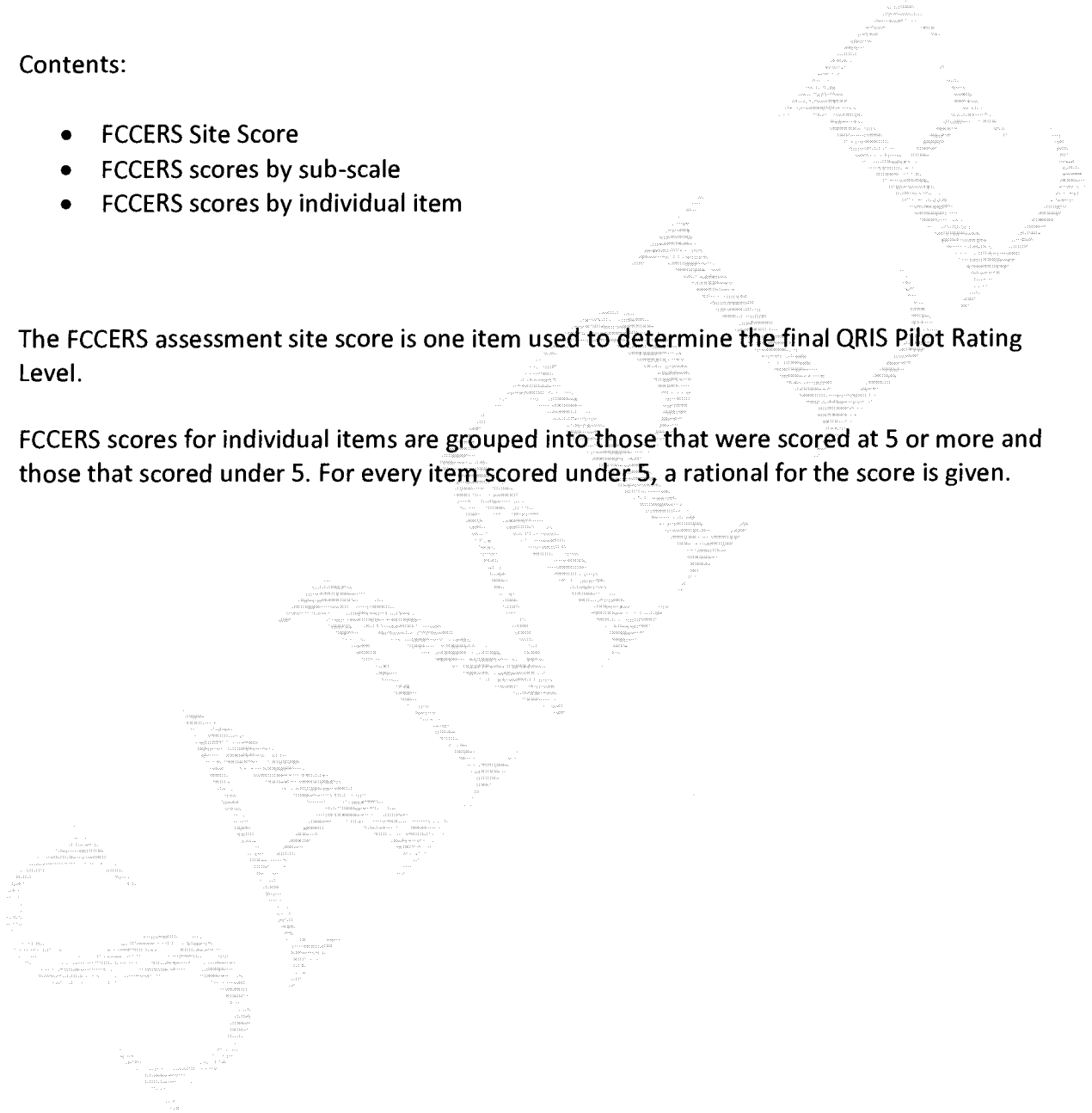
FCCERS Assessment Report (SAMPLE)

Contents:

- FCCERS Site Score
- FCCERS scores by sub-scale
- FCCERS scores by individual item

The FCCERS assessment site score is one item used to determine the final QRIS Pilot Rating Level.

FCCERS scores for individual items are grouped into those that were scored at 5 or more and those that scored under 5. For every item scored under 5, a rationale for the score is given.



QRIS Quality Assessment FCCERS Report Sample

Facility Name	Polly's Playhouse
Address	100 Playtime Rd.
DHS License #	4444
Date of assessment	4/2/12
Provider's name	Polly Perfect
# children enrolled	6
# children present	5
Number enrolled in each age group:	
Infants (birth – 11mos.)	-
Toddlers (12 mos. – 29 mos.)	4
Pre School (30 mos. – 5yrs)	2

FCCERS Site Score: 2.85

FCCERS SCORES BY SUB-SCALES

<u>Category</u>	<u>Item Score Sum</u>	<u>Item Count</u>	<u>Average</u>
I. Space and furnishings	13.00	6	2.17
II. Personal Care Routines	9.00	6	1.50
III. Listening and Talking	12.00	3	4.00
IV. Activities	35.00	11	3.18
V. Interaction	14.00	4	3.50
VI. Program Structure	11.00	3	3.67
Total	94.00	33.00	2.85

ITEMS MARKED NOT APPLICABLE

<u>Item #</u>	<u>Item</u>	<u>Score</u>
VI. Program structure		
34.	Provisions for children with disabilities	N/A

STRENGTHS: ITEMS WITH SCORES OF 5 AND ABOVE

<u>Item #</u>	<u>Item</u>	<u>Score</u>
III. Listening and Talking		
15.	Using books	7
IV. Activities		
17.	Art	6
22.	Nature/science	6
VI. Program structure		
33.	Group time	5

AREAS FOR POTENTIAL GROWTH: ITEMS WITH SCORES LESS THAN 5

<u>Item #</u>	<u>Item</u>	<u>Score</u>
I. Space and Furnishings		
1.	Indoor space used for childcare	3
	5.1: Indoor space is not big enough for children and adults to move around freely.	

2. Furniture for routine care, play, and learning **1**

1.1: Not enough furniture to meet routine care needs. No place to keep individual children's belongings.

3. Provision for relaxation, and comfort **3**

5.1 No soft furnishings in the playroom.

4. Arrangement of space for childcare **1**

1.1: Arrangement of space leaves little room for routine care and play

1.2: Arrangement of space makes it difficult to supervise children.

5. Display for children **3**

5.1& 5.2: There weren't many pictures displayed in the space

5.3: There was no evidence of children's artwork displayed

6. Space for privacy **2**

3.2: Provider can't easily supervise children who go into areas meant for privacy because of how space is set up

II. Personal Care Routines

7. Greeting/Departing **2**

3.3: Parents rarely enter home where child's care takes place. One greeting and one departure were observed.

8. Nap/rest **2**

3.1: Nap rest was not scheduled appropriately children of multiple ages

9. Meals/snacks **1**

1.4: Eating times not well planned and consistent in use of specific space for eating

10. Diapering/toileting **1**

1.1& 1.2: Diapering surface not sanitized after each use. Paper used was not non-absorbent and did not extend from the child's shoulders to feet. Diapering area was not close to running water.

11. Health practices **2**

3.2: Hand washing didn't meet the standard ¾ of the time

12. Safety practices **1**

1.3: Not enough supervision of children when they were outdoors.

III. Listening and Talking

13. Helping children understand language **1**

1.4: Provider used few descriptive words when speaking with children.

14. Helping children use language **4**

5.3 No observation of provider encouraging children to communicate with each other or showing children how to use their words to avoid conflicts.

IV. Activities

16. Fine motor **2**

3.2: Children unable to access fine motor materials on their own throughout the day.

18. Music and movement **2**

3.1: Did not observe accessible music materials, toys, or instruments

19. Blocks 1

1.1: There were no stackable blocks that were not Duplos.

20. Dramatic Play 4

5.1 No dress-up clothes observed; Very few dramatic play materials.

21. Math/number 4

5.1, 5.2: Did not observe at least 5 different types of math materials accessible to the children

23. Sand and water play 2

3.2: Sand and water play was not observed.

24. Promoting acceptance of diversity 4

5.2 There were no examples of props representing various races/cultures accessible for use.

25. Use of TV, video and/or computer 2

3.3: TV time is not limited.

26. Active Physical Play 2

3.1 Indoor and outdoor spaces for active play are crowded

3.2: Large structures and lack sufficient cushioning under or wide enough fall zones around slide.

V. Interaction

27. Supervision of play and learning 2

3.1: Supervision is not adequate for the ages of the children.

28. Provider-child interaction 4

5.3: Provider was not often observed attending to children who were upset.

29. Discipline 4

5.1: Children are not encouraged to find other things to do and children observed often interrupting each other's play.

5.2: Interventions not timely enough to avoid problems.

30. Interactions among children 4

5.1: Provider not observed empathizing with the feelings of children who are upset with one another.

VI. Program structure

31. Schedule 4

5.3: Young toddler left in high chair for long period while provider helps another child

32. Free play 2

3.3: Many toys and materials are not accessible to children for a large part of the day

CLASS Pre-K Assessment Report (SAMPLE)

Contents:

- CLASS Pre-K Site Score
- CLASS Pre-K Scores by Domain and Dimension

The CLASS Pre-K Assessment site score is one item used to determine the final QRIS Pilot Rating Level. This score is determined by averaging all Dimension item scores.

CLASS Pre-K scores are given for the 10 Dimensions which are discussed in depth in the CLASS Pre-K Manual and CLASS Pre-K Dimensions Guide.

QRIS Quality Assessment CLASS Pre-K FCC Report Sample

Facility Name	Polly's Playhouse
Address	100 Playtime Rd.
DHS License #	4444
Date of assessment	4/2/12
Provider's name	Polly Perfect
# children enrolled	6
# children present	5
Number enrolled in each age group:	
Infants (birth – 11mos.)	-
Toddlers (12 mos. – 29 mos.)	4
Pre School (30 mos. – 5yrs)	2
Half or more of enrolled children at or above the age of 36months	Yes

QRIS CLASS Pre-K Site Score 3.12

CLASS Pre-K SCORES BY DOMAIN AND DIMENSION

Item #	Item	Score
I. Emotional Support		
1.	Positive Climate	5.00
2.	Negative Climate	6.00
3.	Teacher Sensitivity	3.60
4.	Regard for Student Perspective	2.40
Domain Score:		4.25
II. Classroom Organization		
5.	Behavior Management	2.60
6.	Productivity	2.00
7.	Instructional Learning Formats	3.20
Domain Score:		2.60
III. Instructional Support		
8.	Concept Development	2.60
9.	Quality of Feedback	1.80
10.	Language Modeling	2.00
Domain Score:		2.13

BAS Assessment Report (SAMPLE)

Contents:

- BAS Site Score
- BAS scores by sub-scale
- BAS scores by individual item

The BAS assessment site score is one item used to determine the final QRIS Pilot Rating Level.

BAS scores for individual items are grouped into those that were scored at 5 or more and those that scored under 5. For every item scored under 5, a rationale for the score is given.



Item	Score	Rationale
1	5	
2	5	
3	5	
4	5	
5	5	
6	5	
7	5	
8	5	
9	5	
10	5	
11	5	
12	5	
13	5	
14	5	
15	5	
16	5	
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93	5	
94	5	
95	5	
96	5	
97	5	
98	5	
99	5	
100	5	

QRIS Quality Assessment BAS Report Sample

Facility Name	Polly's Playhouse
Address	100 Playtime Rd.
DHS License #	4444
Date of assessment	4/3/12
Provider's name	Polly Perfect
# children enrolled	6

QRIS BAS Site Score: 3.67

BAS SCORES BY SUB-SCALES

OVERALL SCORE:

- A. Qualifications and Professional Development
- B. Income and Benefits
- C. Work Environment
- D. Fiscal Management
- E. Recordkeeping
- F. Risk Management
- G. Provider-Parent Communication
- H. Community Resources
- I. Marketing and Public Relations

Item Score Sum

4
5
1
4
6
4
6
2
1

33 # of items 9 = 3.67

TOTAL

ITEMS MARKED NOT APPLICABLE

Item #	Item Name	Score
J.	Provider as Employer	N/A

STRENGTHS: ITEMS WITH SCORES OF 5 AND ABOVE

Item #	Item Name	Score
B.	Income and Benefits	5
E.	Record Keeping	6
G.	Provider-Parent Communication	6

AREAS FOR POTENTIAL GROWTH: ITEMS WITH SCORES LESS THAN 5*

Item #	Item Name	Score
A.	Qualifications and Professional Development	4
	5.2: The provider doesn't have a minimum of 15 semester hours of ECE/CD coursework.	
	5.3: Provider hasn't attended 10 clock hours of business or management training.	
C.	Work Environment	1
	1.2: There is no adult-sized chair, rocker or sofa in the child care space of the home.	

D. Fiscal Management

4

5.1: The operating budget for the current year doesn't have line-item breakdowns for revenue and expenses.

5.3: The provider doesn't consult with a qualified tax preparer to assure compliance with reporting requirements.

F. Risk Management

4

5.3: Fire and disaster drill records for the past year are not displayed for parents to see.

5.5: The provider doesn't have comprehensive business liability insurance.

H. Community Resources

2

3.1: The provider doesn't have descriptive information regarding community resources for parents, including developmental screening services for children.

I. Marketing and Public Relations

1

1.4: The provider does not attend at least 2 events per year sponsored by organizations in the community

Staff Qualification Level Report And Staff Registry Report

Contents:

- QRIS Pilot FCC Staff Qualification Level Report
- Staff Registry Report

The QRIS Pilot Staff Qualification Level is one element used to determine the final QRIS Pilot Rating Level.

The QRIS Pilot Staff Qualifications Level Report is a chart showing the required staff qualifications necessary to be placed on a level.

The Staff Report from Registry showing the provider's current FW level and ECE credit/clock hours, and is included as a summary document.

PROVIDER NAME: Polly's Playhouse
QRIS PILOT STAFF QUALIFICATION LEVEL: 1

QRIS Pilot Staff Qualification Level Report *

DHS-Licensed Position	QRIS Staff Qualification Level 1	QRIS Staff Qualification Level 2	QRIS Staff Qualification Level 3	QRIS Staff Qualification Level 4	QRIS Staff Qualification Level 5
Family Child Care (FCC) Provider	FW: 1.1 * <i>and</i> Completed PATCH's "Basic Series for Family Child Care Providers" (30 hours total) OR NACCRRRA's "Child Care Essentials" on-line series for FCCs (40 hours total) <i>and</i> Enrollment in QCP PROVIDER @ FW LEVEL 1.1 BASIC SERIES COMPLETED ENROLLED QCP	Level 1 evidence <i>and</i> FW: 1.4 PROVIDER @ FW LEVEL 1.1 LEVEL NOT MET	Level 1 evidence <i>and</i> FW: 3.1 LEVEL NOT MET	Level 1 evidence <i>and</i> FW: 4.3 <i>and</i> 5 Clock Hours * LEVEL NOT MET	Level 1 evidence <i>and</i> FW: 5.3 <i>and</i> 10 Clock Hours * LEVEL NOT MET

* The levels are based on the QRISpilot Framework (FW) for Early Care & Education Practitioners (June 2012). In order to be on a specific QRIS level, the stated *minimum* FW Level (or higher) must be met.

** Clock Hours of training in business, which may include: small business practices, contracts and policies, record keeping, tax planning, legal, and insurance issues, technology applications, accounting, marketing, money management and retirement, and grant writing.

*** Because the criterion for FW Level 1.1 is new, all providers currently at the 1.0 FW Level will have until January 30, 2013 to achieve the 1.1 FW Level. Your Staff Qualification Level will be reevaluated by the QRIS Administration after this date. Please refer to your copy of the QRIS Pilot Framework for requirements.**

Polly's Playhouse Report from Registry: Current QRIS Pilot Framework (FW) Staff Levels*

Provider Report:

Last Name	First Name	Registry ID	QRIS FW Level	Total ECE Credits	I/T Credits	Total ECE Clock Hours	I/T Clock Hours
B	G	1234	1.1	0	0	35	3

* Please note the following:

- All providers will need to be current in infant/child First Aid and infant/child CPR **by January 30, 2013**, as required by the QRIS Pilot FW. This will place providers at entry level on the QRIS FW.
- All providers will need to have completed 30 clock hour of community based training in ECE (or equivalent college credits) **by January 30, 2013** to be placed at the QRIS FW Level 1.1 (a 1.1 FW level is required providers order to obtain an overall QRIS Staff Qualifications Level 1)
- Submittal of documentation to Registry by the provider is required in order to obtain any new or updated QRIS FW Level

QRIS Pilot Quality Assessment Report (FCC Sample)

*Using CLASS Toddler Assessment

Quality Assessment Report (QAR SAMPLE) FCC

Contents:

- Statement of program QRIS Pilot Rating Level
- Table: Summary of Measures by QRIS Standard Area
- Table: Summary of Evidences by QRIS Level
- Summary of Evidence and Measures by Standard Areas
- Evidence and Measures that are sorted by QRIS Standard Areas:
 - FCCERS
 - CLASS Toddler
 - BAS
 - Staff Qualification Rating
 - Supporting Evidence

The QAR indicates the QRIS Rating Level assigned to the site. Scores from the respective evidences and measures are included in the report summary on the first page showing how the final Rating Level was determined. Evidence and measures are then further sorted into the 5 QRIS Standard Areas in the body of the QAR. The QRIS Standard Areas are the also the categories that will be identified by sites when developing a Quality Improvement Plan.

QRIS QUALITY ASSESSMENT REPORT (QAR) - FCC SAMPLE

Site Name: Polly's Playhouse
100 Playtime Rd.

Report Date: July 22, 2012

QRIS PILOT RATING LEVEL: 1

NOTE: QRIS Level(s) for assessments, staff qualifications, and supporting evidence are used to determine final QRIS Rating Level. In order to be on a certain level, all Evidence and Measures must be at the same level. See table 5 (FCC) in the QRIS Policy and Procedure Manual for clarification.

Summary of Evidence and Measures:

<u>Assessment</u>	<u>Date(s) Completed</u>	<u>Item Score Sum</u>	<u>Item Count</u>	<u>Average</u>	<u>QRIS Level</u>
FCCERS	4/2/12	94.00	33	2.85	1
CLASS Toddler	4/2/12	27.20	8	3.40	2
BAS	4/3/12	33.00	9	3.67	3
Staff Qualifications					1
Supporting Evidence					1

QRIS pilot

Quality Rating and Improvement System

Standard Area	Subscale Area	Measure	Average Score
Early Childhood Care and Education	Child/Teacher Interactions	FCCERS	3.60
		CLASS Toddler	3.06
	Curriculum	FCCERS	2.78
		CLASS Toddler	2.00
	Mental Health	FCCERS	4.00
		CLASS Toddler	4.20
	Environment	FCCERS	2.14
		BAS	1.00
		CLASS Toddler	3.20
	Diversity and Inclusion	FCCERS	4.00
		BAS	2.00
	Family Partnerships	BAS	6.00
Staff Qualifications	BAS	4.00	
	Staff Qualification Level	3.00	
Program Design and Management	BAS	4.00	

Supporting Evidence Summary

QRIS Level	Supporting Evidence Met by Level	Supporting Evidence Not Met by Level
Level 1	1.0: FCCERS Baseline Score 1.2: Certificate of completion of PATCH Basic Series for FCC or NACCRA Child Care Essentials (40 hours) 1.3: Enrollment in Quality Care Program (QCP)	
Level 2	2.0: Completed BAS Self-Assessment 2.1: Written philosophy statement and goals for children’s development	2.2: Written plan for developmentally appropriate learning experiences that enhance children's social, emotional, intellectual, and physical competence 2.3: Individual child observations are recorded 2.4: A research-based assessment mechanism is used to track children’s progress
Level 3	3.1: Before making an enrollment decision, the provider and family have a face to face exchange of information to determine whether the provider and family are good fit 3.2: Consolidated parent handbook 3.3: The enrollment process includes more than one visit by parent and child, providing a gradual transition before care formally begins 3.4a: Provider schedules a meeting with parents at least once a year to discuss children's progress or any childrearing issues 3.4b: Provider communicates by 5 modes of communication 3.5: Identification is verified for any unfamiliar person picking up children	
Level 4	4.1: Provider maintains a resource library for families with descriptive information about community resources 4.2: Provider communicates by 6 modes of communication 4.4: Has received 5 clock hours of business courses 4.5: Written notice in advance is required if child is to be picked up by anyone not authorized on the enrollment form	4.3: Provider completed NAFFC Self-Study kit
Level 5	5.0: Written assessment plan showing how valid and reliable child observation and assessment results are used to individualize curriculum and evidence this is communicated with families 5.2a: FCC home offers at least 5 family supports 5.2b: Provider communicates by 7 modes of communication 5.3: Provider has 10 clock hours in business courses 5.4: Provider has comprehensive business liability insurance	5.5: Current NAFFC Accreditation

Evidence and Measures Summary by QRIS Standard Areas

Childhood Care and Education		Average Score and Evidence
Child/Teacher Interactions	<p>FCCERS:</p> <ul style="list-style-type: none"> 13. Helping children understand language 14. Helping children use language 15. Using books 27. Supervision of play and learning 30. Interactions among children <p>CLASS Toddler:</p> <ul style="list-style-type: none"> 1. Positive Climate 4. Regard for Student Perspective 7. Quality of Feedback 	<p>1.00</p> <p>4.00</p> <p>7.00</p> <p>2.00</p> <p>4.00</p> <p>5.00</p> <p>2.40</p> <p>1.80</p>
Curriculum	<p>FCCERS:</p> <ul style="list-style-type: none"> 7. Greeting/departing 8. Nap/rest 9. Meals/snacks 10. Diapering/toileting 11. Health practices 12. Safety practices 16. Fine Motor 17. Art 18. Music and movement 19. Blocks 20. Dramatic play 21. Math/number 22. Nature/science 23. Sand and water play 25. Use of TV, video, and/or computer 31. Schedule 32. Free play 33. Group time <p>CLASS Toddler:</p> <ul style="list-style-type: none"> 6. Facilitation of Learning and Development 8. Language Modeling <p>Supporting Evidence:</p> <ul style="list-style-type: none"> 1.1: *Copy of Hawaii Early Learning & Development Standards (<i>HELDS</i>) 	<p>2.00</p> <p>2.00</p> <p>1.00</p> <p>1.00</p> <p>2.00</p> <p>1.00</p> <p>2.00</p> <p>7.00</p> <p>2.00</p> <p>1.00</p> <p>4.00</p> <p>4.00</p> <p>6.00</p> <p>2.00</p> <p>2.00</p> <p>4.00</p> <p>2.00</p> <p>4.00</p> <p>2.00</p> <p>5.00</p> <p>2.00</p> <p>2.00</p> <p>N/A</p> <p>Yes</p>

	<p>2.1: Written philosophy statement and goals for children’s development</p> <p>2.2: Written plan for developmentally appropriate learning experiences that enhance children’s social, emotional, intellectual, and physical competence</p> <p>3.0: *The plan for the day is aligned with the Hawai’i Early learning Standards (<i>HELDS</i>)</p> <p>4.0: *Program’s plan of the day (curriculum) is implemented and incorporates the Hawaii Early Learning Standards (<i>HELDS</i>)</p> <p>5.1: *Written document showing how program’s curriculum and assessment tools connect to the Hawaii Early Learning & Development Standards (<i>HELDS</i>)</p>	<p>No</p> <p>N/A N/A</p> <p>N/A</p> <p>N/A</p>
<p>Child Assessment</p>	<p>Supporting Evidence:</p> <p>2.3: Individual child observations are recorded</p> <p>2.4: A research-based assessment mechanism is used to track children’s progress</p> <p>4.0a: *Evidence that the curriculum is implemented and incorporates the Hawaii Early Learning Standards (<i>HELDS</i>), as evidenced in child observation records</p> <p>4.0b: *Evidence that the curriculum is implemented and incorporates the Hawaii Early Learning Standards (<i>HELDS</i>), as evidenced in child assessments</p> <p>5.0: Written assessment plan showing how valid and reliable child observation and assessment results are used to individualize curriculum and evidence it is communicated with families</p>	<p>No</p> <p>No</p> <p>N/A</p> <p>N/A</p> <p>No</p>

QRIS pilot

Quality Rating and Improvement System

<p>Mental Health</p>	<p>FCCERS:</p> <p>28. Provider-child interaction 29. Discipline</p> <p>CLASS Toddler:</p> <p>2. Negative Climate 3. Teacher Sensitivity 5. Behavior Guidance</p>	<p>4.00 4.00</p> <p>6.00 3.60 3.00</p>
<p>Environment</p>	<p>FCCERS:</p> <p>1. Indoor space used for child care 2. Furniture for routine care, play, and learning 3. Provision for relaxation & comfort 4. Arrangement of indoor space for child care 5. Display for children 6. Space for privacy 26. Active physical play</p> <p>BAS:</p> <p>3. Work environment</p>	<p>3.00 1.00 3.00 1.00 3.00 2.00 2.00</p> <p>1.00</p>
<p>Diversity and Inclusion</p>		<p>Average Score and Evidences</p>
	<p>FCCERS:</p> <p>24. Promoting acceptance of diversity 34. Provisions for children with disabilities</p> <p>BAS:</p> <p>8. Community resources</p>	<p>4.00 N/A</p> <p>2.00</p>
<p>Family Partnership</p>		<p>Average Score and Evidences</p>
	<p>BAS:</p> <p>7. Provider-Parent Communication</p>	<p>6.00</p>

	<p>Supporting Evidence:</p> <p>3.1: Before making an enrollment decision, the provider and family have a face to face exchange of information to determine whether the provider and family are good fit</p> <p>3.2: Consolidated parent Handbook</p> <p>3.3: The enrollment process includes more than one visit by parent and child, providing a gradual transition before care formally begins.</p> <p>3.4a: Provider schedules a meeting with parents at least once a year to discuss children's progress or any childrearing issues</p> <p>3.4b: Provider communicates with families using 5 or more modes of communication</p> <p>3.5: Identification is verified for any unfamiliar person picking up children</p> <p>4.0c: *Evidence that the curriculum is implemented and incorporates the Hawaii Early Learning Standards (HELDS), as evidenced in parent communication</p> <p>4.1: Provider maintains a resource library for families with descriptive information about community resources.</p> <p>4.2: Provider communicates by 6 modes of communication</p> <p>4.5: Written notice in advance is required if child is to be picked up by anyone not authorized on the enrollment form</p> <p>5.2a: Provider communicates by 7 modes of communication</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>N/A</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>
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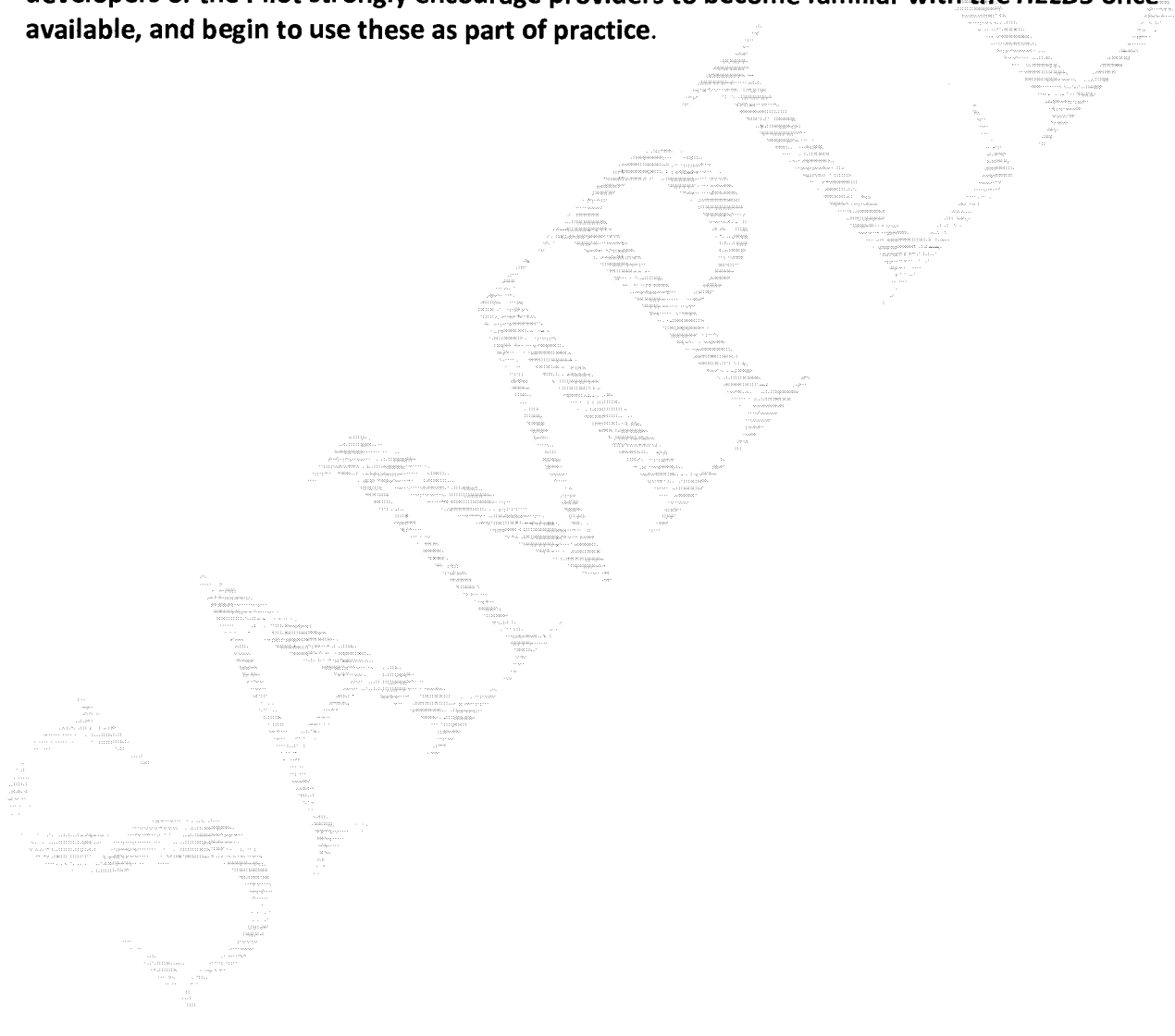
	5.2b: FCC home offers at least 5 family supports	Yes
Staff Qualifications	Average Score and Evidences	
	<p>BAS:</p> <p style="padding-left: 40px;">1. Qualifications & Professional Development</p> <p>Staff Qualifications Level</p> <p>Supporting Evidence:</p> <p style="padding-left: 40px;">1.2: Certificate of completion of PATCH’s Basic Series for Child Care Providers (30 hours) or NACCRRRA’s Child Care Essentials (40 Hours)</p> <p style="padding-left: 40px;">1.3: Enrollment in the Quality Care Program (QCP)</p> <p style="padding-left: 40px;">4.4 Provider has 5 clock hours in business courses</p> <p style="padding-left: 40px;">5.3: Provider has 10 clock hours in business courses</p>	<p style="text-align: center;">4.00</p> <p style="text-align: center;">3.00</p> <p style="text-align: center;">Yes</p> <p style="text-align: center;">Yes</p> <p style="text-align: center;">Yes</p> <p style="text-align: center;">Yes</p>
Program Design and Management	Average Score and Evidences	
	<p>BAS:</p> <p style="padding-left: 40px;">2. Income & Benefits</p> <p style="padding-left: 40px;">4. Fiscal Management</p> <p style="padding-left: 40px;">5. Record Keeping</p> <p style="padding-left: 40px;">6. Risk Management</p> <p style="padding-left: 40px;">9. Marketing & Public Relations</p> <p>Supporting Evidence:</p> <p style="padding-left: 40px;">1.0: FCCERS Baseline Score</p> <p style="padding-left: 40px;">2.0: Completed BAS Self-Assessment</p>	<p style="text-align: center;">5.00</p> <p style="text-align: center;">4.00</p> <p style="text-align: center;">6.00</p> <p style="text-align: center;">4.00</p> <p style="text-align: center;">1.00</p> <p style="text-align: center;">Yes</p> <p style="text-align: center;">Yes</p>

QRIS pilot

Quality Rating and Improvement System

	4.3: Provider completed NAFCC Self-Study Kit	No
	5.4: Provider has comprehensive business liability insurance	Yes
	5.5: Current NAFCC Accreditation	No

*** The Hawaii Early Learning Standards (HELDS) are in the process of being developed and are scheduled to be available in Fall of 2012. The requirements for any evidence showing alignment with these standards will not be required in the QRIS Pilot. However, the developers of the Pilot strongly encourage providers to become familiar with the HELDS once available, and begin to use these as part of practice.**



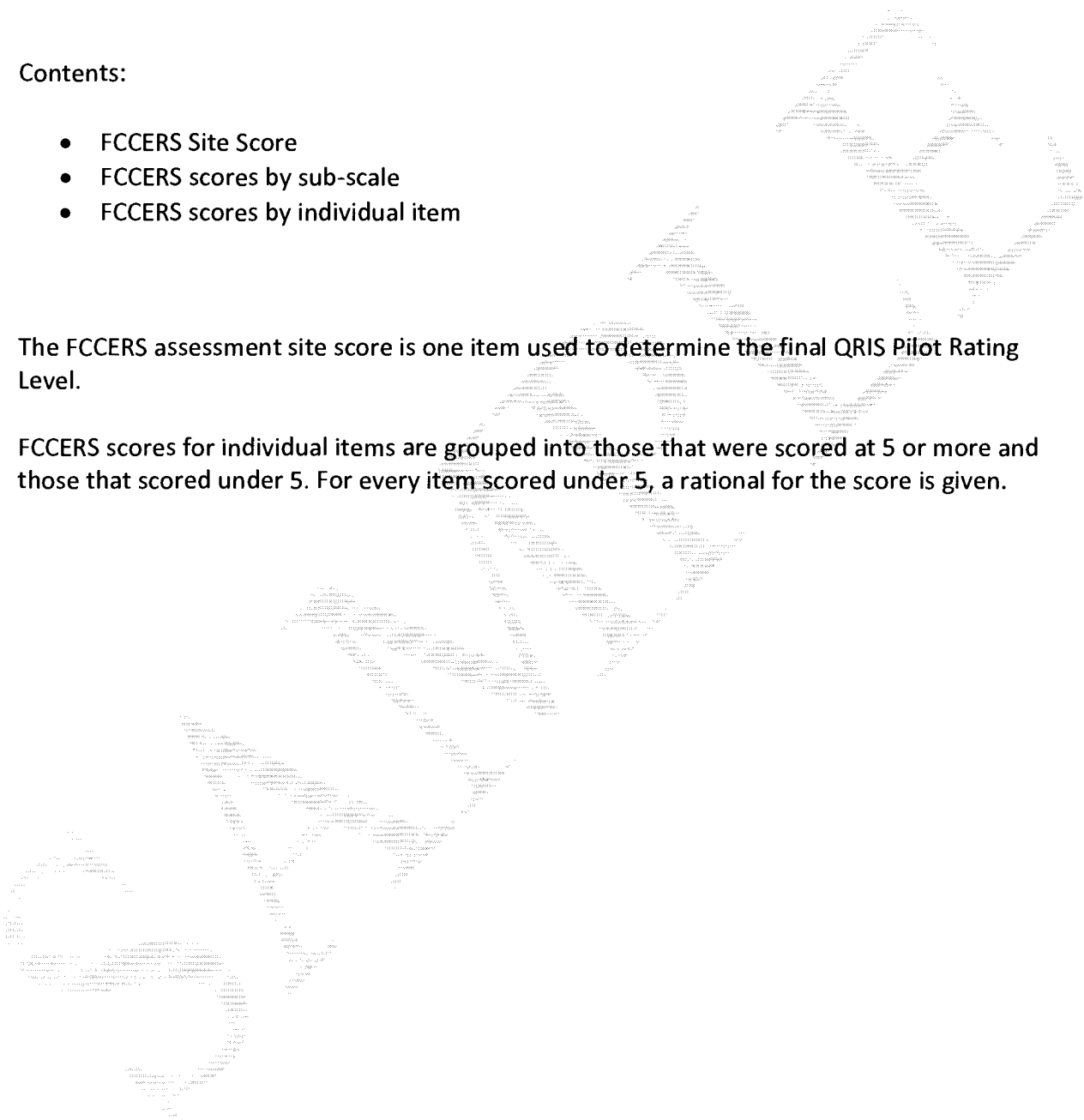
FCCERS Assessment Report (SAMPLE)

Contents:

- FCCERS Site Score
- FCCERS scores by sub-scale
- FCCERS scores by individual item

The FCCERS assessment site score is one item used to determine the final QRIS Pilot Rating Level.

FCCERS scores for individual items are grouped into those that were scored at 5 or more and those that scored under 5. For every item scored under 5, a rationale for the score is given.



QRIS Quality Assessment FCCERS Report Sample

Facility Name	Polly's Playhouse
Address	100 Playtime Rd.
DHS License #	4444
Date of assessment	4/2/12
Provider's name	Polly Perfect
# children enrolled	6
# children present	5
Number enrolled in each age group:	
Infants (birth – 11mos.)	-
Toddlers (12 mos. – 29 mos.)	4
Pre School (30 mos. – 5yrs)	2

FCCERS Site Score: 2.85

FCCERS SCORES BY SUB-SCALES

<u>Category</u>	<u>Item Score Sum</u>	<u>Item Count</u>	<u>Average</u>
I. Space and furnishings	13.00	6	2.17
II. Personal Care Routines	9.00	6	1.50
III. Listening and Talking	12.00	3	4.00
IV. Activities	35.00	11	3.18
V. Interaction	14.00	4	3.50
VI. Program Structure	11.00	3	3.67
Total	94.00	33.00	2.85

ITEMS MARKED NOT APPLICABLE

<u>Item #</u>	<u>Item</u>	<u>Score</u>
VI. Program structure		
34.	Provisions for children with disabilities	N/A

STRENGTHS: ITEMS WITH SCORES OF 5 AND ABOVE

<u>Item #</u>	<u>Item</u>	<u>Score</u>
III. Listening and Talking		
15.	Using books	7
IV. Activities		
17.	Art	6
22.	Nature/science	6
VI. Program structure		
33.	Group time	5

AREAS FOR POTENTIAL GROWTH: ITEMS WITH SCORES LESS THAN 5

<u>Item #</u>	<u>Item</u>	<u>Score</u>
I. Space and Furnishings		
1.	Indoor space used for childcare	3
	5.1: Indoor space is not big enough for children and adults to move around freely.	
2.	Furniture for routine care, play, and learning	1

1.1: Not enough furniture to meet routine care needs. No place to keep individual children's belongings.

3. Provision for relaxation, and comfort 3

5.1 No soft furnishings in the playroom.

4. Arrangement of space for childcare 1

1.1: Arrangement of space leaves little room for routine care and play

1.2: Arrangement of space makes it difficult to supervise children.

5. Display for children 3

5.1& 5.2: There weren't many pictures displayed in the space

5.3: There was no evidence of children's artwork displayed

6. Space for privacy 2

3.2: Provider can't easily supervise children who go into areas meant for privacy because of how space is set up

II. Personal Care Routines

7. Greeting/Departing 2

3.3: Parents rarely enter home where child's care takes place. One greeting and one departure were observed.

8. Nap/rest 2

3.1: Nap rest was not scheduled appropriately children of multiple ages

9. Meals/snacks 1

1.4: Eating times not well planned and consistent in use of specific space for eating

10. Diapering/toileting 1

1.1& 1.2: Diapering surface not sanitized after each use. Paper used was not non-absorbent and did not extend from the child's shoulders to feet. Diapering area was not close to running water.

11. Health practices 2

3.2: Hand washing didn't meet the standard $\frac{3}{4}$ of the time

12. Safety practices 1

1.3: Not enough supervision of children when they were outdoors.

III. Listening and Talking

13. Helping children understand language 1

1.4: Provider used few descriptive words when speaking with children.

14. Helping children use language 4

5.3 No observation of provider encouraging children to communicate with each other or showing children how to use their words to avoid conflicts.

IV. Activities

16. Fine motor 2

3.2: Children unable to access fine motor materials on their own throughout the day.

18. Music and movement 2

3.1: Did not observe accessible music materials, toys, or instruments

19. Blocks 1

1.1: There were no stackable blocks that were not Duplos.

20. Dramatic Play 4

5.1 No dress-up clothes observed; Very few dramatic play materials.

21. Math/number 4

5.1, 5.2: Did not observe at least 5 different types of math materials accessible to the children

23. Sand and water play 2

3.2: Sand and water play was not observed.

24. Promoting acceptance of diversity 4

5.2 There were no examples of props representing various races/cultures accessible for use

25. Use of TV, video and/or computer 2

3.3: TV time is not limited.

26. Active Physical Play 2

3.1 Indoor and outdoor spaces for active play are crowded

3.2: Large structures and lack sufficient cushioning under or wide enough fall zones around slide.

V. Interaction

27. Supervision of play and learning 2

3.1: Supervision is not adequate for the ages of the children.

28. Provider-child interaction 4

5.3: Provider was not often observed attending to children who were upset.

29. Discipline 4

5.1: Children are not encouraged to find other things to do and children observed often interrupting each other's play.

5.2: Interventions not timely enough to avoid problems.

30. Interactions among children 4

5.1: Provider not observed empathizing with the feelings of children who are upset with one another.

VI. Program structure

31. Schedule 4

5.3: Young toddler left in high chair for long period while provider helps another child

32. Free play 2

3.3: Many toys and materials are not accessible to children for a large part of the day

CLASS Toddler Assessment Report (SAMPLE)

Contents:

- CLASS Toddler Site Score
- CLASS Scores by Domain and Dimension

The CLASS Toddler Classroom Score is provided to give an individualized account of the assessment data for each classroom observed in which $\frac{1}{2}$ or more of the enrolled children are under the age of 36 months. This score is determined by averaging all Dimension item scores.

CLASS Toddler Scores are given for the 8 Dimensions that are discussed in depth in the CLASS Toddler Manual.

QRIS Quality Assessment CLASS FCC Report Sample

Facility Name	Polly's Playhouse
Address	100 Playtime Rd.
DHS License #	4444
Date of assessment	4/2/12
Provider's name	Polly Perfect
# children enrolled	6
# children present	5
Number enrolled in each age group:	
Infants (birth – 11mos.)	-
Toddlers (12 mos. – 29 mos.)	4
Pre School (30 mos. – 5yrs)	2
Half or more of enrolled children under the age of 36 months	Yes

QRIS CLASS Toddler Site Score 3.40

CLASS Toddler SCORES BY DOMAIN AND DIMENSION

<u>Item #</u>	<u>Item</u>	<u>Score</u>
I. Emotional and Behavioral Support		
1.	Positive Climate	5.00
2.	Negative Climate	6.00
3.	Teacher Sensitivity	3.60
4.	Regard for Student Perspective	2.40
5.	Behavior Guidance	3.00
Domain Score:		4.00
II. Classroom Organization		
6.	Facilitation of Learning and Development	2.00
7.	Quality of Feedback	3.20
8.	Language Modeling	2.00
Domain Score:		2.40
Average:		3.40

BAS Assessment Report (SAMPLE)

Contents:

- BAS Site Score
- BAS scores by sub-scale
- BAS scores by individual item

The BAS assessment site score is one item used to determine the final QRIS Pilot Rating Level.

BAS scores for individual items are grouped into those that were scored at 5 or more and those that scored under 5. For every item scored under 5, a rationale for the score is given.



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Item	Score	Rationale
1	5	
2	5	
3	5	
4	5	
5	5	
6	5	
7	5	
8	5	
9	5	
10	5	
11	5	
12	5	
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97	5	
98	5	
99	5	
100	5	

QRIS Quality Assessment BAS Report Sample

Facility Name	Polly's Playhouse
Address	100 Playtime Rd.
DHS License #	4444
Date of assessment	4/3/12
Provider's name	Polly Perfect
# children enrolled	6

QRIS BAS Site Score: 3.67

BAS SCORES BY SUB-SCALES

OVERALL SCORE:

- A. Qualifications and Professional Development
- B. Income and Benefits
- C. Work Environment
- D. Fiscal Management
- E. Recordkeeping
- F. Risk Management
- G. Provider-Parent Communication
- H. Community Resources
- I. Marketing and Public Relations

Item Score Sum

	4			
	5			
	1			
	4			
	6			
	4			
	6			
	2			
	1			
33	# of items	9	=	3.67

TOTAL

ITEMS MARKED NOT APPLICABLE

Item #	Item Name	Score
J.	Provider as Employer	N/A

STRENGTHS: ITEMS WITH SCORES OF 5 AND ABOVE

Item #	Item Name	Score
B.	Income and Benefits	5
E.	Record Keeping	6
G.	Provider-Parent Communication	6

AREAS FOR POTENTIAL GROWTH: ITEMS WITH SCORES LESS THAN 5*

Item #	Item Name	Score
A.	Qualifications and Professional Development	4
	5.2: The provider doesn't have a minimum of 15 semester hours of ECE/CD coursework.	
	5.3: Provider hasn't attended 10 clock hours of business or management training.	
C.	Work Environment	1
	1.2: There is no adult-sized chair, rocker or sofa in the child care space of the home.	

D. Fiscal Management

4

5.1: The operating budget for the current year doesn't have line-item breakdowns for revenue and expenses.

5.3: The provider doesn't consult with a qualified tax preparer to assure compliance with reporting requirements.

F. Risk Management

4

5.3: Fire and disaster drill records for the past year are not displayed for parents to see.

5.5: The provider doesn't have comprehensive business liability insurance.

H. Community Resources

2

3.1: The provider doesn't have descriptive information regarding community resources for parents, including developmental screening services for children.

I. Marketing and Public Relations

1

1.4: The provider does not attend at least 2 events per year sponsored by organizations in the community

Staff Qualification Level Report And Staff Registry Report

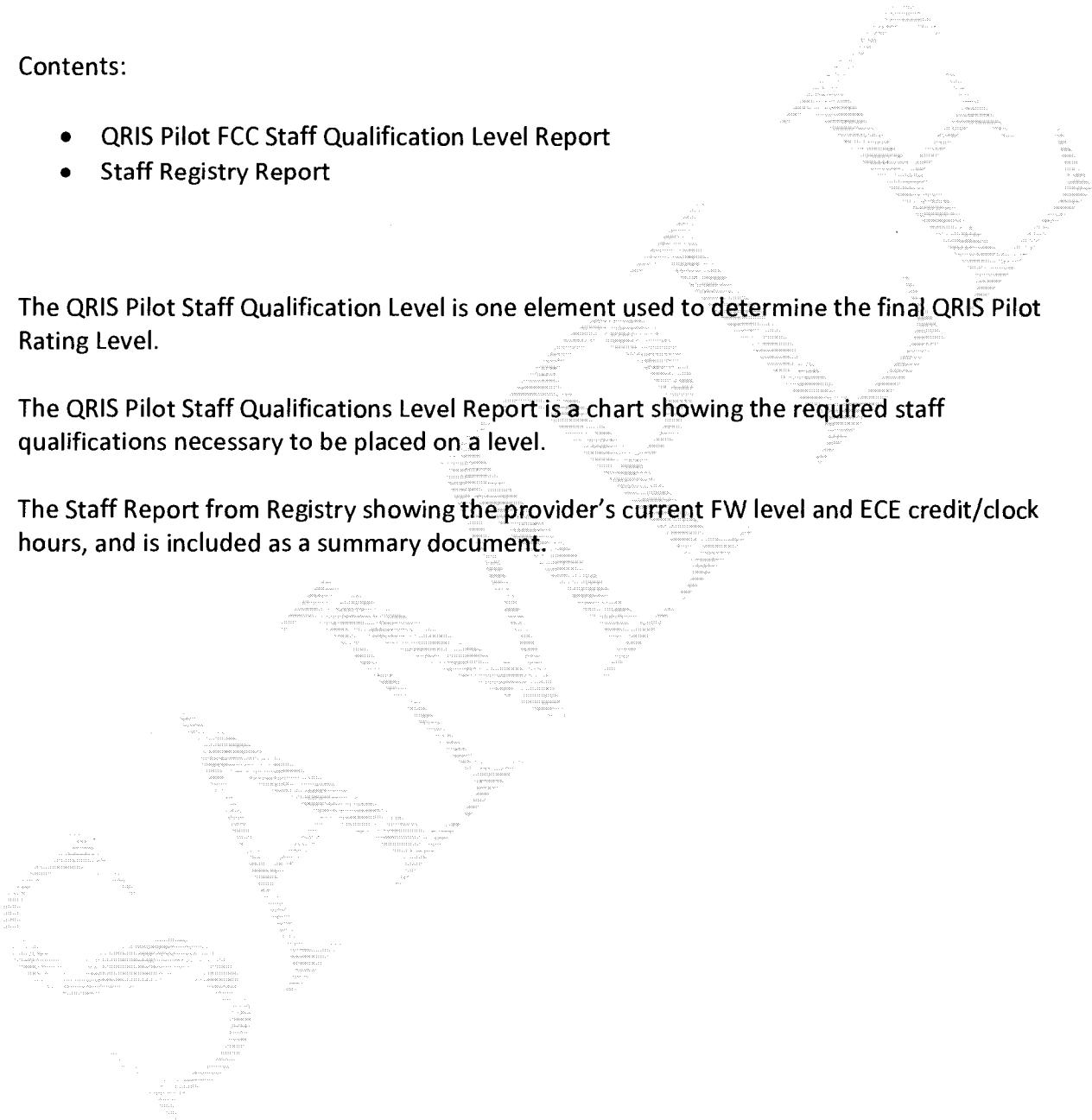
Contents:

- QRIS Pilot FCC Staff Qualification Level Report
- Staff Registry Report

The QRIS Pilot Staff Qualification Level is one element used to determine the final QRIS Pilot Rating Level.

The QRIS Pilot Staff Qualifications Level Report is a chart showing the required staff qualifications necessary to be placed on a level.

The Staff Report from Registry showing the provider's current FW level and ECE credit/clock hours, and is included as a summary document.



PROVIDER NAME: Polly's Playhouse
QRIS PILOT STAFF QUALIFICATION LEVEL: 1

QRIS Pilot Staff Qualification Level Report *

DHS-Licensed Position	QRIS Staff Qualification Level 1	QRIS Staff Qualification Level 2	QRIS Staff Qualification Level 3	QRIS Staff Qualification Level 4	QRIS Staff Qualification Level 5
Family Child Care (FCC) Provider	FW: 1.1 * <i>and</i> Completed PATCH's "Basic Series for Family Child Care Providers" (30 hours total) OR NACCRRA's "Child Care Essentials" on-line series for FCCs (40 hours total) <i>and</i> Enrollment in QCP PROVIDER @ FW LEVEL 1.1 BASIC SERIES COMPLETED ENROLLED QCP	Level 1 evidence <i>and</i> FW: 1.4 PROVIDER @ FW LEVEL 1.1 LEVEL NOT MET	Level 1 evidence <i>and</i> FW: 3.1 LEVEL NOT MET	Level 1 evidence <i>and</i> FW: 4.3 <i>and</i> 5 Clock Hours * LEVEL NOT MET	Level 1 evidence <i>and</i> FW: 5.3 <i>and</i> 10 Clock Hours * LEVEL NOT MET

* The levels are based on the QRIS pilot Framework (FW) for Early Care & Education Practitioners (June 2012). In order to be on a specific QRIS level, the stated *minimum* FW Level (or higher) must be met.

** Clock Hours of training in business, which may include: small business practices, contracts and policies, record keeping, tax planning, legal, and insurance issues, technology applications, accounting, marketing, money management and retirement, and grant writing.

*** Because the criterion for FW Level 1.1 is new, all providers currently at the 1.0 FW Level will have until January 30, 2013 to achieve the 1.1 FW Level. Your Staff Qualification Level will be reevaluated by the QRIS Administration after this date. Please refer to your copy of the QRIS Pilot Framework for requirements.**

Polly's Playhouse Report from Registry: Current QRIS Pilot Framework (FW) Staff Levels*

Provider Report:

Last Name	First Name	Registry ID	QRIS FW Level	Total ECE Credits	I/T Credits	Total ECE Clock Hours	I/T Clock Hours
B	G	1234	1.1	0	0	35	3

* Please note the following:

- All providers will need to be current in infant/child First Aid and infant/child CPR **by January 30, 2013**, as required by the QRIS Pilot FW. This will place providers at entry level on the QRIS FW.
- All providers will need to have completed 30 clock hour of community based training in ECE (or equivalent college credits) **by January 30, 2013** to be placed at the QRIS FW Level 1.1 (a 1.1 FW level is required providers order to obtain an overall QRIS Staff Qualifications Level 1)
- Submittal of documentation to Registry by the provider is required in order to obtain any new or updated QRIS FW Level

QRIS Quality Improvement Plan

Plan Period From: _____ Plan Period To: _____

Name of program: _____ DHS License Number: _____

* Please remember: Each Quality Improvement Plan requires a minimum of 3 goals

Describe:	<u>Goal 1</u>
-----------	----------------------

QRIS Standard Area goal addresses (*For each goal, at least 1 relational Standard Area must be identified. Elements under each Standard Area are optional):

- Early Childhood Care & Education** (Optional: circle element): Child/Teacher Interactions Curriculum Child Assessment
Mental Health Environment Other _____

- Family Partnerships** (Optional: circle element): Policies Resources & Education Communication Involvement
Family Supports & Resources Other _____

- Diversity & Inclusion** (Optional: circle element): Materials Activities Child/Teacher Interactions Staff Training
Family Involvement Other _____

- Staff Qualifications** (Optional: circle element): Teacher Qualifications Director Qualifications
Individual Professional Development Other _____

- Program Design & Management** (Optional: circle element): Class Size and Ratios Staff Compensation
Self-assessment Mechanism Staff Development Plan Policies & Procedures Other _____

If center-based, list classrooms affected:

Describe current situation:

Desired outcome in one year:

Describe how progress will be measured:

QRIS pilot
Quality Rating and Improvement System

Action steps	Resources needed (i.e. coaching, QRIS Grant, QRIS Award, none)	Responsible person	Target date
1.			
2.			
3.			
4.			
5.			
6.			
7.			

* Please remember: Each Quality Improvement Plan requires a minimum of 3 goals

Describe:	<u>Goal 2</u>
-----------	----------------------

QRIS Standard Area goal addresses (*For each goal, at least 1 relational Standard Area must be identified. Elements under each Standard Area are optional):

- Early Childhood Care & Education** (Optional: circle element): Child/Teacher Interactions Curriculum Child Assessment
Mental Health Environment Other _____

- Family Partnerships** (Optional: circle element): Policies Resources & Education Communication Involvement
Family Supports & Resources Other _____

- Diversity & Inclusion** (Optional: circle element): Materials Activities Child/Teacher Interactions Staff Training
Family Involvement Other _____

- Staff Qualifications** (Optional: circle element): Teacher Qualifications Director Qualifications
Individual Professional Development Other _____

- Program Design & Management** (Optional: circle element): Class Size and Ratios Staff Compensation
Self-assessment Mechanism Staff Development Plan Policies & Procedures Other _____

If center-based, list classrooms affected:

Describe current situation:

Desired outcome in one year:

Describe how progress will be measured:

QRIS pilot
Quality Rating and Improvement System

Action steps	Resources needed (i.e. coaching, QRIS Grant, QRIS Award, none)	Responsible person	Target date
1.			
2.			
3.			
4.			
5.			
6.			
7.			

* Please remember: Each Quality Improvement Plan requires a minimum of 3 goals

Describe:	<u>Goal 3</u>
-----------	----------------------

QRIS Standard Area goal addresses (*For each goal, at least 1 relational Standard Area must be identified. Elements under each Standard Area are optional):

Early Childhood Care & Education (Optional: circle element): Child/Teacher Interactions Curriculum Child Assessment
Mental Health Environment Other _____

Family Partnerships (Optional: circle element): Policies Resources & Education Communication Involvement
Family Supports & Resources Other _____

Diversity & Inclusion (Optional: circle element): Materials Activities Child/Teacher Interactions Staff Training
Family Involvement Other _____

Staff Qualifications (Optional: circle element): Teacher Qualifications Director Qualifications
Individual Professional Development Other _____

Program Design & Management (Optional: circle element): Class Size and Ratios Staff Compensation
Self-assessment Mechanism Staff Development Plan Policies & Procedures Other _____

If center-based, list classrooms affected:

Describe current situation:

Desired outcome in one year:

Describe how progress will be measured:

QRIS pilot
Quality Rating and Improvement System

Action steps	Resources needed (i.e. coaching, QRIS Grant, QRIS Award, none)	Responsible person	Target date
1.			
2.			
3.			
4.			
5.			
6.			
7.			

QIRS Quality Award Budget Summary

Provide a budget for your QIRS Quality Award, during the first year. See QIRS Policies and Procedures Manual for allowable expenses.

Note: Receipts for actual purchases must be kept and the copies submitted with the *QIRS Progress Report*.

Goal number (1, 2, or 3)	Item	Cost	Anticipated Date of Purchase

QIRS Quality Award Application

With the submission of my Program's Quality Improvement Plan and the information below, I am applying for a QIRS Quality Award. I understand that my Quality Improvement Plan must be approved by the QIRS Review Committee before a QIRS Quality Award will be made.

Date of Program's Quality Assessment Report: _____

DHS-Licensed capacity of Program: _____

Number of children in Program receiving DHS child care subsidy as of the first of the month in which the Program's Quality Assessment Report was generated: _____

(e.g., if the Quality Assessment Report was generated in May, list the number of children receiving DHS child care subsidies as of May 1)

This report was completed by:

Printed name of Director/Administrator/Owner

Signature

Date

This plan was reviewed for informational purposes only by:

Printed name of QIRS Coach

Coach Signature

Date

Complete and submit online. If you are not able to do so, please fill out a hard copy and mail **your completed form and attachments to:**

QRIS Administration
University of Hawaii, Center on the Family
2515 Campus Road, Miller Hall 103 · Honolulu, HI 96822

Quality Improvement Plan (QIP) Assessment Rubric

Criteria	Developing	Meets	Comments
Scope of QIP: Extent to which the QIP reflects a clear understanding of the work that is needed to improve quality in specified Standard Areas, based on the Quality Assessment Report results.	Scope is limited and needs to be expanded	Scope is comprehensive and shows understanding of what is needed to improve quality	
Relevant/Specific Goals: Extent to which goals are directly related to significant quality improvement within specified Standard Area(s), based on specific information about the current situation (Quality Assessment Report).	Goals are either too narrow or too broad/general with respect to what needs to be accomplished to improve quality in the Standard Area(s),	Goals are clearly and specifically tied to what needs to be accomplished to improve quality in the Standard Area(s)	
Attainable/Realistic Goals: Extent to which the goals are achievable within the specified time period	Goals are too broad or general to be attainable within one year.	Goals describe realistic outcomes that are achievable within one year.	
Attainable/Realistic Action Steps: Extent to which action steps and sequences that will contribute to achievement of goals are clearly identified for each goal	Action steps and sequences are minimally detailed and/or too broadly stated.	Action steps are specific, well detailed, and clearly show the progression from the current situation to achieving goals. Contingency actions (if not this, then that) are included, as appropriate	
Measurable: extent to which measurement of progress in achieving the goals is clearly defined	How progress will be measured is described in general terms or other ways that are difficult to measure; or not addressed.	How progress will be measured is stated in quantifiable terms.	
Budget Proposal	Clarification is needed on how proposed use of funds relate to achievement of goals.	Clearly identifies how funds will be used towards achievement of goals.	

Quality Improvement Grant Application

Date: _____

Grant Application 1 _____

Grant Application 2 _____

Name of program: _____ DHS License Number: _____

1. Total amount of funds requested (complete budget page):

2. Describe why the funds are needed and how they will be used:
 - a. Justify the needs for the funds based on evidence from the program's Quality Assessment report.

 - b. Explain how the funds will support achievement of identified goals in the *Quality Improvement Plan*. *

 - c. Provide a timeline for expending funds.

This application was completed by:

Printed name of Director/Administrator/Owner

Signature

Date

QRIS Participant Progress Report

Report date: _____
Name of program: _____

Dates the report covers: _____
DHS License Number: _____

This report reflects the work done during this period on the goals identified in the *Quality Improvement Plan*.

<u>Goal 1</u>
Describe:
QRIS Standard Area goal addresses (please check):
<input type="checkbox"/> Early Childhood Care & Education <input type="checkbox"/> Family Partnerships <input type="checkbox"/> Diversity & Inclusion <input type="checkbox"/> Staff Qualifications <input type="checkbox"/> Program Design & Management
If center-based, list classrooms affected:
Progress made on goal: <input type="checkbox"/> No Progress <input type="checkbox"/> Some Progress <input type="checkbox"/> Complete
<i>Please discuss the following in detail:</i>
What has been accomplished in relation to this goal during this reporting period?
Give specific examples of implementation and/or enhancement actions taken related to this goal:
Describe the impact that these changes have had on your program thus far:
What remains (if anything) to be done in order for you to fully accomplish this goal?

Goal 2

Describe:

QIRS Standard Area goal addresses (please check):

- | | | |
|---|--|--|
| <input type="checkbox"/> Early Childhood Care & Education | <input type="checkbox"/> Family Partnerships | <input type="checkbox"/> Diversity & Inclusion |
| <input type="checkbox"/> Staff Qualifications | <input type="checkbox"/> Program Design & Management | |

If center-based, list classrooms affected:

Progress made on goal: No Progress Some Progress Complete

Please discuss the following in detail:

What has been accomplished in relation to this goal during this reporting period?

Give specific examples of implementation and/or enhancement actions have you taken related to this goal:

Describe the impact these changes have had on your program thus far:

What remains (if anything) to be done in order for you to fully accomplish this goal?

Goal 3

Describe:

QRIS Standard Area goal addresses (please check):

- | | | |
|---|--|--|
| <input type="checkbox"/> Early Childhood Care & Education | <input type="checkbox"/> Family Partnerships | <input type="checkbox"/> Diversity & Inclusion |
| <input type="checkbox"/> Staff Qualifications | <input type="checkbox"/> Program Design & Management | |

If center-based, list classrooms affected:

Progress made on goal: No Progress Some Progress Complete

Please discuss the following in detail:

What has been accomplished in relation to this goal during this reporting period?

Give specific examples of implementation and/or enhancement actions have you taken related to this goal:

Describe the impact these changes have had on your program thus far:

What remains (if anything) to be done in order for you to fully accomplish this goal?

QRIS Quality Award Expenditure Report

Total Quality Award Amount: _____

Amount of award received for this reporting period: _____

Report Period: From _____ to _____

List all funds spent during this period. **Remember to keep original receipts and submit copies of all receipts.**

Goal number (1, 2, or 3)	Item	Cost	Date purchased
TOTAL:			

Describe priorities for next period's work:

This report was completed by:

Printed name of Director/Administrator/Owner/

Signature

Date

QRIS Quality Improvement Grant Expenditure Report

Quality Improvement Grant 1 Amount: _____ Date grant received: _____
 Quality Improvement Grant 2 Amount: _____ Date grant received: _____
 Total grant amount(s) spent to date: _____
 Report Period: From _____ to _____

List all funds spent during this period. **Remember to keep original receipts and submit copies of all receipts.**

Goal number (1, 2, or 3)	Item	Cost	Date purchased
TOTAL:			

Describe priorities for next period's work:

This report was completed by:

Printed name of Director/Administrator/Owner/

Signature Date

Complete and submit online. Scan and upload copies of receipts.
If you are unable to upload submit receipts to:
 QRIS Administration
 Center on the Family
 University of Hawai'i at Mānoa
 2515 Campus Road, Miller 103
 Honolulu, HI 96822

QRIS Level Advancement/Renewal Application

Name of Facility _____

Address: _____

Phone Number: _____ E-mail Address: _____

Current QRIS Rating Level: _____

I/we wish to apply for the following (check only 1):

- QRIS Level Advancement
- QRIS Level Renewal

When applying for a QRIS Level Advancement or Renewal, please make sure the following documentation has been **submitted to Registry**:

- Evidence that FCC providers, teaching staff, and Directors have met the following professional development (PD) requirements (as identified by DHS or HCYC) which includes:
 - Current infant/child first aid and infant/child CPR certificate for each staff person
 - Evidence of attendance for clock or credit hours accompanied by either a copy of the training agenda and sign-in sheet, certificate of attendance, or transcript

*CCC Only: Please complete an updated Staff Roster (attached)

For **Level Renewal only**, the following documentation must be submitted to the QRIS Administration with this application:

- NAEYC or NAFCC accreditation certificate, if applicable
- Copy of DHS registration/license
- Annual QRIS Participant Progress Report, or for the programs that have achieved NAEYC accreditation, a copy of the NAEYC Annual Report is an acceptable alternative
- Revised *Quality Improvement Plan* for the next 12 month period.

This application was completed by:

Printed name of Director/Administrator/Owner

Signature

Date

Staff Roster Update
(*for CCC only)

Number of CCC staff (GCC: Director, Teacher, Assistant Teachers, Aides; ITC: Director, Lead Caregiver, Caregiver, IT Aide; note: if one person is both director and teacher, list twice.) who work with this classroom:

*** Do not include substitute staff on this roster:** Substitute means a person who serves as a replacement for no more than ten consecutive working days in the same position when another caregiver is absent on an emergency or unplanned basis

For each person included in the number above, provide the following information:

Staff First Name & Last Initial	Title (GCC: Director, Teacher, Assistant Teachers, Aides; ITC: Director, Lead Caregiver, Caregiver, IT Aide; note: if one person is both director and teacher, list twice.)	v director and teachers who will be interviewed for ERS

Complete and submit online. If you are not able to do so, please fill out a hard copy and mail **your completed form and attachments to:**

QRIS Administration
University of Hawaii, Center on the Family
2515 Campus Road, Miller Hall 103 · Honolulu, HI 96822

REQUEST FOR REVIEW – CCC Form

Instructions: You have the right to request a review with the University of Hawaii, Center on the Family (COF) regarding QRIS determinations made during the Pilot process. Should you decide to request a review, please complete, sign, and submit this form within 30 days of the date of the event in question. Note that additional supporting documentation may be requested.

A review will be made within 60 working days of receipt of this form. The decision made by COF will be final and conclusive.

For the Child Care Center (CCC) Licensee to complete:

Name of CCC Licensee: <i>(owner/operator)</i>
Name of CCC Organization/Agency: <i>(if applicable)</i>
Business Name of CCC Site: <i>(as stated on license)</i>
Name of CCC Site Director: <i>(if different from Licensee)</i>
Mailing Address:
Email Address:
Phone Number(s):
Review Options, check all that apply: <input type="checkbox"/> QRIS Assessment Scores <input type="checkbox"/> Placement on a Particular QRIS Rating Level <input type="checkbox"/> Other: identify QRIS determination to be reviewed <hr style="width: 80%; margin-left: 0;"/>
Written description detailing the CCC's reasons for the request for review:
Print Name:
Signature:
Date of Signature:

For COF Use Only:

Request Form Received (date)	COF Review (date)	Decision Notice to CCC (date)
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REQUEST FOR REVIEW – FCC Form

Instructions: You have the right to request a review with QRIS Administration (COF) regarding QRIS determinations made during the Pilot process. Should you decide to request a review, please complete, and sign and submit this form within 30 days of the date of the event in question. Note that additional supporting documentation may be requested.

A review of your appeal will be made within 60 working days of receipt of your form. The decision made by QRIS Administration will be final and conclusive.

For the Family Child Care Home (FCC) Provider to complete:

Name of FCC Registrant: <small>(primary provider)</small>
Name of Spouse/Additional Registrant: <small>(if applicable)</small>
Business Name of FCC: <small>(if applicable)</small>
Mailing Address:
Email Address:
Phone Number(s):
Review Options, check all that apply: <input type="checkbox"/> My QRIS Assessment Scores <input type="checkbox"/> My Placement on a Particular QRIS Rating Level <input type="checkbox"/> Other: identify QRIS determination to be reviewed <hr style="width: 80%; margin-left: 0;"/>
Written Description of the Reasons for my Request for Review:
Print Name(s):
Signature(s):
Date of Signature(s):

For QRIS Administration Use Only:

Request Form Received (date)	QRIS Administration Review (date)	Decision Notice to FCC (date)
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QRIS Pilot Licensing Rule Violation Report Form

Instructions: This form is to be completed and submitted by a QRIS Assessor or Coach for any suspected health and/or safety licensing rule violation that is observed during a QRIS assessment or coaching visit. The completed form is to be sent to the DHS Child Care Program Office within 24 hours of observation of suspected rule violation(s): Department of Human Services, BESSD, Child Care Program Office, 820 Mililani St., Suite 606, Honolulu, HI 96813, Attention: M. Leivo

This section is to be completed by the QRIS Assessor or Coach.

Name of Facility:	
Name of Director or Provider:	
Address:	
Phone Number:	Email Address:
Type of Facility (check appropriate box): <input type="checkbox"/> Family Child Care Home	
<input type="checkbox"/> Group Child Care Center <input type="checkbox"/> Group Child Care Home <input type="checkbox"/> Infant & Toddler Child Care Center	
Date of Visit:	Time of Observation:
Provide a detailed explanation or description of your observation of the suspected health and/or safety licensing rule violation(s). Include a description of what action(s), if any, were taken by the provider, to remedy the situation after being informed about it.	

Print Name of QRIS Assessor or Coach:	
Signature of QRIS Assessor or Coach:	Date:
Email Address:	Phone:

QRIS pilot

Quality Rating and Improvement System

This section is to be completed by the Child Care Licensing Worker and returned to the DHS Child Care Program Office who will forward a copy to UH-COF within 30 days of receipt of this form (check all that apply):

Date of Receipt of this Licensing Report Form:

Action Taken by the Licensing Unit:

- Licensing Investigation completed
- Licensing Investigation Unwarranted
- Corrective Action Required by the Facility
- Corrective Action Not Required by the Facility

Child Care Licensing Unit Disposition:

- Allegations Unsubstantiated
- Allegations Substantiated

Licensing Status:

- Provisional License
- Regular License
- License Suspended, effective date:
- License Revoked, effective date:

Print Name CCL Worker:	Unit:
Signature of CCL Worker:	Date:
Email Address:	Phone:

This section is to be completed by QRIS Administration (UH-COF):

- Eligible to Continue QRIS Pilot as Facility is Licensed
- Ineligible to Continue QRIS Pilot as Facility's License has been Suspended or Revoked

Print Name QRIS Staff:	Title:
Signature of QRIS Staff:	Date:

INTENT TO WITHDRAW FROM QRIS PILOT

QRIS Pilot Agreement: In signing the QRIS Pilot Participation Agreement prior to entry into the program, QRIS Pilot Participants agreed to the following stipulations:

- CCC/FCC shall participate in the Pilot for the full duration (February 2012-June 2013) with the possibility of an extension and expansion of the Pilot for an additional 6 to 12 months, subject to the availability of funds
- A CCC/FCC that is terminated or has withdrawn from the Pilot will forfeit all further incremental payments that are pending based on the Rating Level achieved during the assessment.

QRIS Policy on Withdrawal from the QRIS Pilot:

- A program that wishes to withdraw from the QRIS Pilot must submit a completed and signed Intent to Withdraw Form to the QRIS Administration.
- By submitting this form, the program understands and acknowledges that the program and its staff will:
 - no longer have access to the resources associated with the QRIS Pilot, including but not limited to the QRIS database, data, materials, coaching, Awards, Grants, and training .
 - continue to be bound by the signed Confidentiality Agreements even after terminating participation in the QRIS Pilot.
- A program will have 10 working days from the date of submission of the Intent to Withdraw form to discuss with a representative of the Department of Human Services (DHS) or Center on the Family (COF) their decision to withdraw from the Pilot.
- Termination from the QRIS Pilot will be finalized 15 working days after a completed and signed Intent to Withdraw form is received by the QRIS Administration.
- A QRIS Exit Interview will be offered to a program after termination has been finalized.
- It is understood that once a program's termination from the Pilot is finalized, it will not be able to re-enter the QRIS Pilot at any future point in time.

I _____ have read the above policy and understand that by submitting this

(Name)

form, I, as a legal representative of _____ am notifying the QRIS Administration

(Name of site)

that this program withdrawing from the QRIS Pilot project. I also understand that the named site and its staff remain bound by the QRIS Confidentiality Agreement after participation in the Pilot ceases.

(OVER)

Name of CCC Licensee: <small>(owner/operator)</small>
Name of CCC Organization/Agency: <small>(if applicable)</small>
Business Name of CCC /FCC Site: <small>(as stated on license)</small>
Name of CCC Site Director or FCC Practitioner: <small>(if different from Licensee)</small>
Director/Provider Name:
Director/Provider Signature:
Date of Signature:

For QRIS Administrative Use Only:

Withdrawal Form Rec'd (date)	Final Termination (date)	Reversal of Withdrawal (date)
Actions Taken:		

Mail to: QRIS Administration
Center on the Family
2515 Campus Rd. Miller 103, Honolulu, HI 96822
Or FAX to: 808-956-4147
or Email scanned signed copy to: kyadao@hawaii.edu