



**COLORADO
SHINES**

**START EARLY
START STRONG
QUALITY EARLY LEARNING**



Colorado Shines

.....
Program Guide

MAY 2015



COLORADO
Office of Early Childhood
Department of Human Services



**COLORADO
SHINES**
START EARLY
START STRONG
QUALITY EARLY LEARNING

Table of Contents

Introduction: The Colorado Shines Program Guide	4
The Purpose of this Guide	5
The Structure of this Guide	5
Acknowledgements	5
Section 1: The Content and Structure of the Colorado Shines Quality Rating Levels	7
Quality Matters	7
Colorado Shines Levels 1 and 2: Building Blocks	9
Colorado Shines Levels 3-5: Points System	9
Points Design: Levels 3-5	10
Table 1A: Programs serving only infants/toddlers	12
I. Workforce Qualifications and Professional Development	12
II. Family Partnerships	14
III. Leadership, Management and Administration	15
IV. Learning Environment	17
V. Child Health	19
VI. Optional	20
VII. Family Child Care Points Framework	21

Section 2: Colorado Shines Supports and Incentives	30
Technical Systems Supporting Colorado Shines	30
Quality Improvement Incentives	31
Section 3: Step-by-Step Guide for Using the Colorado Shines QRIS	31
Colorado Shines QRIS Level 1	31
Steps for Programs at Level 1	32
Colorado Shines QRIS Level 2	33
Steps to Earn a Level Two Rating	34
Level 2 – Other Important Information	37
Requirements for Family Child Care Home Provider	37
Corrections and Appeals	37
Managing Staff Changes	38
Access to Quality Improvement Incentives	38
Ongoing Maintenance of Level 2 Quality Ratings	38
Colorado Shines Evaluation and Rating for Levels 3-5	39
Overview	39
Steps for Earning Ratings at Levels 3-5	39
Ratings Appeal Process for Levels 3-5	43
Transition of Programs Currently Participating in Qualistar Colorado to Colorado Shines	43
Steps to Register in Colorado Shines	44
Alternative Pathways to Colorado Shines Ratings	45
Section 4: Resources for Programs Participating in Colorado Shines QRIS	46
Frequently Asked Questions	46
Glossary of Terms	48
Roles of Colorado Shines Staff	52
References for Section 1.1 – Quality Matters	54
Guide to Verifying Evidence Submitted for Rating Levels 3 – 5 of the Colorado Shines QRIS	57

Introduction:

The Colorado Shines Program Guide

The Colorado Shines Quality Rating and Improvement System (QRIS) is a tool for assessing, enhancing, and communicating the level of quality in early care and education. This system provides a structure for rating all licensed early childhood programs in Colorado for quality using a common set of research-based standards, and significantly, for incentivizing and supporting programs to raise their quality over time.

Colorado Shines is embedded into the state child care licensing system. As a result, all licensed Child Care Programs that serve children prior to kindergarten will participate in Colorado Shines. All licensed programs automatically receive a Level 1 rating. Programs have the option to pursue higher ratings at Levels 2 – 5. Colorado Shines is designed to provide incentives and supports to encourage all early care and learning programs to make quality improvements in an ongoing way.

Colorado Shines QRIS is a blocks and points system. Levels 1 and 2 are blocks; programs earn these levels by completing a set of required activities and standards associated with each level. Quality levels 3, 4 and 5 are determined by points; programs earn these levels by meeting quality indicators in and across five categories of standards (workforce and professional development; family partnerships; leadership, management & administration; learning environment and Environment Rating Scale score; and child health).



THE PURPOSE OF THIS GUIDE

This Program Guide offers a resource to help you participate successfully in the Colorado Shines Quality Rating and Improvement System (QRIS). Its purposes are to:

- Help programs understand the structure, requirements and benefits associated with Colorado Shines.
- Provide a detailed overview of the rating levels and the steps programs will need to take to maintain these ratings.
- Serve as an ongoing reference tool for programs.

THE STRUCTURE OF THIS GUIDE

This Guide is organized into four main sections

- Section 1 is an overview of how the Colorado Shines QRIS is structured and operates. This section also explains how programs that currently participate in Qualistar Colorado's Qualistar Rating will transition to Colorado Shines and Alternative Pathways to Colorado Shines ratings.
- Section 2 describes the various supports and incentives available to programs participating in the Colorado Shines QRIS that can help you make quality improvements in your program.
- Section 3 offers step-by-step guides for attaining ratings at each level of the Colorado Shines QRIS. This section also describes the appeals process.
- Section 4 offers additional resources that might be useful to you as you enter and learn to use the Colorado Shine QRIS.

The Guide also includes a Resources section with additional tools and information to help you on the quality journey. Licensing and Quality Rating and Improvement System Specialists at the Colorado Office of Early Childhood (OEC) are available to answer additional questions or concerns, and help you successfully use the system.

ACKNOWLEDGEMENTS

During the past two years, early childhood experts, community stakeholders, and state partners have been working together to strengthen the capacity and quality of early learning programs in Colorado. Our state is committed to improving the quality of early education programs for all children with a special emphasis on ensuring high quality programs for more children with high needs.

The Office of Early Childhood (OEC) recognizes the many collaborative partners whose contributions shaped the development of and will drive the implementation and management of the Colorado Shines Quality Rating and Improvement System.

- Colorado Department of Education
- Colorado Department of Health & Human Services, Office of Early Childhood

- Office of the Governor
- Office of the Lieutenant Governor
- Child Care Resource and Referral Agencies
- Colorado Children’s Trust Fund (CCTF)
- Colorado Community Response Program (CCR)
- Early Childhood Councils
- Early Childhood Councils Leadership Alliance (ECCLA)
- Early Childhood Mental Health Specialists (ECMHS)
- Early Intervention Colorado Program (EI)
- Healthy Child Care Colorado
- Qualistar Colorado
- US Department of Education, Race to the Top Early Learning Challenge Grant

We gratefully acknowledge many other county, municipal and community-level committees and resources that contributed to this work. The collective commitment of all these partners to the healthy development of young children is the foundation on which Colorado Shines is built.

Section 1: The Content and Structure of the Colorado Shines Quality Rating Levels

QUALITY MATTERS

To children...Research shows that the first years of a young child's life have a lasting impact on later learning, health and success. The brain development that occurs during the early years provides the foundation for children to develop the social and emotional skills they need to succeed in school and in life.

To programs ...Programs that earn higher ratings in the Colorado Shines QRIS enjoy increased access to grants and funding for early childhood programs.

To Colorado...Quality early learning programs help ensure a positive and prosperous future for Colorado.

As residents of our state and professional advocates for young children, we work together toward these positive outcomes every day.

The specific standards applied through the various levels of Colorado Shines are based on research about program quality and positive child development outcomes:

- Evidence suggests that director qualifications are associated with early education and quality (References 1-3)
- Evidence suggests that higher levels of teacher education and training contribute to high quality early education programs (References 4-5). Higher levels of teacher education and training also relate to better child development outcomes (References 6-9)
- A growing body of research suggests that meaningful engagement of families in their children's early learning supports children's school readiness and later academic success. Two-way communication is the basis for strong relationships and advances family engagement in early education programs. (References 10-13)
- Research suggests that communication practices that are sensitive to the diverse language and cultural backgrounds of the families in the program improve family engagement (References 13-16)



- As children transition from one program or setting to another, these transitions provide opportunities to develop and build on positive relationships with families to enhance children’s learning and development (References 16-17)
- Community linkages are a hallmark of high quality early education programs and help ensure children and families receive the services they need (References 18-19)
- Regular efforts to evaluate the extent to which programs meet quality standards are a hallmark of high quality early education programs and may be associated with other measures of program quality (References 20-21)
- A respectful work environment contributes to recruitment and retention of qualified child care staff, which is a challenge for many programs (Reference 22)
- A substantial amount of evidence shows that compensation is related to the quality of staffing (References 23-24)
- Sound business and administration policies and procedures are critical to maintaining high quality early education programs (References 2, 25-28)
- Use of a comprehensive, well-implemented and evidence-based curriculum is related to measures of program quality (References 29-31) and to child outcomes (References 32-34)
- Substantial evidence shows that teacher/child ratios are related to other measures of early education program quality (References 35-37). Substantial evidence relates teacher/child ratios to child outcomes (References 38-39)
- Developmentally appropriate assessment is a hallmark of high quality early education programs and may be associated with improved child outcomes (References 34-, 40-41)
- Children’s physical and psycho-educational developments, as well as many health-related practices in early childhood programs have been related to children’s health outcomes (References 43-44)
- Early interventions are most effective if children’s delays are caught early via screenings and their families are connected to appropriate community intervention services (References 43-44)
- Research suggests that strong home language and literacy practices in a child’s first language are associated with second language acquisition (References 45-46)
- Professional activities on the part of staff allow networking and mentoring opportunities and may be associated with other measures of program quality (References 47-48)

Acting on this evidence, the Colorado Shines QRIS will:

- Embed quality ratings in the licensing process providing a method to assess, enhance, and communicate quality as a critical component of licensed child care.
- Incentivize programs to strive for higher quality ratings.
- Improve outcomes for all Colorado children by increasing access to quality early education and care.

The Colorado Shines QRIS will not:

- Impact the licensing of those programs already licensed.
- Require programs to adjust their educational philosophy.

COLORADO SHINES LEVELS 1 AND 2: BUILDING BLOCKS

Colorado Shines Level 1 and 2 ratings are building blocks (see figure below). To meet Level 1 criteria, programs must have a license, in good standing, to provide care for young children in the State of Colorado.

To meet Level 2 criteria, programs need to meet the criteria listed in the Level 2 rating block below.

Building Blocks	
Program must be licensed 1	<ul style="list-style-type: none">• Staff registers in the Professional Development Information System (PDIS)• 75% of staff complete Level 2 training modules (10 hours each)• Completion of L2 Quality Indicator Program Assessment• Completion of L2 Quality Improvement Plan• Submit application for Level 2 recognition 2

Levels 1 and 2 of the Colorado Shines QRIS will be determined by Colorado Department of Human Services (CDHS), Division of Early Care and Learning (DECL) Licensing Specialists by evaluating the criteria defined in the building block.

Many Colorado Early Childhood programs will begin at Level 1 with a goal to seek a Level 2 rating. After having achieved the Level 2 rating and seeing the value of the resulting benefits, they may wish to continue on their quality journey and seek a higher level rating.

COLORADO SHINES LEVELS 3-5: POINTS SYSTEM

Levels 3, 4 and 5 quality ratings are determined by points. The point system is designed to be flexible and allow programs to develop and demonstrate quality in multiple ways. Each of Levels 3-5 requires programs to achieve a minimum number of total points as well as a minimum number of points in each of five standard areas that research has shown are related to program quality:

- Workforce and Professional Development
- Family Partnerships
- Leadership, Management and Administration
- Learning Environment
- Child Health

In addition to accumulating the total number of points required for each rating Levels 3-5, programs must meet minimum levels of quality as measured by the appropriate Early Childhood Environment Rating Scale (ERS).

- To be at Level 3, programs must have average scores of at least 3.75 with no classroom below a 3.0.
- To be a Level 4, programs must have average scores of at least 4.75 with no classroom below at 4.0.
- To be a Level 5, programs must have average scores of at least 5.75, with no classrooms below a 5.0.

Refer to introduction to the ERS of this Guide for more information on the Environment Rating Scales.

Programs also have the opportunity to earn up to 2 optional points. A program can add up to two (2) optional points to the point subtotal of any one of the five standard area categories (page 9) to reach the minimum score needed to earn a specific quality rating level.

Levels 3, 4 and 5 of Colorado Shines QRIS will be verified by a Colorado Shines Quality Ratings Specialist through one or more onsite assessments to evaluate the program and the classrooms that provide care to young children against the standards in each program area.

The figure below shows an overview of the different components of Levels 3-5 ratings.

POINTS DESIGN: LEVELS 3-5

Standard Categories	Criteria
Workforce Qualifications & Professional Development	<ul style="list-style-type: none"> a. Director Qualifications b. Early Childhood Teacher Qualifications c. Early Childhood Assistant Teacher & Aides Qualifications d. Ongoing Professional Development
Family Partnerships	<ul style="list-style-type: none"> a. Home Language b. Cultural Sensitivity c. Transitions d. Engagement of Families e. Engagement of Communities
Leadership, Management & Administration	<ul style="list-style-type: none"> a. Program Evaluation b. Personnel c. Benefits d. Business Administration
Learning Environment	<ul style="list-style-type: none"> a. Curriculum b. Ratio, Group Size & Continuity of Care c. Observational Assessment of Program d. Child Assessment
Child Health	<ul style="list-style-type: none"> a. Child Health Promotion
Optional Points	<ul style="list-style-type: none"> a. Home Language b. Additional Professional Staff c. Professional Leadership d. CLASS Infant/Toddler

The chart below details the specific quality indicators within each category of program standards and the possible points associated with each.

The chart is designed to serve two purposes:

1. to provide you with a comprehensive look at the indicators that are associated with higher level ratings.
2. to be used as an informal checklist as you consider your program’s readiness to achieve or pursue ratings at Levels 3-5.

TABLE 1

	Categories	Total Possible Points	Level 3	Level 4	Level 5
1.	Workforce Qualifications and Professional Development	31	8	12	18
2.	Family Partnerships	22	10	13	20
3.	Leadership, Management & Administration	26	12	18	24
4.	Learning Environment	29	8	13	22
5.	Child Health	14	5	7	9
6.	Optional available points:	12			
	Minimum requirement for Rating		43	63	93
	Average Environment Ratings Score (ITERS-R/ECERS-R)		At least 3.75 with no classroom below a 3.0	At least 4.75 with no classroom below a 4.0	At least 5.75 with no classroom below a 5.0

TABLE 1A: PROGRAMS SERVING ONLY INFANTS/TODDLERS

	Categories	Total Possible Points	Level 3	Level 4	Level 5
4.	Learning Environment	23	6	10	17
	Minimum Requirement for Rating		41	60	88

I. WORKFORCE QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

Director Qualifications (Select 1 Category)		Points
1.1	Meets requirements for Early Childhood Professional III Credential	2
1.2	Meets requirements for Early Childhood Professional IV Credential	4
1.3	Meets requirements for Early Childhood Professional V Credential	6
1.4	Meet requirements for Early Childhood Professional VI Credential	8

Early Childhood Teacher Qualifications (Select 1 Category)		Points
1.5	75% of early childhood teachers meet requirements for Early Childhood Professional II Credential	2
1.6	At least 50% of early childhood teachers meet requirements for Early Childhood Professional III Credential	4
1.7	75% of early childhood teachers meet requirements for Early Childhood Professional III Credential	6
1.8	At least 50% of early childhood teachers meet requirements for Early Childhood Professional IV Credential or higher	8
1.9	75% of early childhood teachers meet requirements for Early Childhood Professional IV Credential or higher	10

Early Childhood Assistant Teacher & Aides Qualifications (Select 1 Category)		Points
---	--	--------

1.10	75% of early childhood assistant teachers and aides meet requirements for Early Childhood Professional I Credential or higher	2
1.11	At least 50% of early childhood assistant teachers and aides meet requirements for Early Childhood Professional II Credential or higher	4
1.12	75% of early childhood assistant teachers and aides meet requirements for Early Childhood Professional II Credential or higher	6

On-Going Professional Development		Points
1.13	The program has a program-wide professional development plan informed by the individual professional development plans of all staff that provide direct services to children and families	2
1.14	Early Care Professionals who provide direct services to children will complete an annual self-assessment based on Colorado's competencies for Early Childhood Educators and Administrators and use this to inform and update the Individual Professional Development Plan	2

Coaching/Consulting (Select 1 Category)		Points
1.15a	All classrooms in the Program have received (or are currently receiving) credentialed coaching/consulting activities of at least three (3) hours each within the past 12 months	1
1.15b	All classrooms in the Program have received (or are receiving) credentialed coaching/consulting activities of at least five (5) hours each within the past 12 months.	2
1.15c	All classrooms in the Program have received (or are currently receiving) credentialed coaching/consulting activities of at least eight (8) hours each in the past 12 months	3

II. FAMILY PARTNERSHIPS

	Home Language	Points
2.1	The program provides documentation or written policy of the use of interpreters, or other resources for help with other languages of enrolled families	2

	Sensitivity to Diversity	Points
2.2	The program provides materials and resources (information about community- based programs, community mental health, child nutrition, physical fitness, food banks, Child Find, medical/dental resources) in a way that is accessible to all families, including families with high needs ¹	1
2.3	The program offers opportunities for all families, including those from different backgrounds and communities, to get to know one another and work together for the benefit of the children in the program	1

	Transitions	Points
2.4	The program has written policies and procedures that describe how transitions are supported among all early childhood and home settings and how transition information is shared with families	1
2.5	The program offers information sessions and/or individual family meetings specific to child transitions (e.g., what to expect in terms of transitions from one classroom to another, from home to a classroom, to another setting, connecting families with schools for children transitioning into school) in order to help prepare the child and family for transition and to help the child adjust to new settings	2

	Engagement of Families	Points
2.6	<p>Program conducts an annual family survey to ask families for suggestions on how to improve the program and how the program can support families and:</p> <p>The results from the survey are shared with families</p> <p>The information is used to inform the quality improvement plan</p> <p>The program has documentation of one or more changes made as a result of the annual family survey</p>	3

2.7	The program conducts two annual parent/teacher conferences	3
2.8	The program offers annual educational information sessions on child development and learning aligned with the Early Learning and Development Guidelines	2
2.9	Family members act in leadership positions on program and/or advisory boards and are provided with a training and/or orientation on their role	2
2.10	The program provides a series of parenting classes annually, which includes family goal setting and action plans	2

Engagement with Community		Points
2.11	A plan is written and implemented describing procedures to refer and connect families to appropriate community service agencies (e.g., mental health, health, developmental, educational)	1
2.12	The program coordinates and/or collaborates with community service providers, families, school district personnel, etc. in order to design learning activities that aid in meeting outcomes/goals of Individualized Family Service Plans (IFSP), Individual Education Programs (IEP), School Readiness Plans, Individual Learning Plans, and/or other individual plans	2

III. LEADERSHIP, MANAGEMENT AND ADMINISTRATION

Program Evaluation		Points
3.1	The program has developed a continuous quality improvement plan that is updated annually, shared with staff, families, and stakeholders, with documented goals, timelines, and outcomes	3

Personnel		Points
3.2	The program has a written code of professional conduct. Staff is trained annually on the code of conduct	1
3.3	The program conducts monthly staff meetings	2
3.4	The program implements a salary scale that is based on their education, experience and job performance	2

3.5	Staff has an annual performance evaluation, which includes at least one classroom observation by their supervisor and a staff self-evaluation. The staff evaluation also informs the individual professional development plan	2
3.6	Lead teachers in each classroom are provided with a least an hour of paid planning time per week	1
3.7	All teaching staff are provided with paid planning time per week	2
3.8	Non-administrative personnel participate in decision-making for hiring, curriculum development, program goal-setting and/or annual planning	2
3.9	The program has a recruitment and retention plan that is reviewed and revised by the administration on an annual basis	1

	Benefits	Points
3.10	<p>The program offers full-time staff a compensation package with benefit options (1 point for each option up to 7 points):</p> <ul style="list-style-type: none"> • Paid holidays • Paid time off (sick, vacation, personal) • Health and Dental insurance • Life Insurance • Disability Insurance • Retirement Plan • Employee Child Discount 	7

	Business Administration	Points
3.11	The program has a current business plan and/or strategic plan, created or revised in the past 36 months	1
3.12	The program has a current-year operating budget and quarterly income and expense statements that show revenues, expenses, and budget compared to actual	1
3.13	The program provides documentation of a certified financial review	1

IV. LEARNING ENVIRONMENT

.....

	Curriculum	Points
4.1	The program uses a curriculum that has been aligned with the domains of Colorado's Early Learning and Development Guidelines, and is age specific to the children the program serves to include: 1) physical development and health; 2) social & emotional development; 3) language and literacy development; 4) cognitive development; 5) literacy knowledge & skills; 6) logic & reasoning; 7) mathematics knowledge & skills; 8) science knowledge & skills; 9) social studies knowledge & skills; 10) creative arts expression	2
4.2	The program provides documentation that 75% of educational staff participate in annual training on use of the selected curriculum	3

	Ratio and Group Size (Select 1 Category)	Points
4.3a	The program has designed a plan and timeline to move toward lower group size and improve adult:child ratios beyond what is required by licensing	2
4.3b	Partial implementation of a plan to lower group size and improve adult:child ratios beyond what is required by licensing is evident	4
4.3c	Group size and adult:child ratios are aligned with NAEYC (National Association for the Education of Young Children)	6

	Continuity of Care	Points
4.4	Primary caregiving practices are part of program policies and procedures	1
4.5	Continuity of care practices are part of program policies and procedures	1

	Observational Assessment of the Classroom or Program	Points
4.6	The program has conducted a self-assessment using an assessment tool in addition to the ERS and uses results to inform the quality improvement plan	2
	PRE-K CLASS ASSESSMENT (Select 1 Category)	Points
4.7	The program has had a reliable, independent, trained observer complete a CLASS Assessment in the previous 12 months in at least 50% of classrooms with average minimum scores: Emotional Support: 4.5 Classroom Organization: 4.5 Instructional Support: 2.0	2
4.8	The program has had a reliable, independent, trained observer complete a CLASS Assessment in the previous 12 months in at least 50% of classrooms with average minimum scores: Emotional Support: 5.5 Classroom Organization: 5.0 Instructional Support: 2.5	4
4.9	The program has had a reliable, independent, trained observer complete a CLASS Assessment in the previous 12 months in at least 50% of classrooms with average minimum scores: Emotional Support: 6.0 Classroom Organization: 6.0 Instructional Support: 3.0	6

	Child Assessment	Points
4.10	Developmentally appropriate child assessments (e.g., observation data, portfolios, work samples) are conducted within 90 calendar days after enrollment, and at least one other time within a year. Results of assessments are shared during parent/teacher conferences in a culturally and linguistically appropriate manner	2
4.11	The program has a child assessment system that has been aligned with Colorado's Early Learning and Development Guidelines	2
4.12	The program provides documentation that 75% of educational staff participates in annual training or maintains reliability on use of the selected child assessment tool(s)	2
4.13	Assessment results are used to individualize curriculum and lesson planning	2

V. CHILD HEALTH

	Child Health Promotion	Points
5.1	The program documents that each child has received a hearing, vision, and dental screening and provides resources for families on where to obtain them	3
5.2	The program documents that each child has medical insurance and a medical home and provides referral information to families on where to obtain them	2
5.3	The program documents that each child has received a developmental screening and makes a referral or provides referral information to the family as appropriate for any child for whom a developmental concern has been identified	2
5.4	The program has a one-time certified playground inspection conducted. A playground quality improvement plan is created based on the results and progress is monitored annually	2
5.5	Classroom teachers lead children in structured physical activities daily. (Once in a four (4) hour or less time period; twice in a five (5) hour or more time period)	1
5.6	Program offers nutrition information and education programs, annually, led by nutritionist or registered dietitian	2
5.7	Program has a garden and serves fruits/vegetables from the garden for children to taste	2

VI. OPTIONAL

	Home Language	Points
6.1	The program honors the child’s home language and encourages home language development by having at least one caregiver/teacher in each classroom who is bilingual if there is a dominant second language in the classroom	2

	Additional Professional Staff	Points
6.2	The program employs or maintains a daily service contract with one or more of the following program professional personnel: Child Care Health Consultant, Mental Health Consultant, Family Services Support Staff, Professional Development Coordinator, Early Childhood Coordinator, Program Manager and/ or Coach, Special Education Staff or Nutritionist	2
6.3	The program employs or maintains a daily service contract with one or more of the following administrative professional personnel: Business Manager, Accountant, Human Resources Director	2

	Professional Leadership	Points
6.4	An administrative member of the program regularly participates in a community leadership role with their local Early Childhood Council or another early childhood organization; which may include participation on a formal committee, serving as a board member or acting in a leadership role for an early childhood association	2

	CLASS Assessments Infant/Toddler	Points
6.5	The program has had a reliable, independent, trained observer complete an infant CLASS Assessment in the past 12 months in at least 50% of classrooms.	2
6.6	The program has had a reliable, independent, trained observer complete a Toddler CLASS Assessment in the past 12 months in at least 50% of classrooms.	2

VII. FAMILY CHILD CARE POINTS FRAMEWORK

Levels 1 and 2 of the Colorado Shines QRIS will be determined by Colorado Department of Human Services (CDHS), Division of Early Care and Learning Licensing Specialists. Levels 3, 4 and 5 of Colorado Shines QRIS will be verified by the Quality Ratings Administrator and through points achieved by demonstrating quality indicators. The point system is designed to be flexible and allow providers to develop and demonstrate quality in multiple ways.

1. Qualifications and Professional Development (11 points)
 - a. Family Child Care Qualifications (6 points)
 - b. Ongoing Professional Development (5 points)

2. Family Partnerships (20 points)
 - a. Home Language (2 points)
 - b. Sensitivity to Diversity (2 points)
 - c. Transitions (3 points)
 - d. Engagement of Families (10 points)
 - e. Engagement with Community (3 points)

3. Leadership, Management & Administration 6 points)
 - a. Program Evaluation (3 points)
 - b. Professional Conduct (1 points)
 - c. Business Administration (2 points)

4. Learning Environment (27 points + ERS scores)
 - a. Curriculum (5 points)
 - b. Ratio and Group Size (6 points)
 - c. Observational Assessment of Program (8 points)
 - d. Child Assessment (8 points)

5. Child Health (14 points)
 - a. Child Health (14 points)

- Optional Point Areas (12 points)
 - a. Home Language (2 points)
 - b. Additional Professional Staff (4 points)
 - c. Professional Leadership (2 points)
 - d. CLASS Assessments Infant/Toddler (4 points)

	Categories	Total Possible Points	Level 3	Level 4	Level 5
1	Workforce Qualifications and Professional Development	11	3	5	7
2	Family Partnerships	20	8	10	14
3	Leadership, Management & Administration	6	3	4	5
4	Learning Environment	27	6	9	16
5	Child Health	14	5	7	8
6	Optional available points:	12			
	Minimum requirement for Rating		25	35	50
	FCCERS Score*		At least 3.75	At least 4.75	At least 5.75

Points must be earned within each of the five (5) areas of quality. The minimum points that a program must achieve are listed below. For example, to be at a Level 3, a program must have 25 total points. Those points need to come from all five categories with the following minimum points in each category:

- 3 points from Workforce Qualifications and Professional Development
- 8 points from Family Partnerships
- 3 points from Leadership, Management & Administration
- 6 points from Learning Environment
- 5 points from Child Health Promotion

In addition, a provider can use up to two (2) optional points to add to any one category for which they do not have enough points. In addition to points, programs must meet minimum levels of quality as measured by the appropriate Environment Rating Scale. To be at a Level 3, programs must have a FCCERS score of at least 3.75.

I. Workforce Qualifications and Professional Development

Family Child Care Qualifications (Select 1 Category)		Points
1.1	Meets requirements for Early Childhood Professional II Credential	2
1.2	Meets requirements for Early Childhood Professional III Credential	4
1.3	Meets requirements for Early Childhood Professional IV Credential	6

On-Going Professional Development		Points
1.4	The Early Care Professional and any other professionals who provide direct services to children will complete an annual self-assessment based on Colorado's competencies for Early Childhood Educators and use this to inform and update the Individual Professional Development plan	2
Coaching and Consulting (Select 1)		
1.5a	Early Care Professional has received (or is currently receiving) credentialed coaching/consulting activities of at least three (3) hours within the past 12 months	1
1.5b	Early Care Professional has received (or is currently receiving) credentialed coaching/consulting activities of at least five (5) hours within the past 12 months	2
1.5c	Early Care Professional has received (or is currently receiving) credentialed coaching/consulting activities of at least eight (8) hours in the past 12 months	3

II. Family Partnerships

Home Language		Points
2.1	The program provides documentation or written procedure of the use of interpreters, or other resources for help with other languages of enrolled families	2

Sensitivity to Diversity		Points
2.2	The program provides materials and resources (information about community-based programs, community mental health, child nutrition, physical fitness, food banks, Child Find, medical/dental resources) in a way that is accessible to all families, including families with high needs	1
2.3	The program offers opportunities for all families, including those from different backgrounds and communities, to get to know one another and work together for the benefit of the children in the program	1

Transitions		Points
2.4	The program has written procedures that describe how transitions are supported and information shared with families in order to help prepare the child and family for transition to new settings	1
2.5	The program offers information sessions and/or individual family meetings specific to child transitions (e.g., what to expect in terms of transitions to another setting, connecting families with schools for children transitioning into school) in order to help prepare the child and family for transition and to help the child adjust to new settings	2

Engagement of Families		Points
2.6	Program conducts an annual family survey to ask families for suggestions on how to improve the program and how the program can support families. The results from the survey are shared with families	2
2.7	The program conducts two annual parent/provider conferences	3
2.8	The program offers annual educational information sessions on child development and learning aligned with the Early Learning and Development Guidelines	2
2.9	The program provides a series of parenting classes annually, which includes family goal setting and action plans	3

Engagement with Community		Points
2.10	A plan is written and implemented describing procedures to refer and connect families to appropriate community service agencies (e.g., mental health, health, developmental, educational)	1
2.11	The program coordinates and/or collaborates with community service providers, families, school district personnel, etc. in order to design learning activities that aid in meeting outcomes/goals of Individualized Family Service Plans (IFSP), Individual Education Programs (IEP), School Readiness Plans, Individual Learning Plans, and/or other individual plans	2

III. Leadership, Management and Administration

Program Evaluation		Points
3.1	The program has developed a continuous quality improvement plan that is updated annually, shared with staff, families, and stakeholders, with documented goals, timelines, and outcomes	3

Professional Conduct		Points
3.2	The program has a written code of ethics. If applicable, staff is trained annually on the code of ethics	1

Business Administration		Points
3.3	The program has a current business plan and/or strategic plan created or revised in the past 36 months	1
3.4	The program has a current-year operating budget and quarterly income and expense statements that show revenues, expenses, and budget compared to actual	1

IV. Learning Environment

Curriculum		Points
4.1	The program has a curriculum that has been aligned with the domains of Colorado's Early Learning and Development Guidelines, and is age specific to the children the program serves to include: 1) physical development and health; 2) social & emotional development; 3) language and literacy development; 4) cognitive development; 5) literacy knowledge & skills; 6) logic & reasoning; 7) mathematics knowledge & skills; 8) science knowledge & skills; 9) social studies knowledge & skills; 10) creative arts expression	2
4.2	The provider provides documentation that training on selected curriculum has been completed within the past 24 months	3

	Ratio and Group Size (Select 1)	Points
4.3a	The Program has designed a plan and timeline to move toward lower group size and improve adult:child ratios beyond what is required by licensing	2
4.3b	<p>Partial implementation of a plan to lower group size and improve adult:child ratios as follows:</p> <p>Partial implementation-Total capacity seven (7) children¹</p> <p>Up to One (1) child under 12 months</p> <p>Up to One (1) child 12 months - 2 years</p> <p>Up to One (1) 2 years to 3 years</p> <p>Up to two (2) children 3-5 years - enrolled and attending kindergarten</p> <p>Up to two (2) school age children</p> <p>Partial implementation for Large Family Child Care Homes:</p> <p>Total capacity of eleven (11) children and two (2) caregivers, 2nd caregiver required when seven (7) or more children in care</p>	4
4.3c	<p>Full Implementation meeting lower Group size and adult:child ratios as follows:</p> <p>Full implementation-Total capacity six (6) children²</p> <p>Up to One (1) child under 12 months</p> <p>Up to One (1) child 12 months - 2 years</p> <p>Up to One (1) 2 years to 3 years</p> <p>Up to two (2) children 3-5 years - enrolled and attending kindergarten</p> <p>Up to two (2) school age children</p> <p>Full implementation for Large Family Child Care Homes:</p> <p>Ten (10) children and two (2) caregivers, 2nd caregiver required when six (6) or more children are in care.</p>	6

Observational Assessment of the Program		Points
4.4	The program has conducted a self-assessment using an assessment tool in addition to the FCCRS and uses results to inform the quality improvement plan	2
PRE-K CLASS ASSESSMENT (Select 1 Category)		Points
4.5a	<p>The program has had a reliable, independent, trained observer complete a CLASS Assessment in the previous 12 months in at least 50% of classrooms with average minimum scores:</p> <p>Emotional Support: 4.5</p> <p>Classroom Observation: 4.5</p> <p>Instructional Support: 2.0</p>	2
4.5b	<p>The program has had a reliable, independent, trained observer complete a CLASS Assessment in the previous 12 months in at least 50% of classrooms with average minimum scores:</p> <p>Emotional Support: 5.5</p> <p>Classroom Observation: 5.0</p> <p>Instructional Support: 2.5</p>	4
4.5c	<p>The program has had a reliable, independent, trained observer complete a CLASS Assessment in the previous 12 months in at least 50% of classrooms with average minimum scores:</p> <p>Emotional Support: 6.0</p> <p>Classroom Observation: 6.0</p> <p>Instructional Support: 3.0</p>	6

Child Assessment		Points
4.6	The program has a child assessment system that has been aligned with Colorado's Early Learning and Development Guidelines	2
4.7	Developmentally appropriate child assessments (e.g., observation data, portfolios, work samples) are conducted within 90 calendar days after enrollment, and two others within a year. Results of assessments are shared during parent/teacher conferences in a culturally and linguistically appropriate manner	2
4.8	Provider has been trained on the use of an approved assessment system (including all screening and assessment tools used)	2
4.9	Assessment results are used to individualize curriculum and lesson planning	2

V. Child Health

	Child Health Promotion	Points
5.1	The program collects (or provides resources) for hearing, vision, and dental screenings for enrolled children	3
5.2	The program ensures the child has medical insurance and a medical home or provides resources for families to obtain	2
5.3	The program makes a referral or provides referral information to the family as appropriate for any child for whom a developmental concern has been identified	2
5.4	The program has a one-time certified playground inspection conducted. A playground quality improvement plan is created based on the results and progress is monitored annually	2
5.5	Classroom teachers lead children in structured physical activities daily. (Once in a 3 hour or less time period; twice in a 5 hour or more time period)	1
5.6	Program offers nutrition information and education programs, annually, led by nutritionist or registered dietitian	2
5.7	Program has a garden and serves fruits/vegetables from the garden for children to taste	2

VI. Optional

Home Language		Points
6.1	The program honors the child’s home language and encourages home language development by having at least one caregiver/teacher who is bilingual if there is a dominant second language ³ in the program	2

Additional Professional Staff		Points
6.2	The program employs or maintains a service contract with one or more of the following program professional personnel: Child Care Health Consultant, Mental Health Consultant, Family Services Support staff, Professional Development Coordinator, Early Childhood Coordinator, program manager and/or Coach, Special Education Staff or Nutritionist	2
6.3	The program employs or maintains a service contract with one or more of the following administrative professional personnel: Business Manager, Accountant, Human Resources Director, shared service provider or alliance	2

Professional Leadership		Points
6.4	The Program actively participates in a community leadership role with their local early childhood council or another early childhood organization; which may include participation on a formal committee, serving as a board member, presenting at an early childhood conference, or acting in a leadership role for an early childhood association	2

CLASS Assessments Infant/Toddler		Points
6.5	The program has had a reliable, independent, trained observer complete an infant CLASS Assessment in the past 12 months in at least 50% of classrooms.	2
6.6	The program has had a reliable, independent, trained observer complete a Toddler CLASS Assessment in the past 12 months in at least 50% of classrooms.	2

.....

- 1 Families with multiple birth children (twins, triplets) will be honored given capacity remains at a total of seven (7) children
- 2 Families with multiple birth children (twins, triplets) will be honored given capacity remains at a total of six (6) children
- 3 The home language of 50% or more of the children is a specific language other than English.

Section 2: Colorado Shines Supports and Incentives

TECHNICAL SYSTEMS SUPPORTING COLORADO SHINES

Two online systems work together to carry out Colorado Shines Quality Initiatives, they are:

1. The Quality Rating and Improvement System (QRIS), collects information about program licensure and quality ratings. All programs will have the opportunity to create a personalized home page to market their program. For programs that want to take advantage of quality improvement opportunities and incentives, QRIS is also the primary door through which programs apply for a Level 2 Rating, complete a Quality Indicator Program Assessment, and prepare a Quality Improvement Plan.
2. The Professional Development Information System (PDIS), developed in partnership with the Colorado Department of Education, captures the professional credentials and professional development activities on individual early child care professionals that work for licensed programs. This system tracks completion of online professional development courses offered through Colorado Shines. To earn a Level 2 rating, all leadership and staff members will be asked to register in PDIS. To achieve the Level 2 rating, a program must show, through the Colorado Shines PDIS, that 75% or more of staff members have completed the required online courses.

Simply put, the QRIS is for early childhood programs, and the PDIS is for individual early childhood professionals.

The Colorado Shines online system combines access to both the QRIS and PDIS into one-user friendly database. This online system also serves as the hub for child care rating and licensure. Once you are logged into this system, you will be able to:

- Provide information about your program
- View your license and rating information through a connection with the TRAILS state licensing system
- View staff progress through a connection with the Colorado Shines PDIS
- Apply for a Level 2 rating
- Apply for grants and funding
- Continue your quality journey by applying for Levels 3-5

Recorded webinars available on the Colorado Shines website (www.coloradoshines.com) will walk you through how to use the features of this online system to your advantage. Take advantage of these resources to build your understanding of the Colorado Shines online system and how to use the system to raise the quality of and to market your program.

QUALITY IMPROVEMENT INCENTIVES

Quality Improvement (QI) incentives and supports within the Colorado Shines Quality Rating and Improvement System (QRIS) are intended to help support the costs to improve and maintain program quality. QI funding and supports:

- Promote and reward high quality
- Support a smooth transition to Colorado Shines and
- Help offset the costs of providing high quality education and care

All QI funding is linked to a child care program’s quality improvement plan. Typically, QI incentives will become available after you achieve a Level 2 rating, and once again after receiving a high quality rating of Level 3, Level 4 or Level 5. Distribution of QI funding is dependent upon the available funding.

The State of Colorado contracts with local Early Childhood Councils to administer QI funding and supports. Your local Early Childhood Council works to leverage local governmental and private funding to provide your program with complimentary resources. Council staff and coaches are here to help you navigate Colorado Shines, including the Professional Development Information System (PDIS).

Once you have completed your initial Colorado Shines Application, a table will generate within the Program Profile, QI Incentives Tab that lists the funding that a program may be eligible to receive. If the application or renewal is available, programs can click on the “Apply Now!” button and will be directed to the ecConnect, an online portal that connects you with customized QI funding and supports.

Section 3: Step-by-Step Guide for Using the Colorado Shines QRIS

Colorado Shines is structured as a block and point system. Programs earn Levels 1 and 2 ratings based on meeting a complete set or “block” of criteria attached to each level. Programs earn Level 3-5 ratings based on the accumulation of points attached to a variety of quality indicators. This section explains the requirements and step by step process associated with ratings at Level 1, Level 2, and Levels 3-5.

COLORADO SHINES QRIS LEVEL 1

Overview

If you are a licensed program in Colorado and do not qualify as an Alternative Pathway Program (See page 45) or currently have a Qualistar rating (See page 43), you will enter Colorado Shines as a Level 1 program.

Entering Colorado Shines will not affect the license status of currently licensed programs. However, if your program experiences a major change, additional interactions with your Licensing Specialist, including the potential for additional monitoring visits or calls for further evidence, may result.

Major changes include:

- serious licensing violation;
- change in ownership;
- change in director;
- change in/or additional location;

If you would like to apply for a license please visit: www.coloradoshines.com/.

All Level 1 programs are encouraged to take advantage of opportunities in the Colorado Shines QRIS to move to higher levels of program quality and to use the Colorado Shines Online System as a marketing tool. When you update your program information in the Colorado Shines website (see Step Four in the following section of this Guide), parents who are searching for care for their children will be able to access information about your program from the Colorado Shines website.

Steps for Programs at Level 1

STEP ONE: Register to receive a login to the online system at the Colorado Shines website. Each program will be granted up to two (2) logins for the Colorado Shines online system. It is recommended that the program director and one other administrative person (if applicable) have logins to the Colorado Shines online system. During the login process, a program will be encouraged to identify the primary contact in the event a Licensing Specialist or member of the OEC needs to reach out to program leadership.

STEP TWO: Receive a username and password from Colorado shines via email.

STEP THREE: Log on to the system using the username and password and arrive at the Home tab.

STEP FOUR: Review the program information section that will be filled in based on licensing information. At the top of your page, you'll see your program's name, county, license number, status and quality rating noted just below the banner. If there are any problems with this information, programs will need to work with their Licensing Specialist.

You'll also have the opportunity to update certain sections of your profile, such as providing a description of your program. These updated changes are subject to review and approval by the Office of Early Childhood.

The following screen shows a sample Colorado Shines Online System Home Page:



STEP FIVE (OPTIONAL): Review the recorded training (December 16, 2014) for a step-by-step guide of how to use this tool to market your program please review the recorded training found at: www.coloradoshines.com/.

STEP SIX (OPTIONAL): From your home page, you can navigate all of the requirements associated with higher levels of the Colorado Shines QRIS and continue your journey to Level 2-5 ratings if you wish to do so.

COLORADO SHINES QRIS LEVEL 2

Overview

Licensed child care programs may wish to pursue a Level 2 rating because only programs with a Level 2 rating or above may access federal and state grants (see section 2 of this guide for more information). Programs earn a Level 2 rating by satisfying all the following requirements with the Level 2 block:

- Hold Colorado state child care license in good standing
- Complete a program application to participate in Colorado Shines
- Ensure all staff have registered in the Colorado Shines PDIS
- Ensure that program leadership and 75% of staff complete Colorado Shines QRIS Level 2 Trainings
- Complete the Quality Indicator Program Assessment and meet the Quality Indicators defined for Level 2 (for programs licensed as centers only)
- Prepare a Quality Improvement Plan (QIP)
- Receive an assessment review and/or site visit from a state Licensing Specialist

The actions you need to take to meet these requirements are detailed in the next section of this Guide.

Steps to Earn a Level Two Rating

STEP ONE: Register to receive a login to the online system at the Colorado Shines website. Each program will be granted up to two (2) logins for the Colorado Shines online system. It is recommended that the program director and one other administrative person (if applicable) have logins to the Colorado Shines online system. During the login process, a program will be encouraged to identify the primary contact in the event a Licensing Specialist or member of the OEC needs to reach out to program leadership.

STEP TWO: Receive a username and password from Colorado Shines via email.

STEP THREE: Log on to the system using the username and password and arrive at the Home tab. Review the program information section that will be filled in based on licensing information. You may also update other sections of your profile, such as providing a description of your program. These changes are subject to review and approval by the Office of Early Childhood.



STEP FOUR: Apply for a Level 2 Rating

Click on the Application Tab to provide information about your program. First, click the Program Profile tab, and complete the profile, which includes:

- General Information
- School Schedule
- Accreditation
- Funding
- Cultural Linguistic Diversity
- Health Promotion

TIP: Don't forget to add at least one session per classroom.

Then, click on the “Children” tab and provide the requested information.

Next, click on the “Classrooms” tab and provide the requested information.

Finally, click on the “High Needs” tab and provide the requested information.



STEP FIVE: Complete Colorado Shines Professional Development Requirements

To achieve a Level 2 rating, program staff must register and complete activities in the Colorado Shines PDIS. There are three required processes with varying requirements related to participation levels by program staff.

- **Registration:** A key component of Level 2 rating is registration by all child care professionals in the Colorado Shines PDIS system. After logging into PDIS from the Colorado Shines website, early childhood professionals will complete a registration process that includes creating an account, identifying employment and additional demographic information, as well as verifying a release statement. Early Childhood Professionals may also have the opportunity to upload documentation related to their accomplishments. Registration of all staff members is required to earn a Level 2 rating.
- **Complete On-line Courses:** Completing the registration process and login, early childhood professionals will be asked to complete a series of online learning courses covering a wide range of content designed to improve their awareness and capability providing care for young children. These online courses can be completed over time. The PDIS will track completion of the courses. Completion of the Level 2 online courses must be completed by at least 75% of staff and program administrators to earn a Level 2 rating.

You can monitor the completion of PDIS courses by program administrators and staff by visiting the workforce tab in Colorado Shines online system.

STEP SIX: Complete the Program Self-Assessment (for centers ONLY)

After completing the registration process and login, you will be asked to complete a simple self-assessment form that identifies a variety of indicators associated with providing a quality environment for young children. You will respond to each indicator in the self-assessment with either a ‘yes’ or ‘no’ answer. To do this click the Level 2 tab, then click on the L2 Program Quality Indicator Program Assessment.

A program must answer ‘yes’ to all quality indicators of its self-assessment to meet this criterion

related to the Level 2 block. Any items marked 'no' will identify an opportunity for improvement. Quality indicator categories used in the self-assessment are separated by infant / toddler and pre-school age groups. The categories included in the self-assessment for each group of children are:

Infant / Toddler:

Preschool:

INFANT / TODDLER	LANGUAGE DEVELOPMENT AND MATERIALS
Language Development and Materials	Helping children understand language and develop reasoning skills
Language and Development Books and Blocks	
LEARNING MATERIALS AND EQUIPMENT	LEARNING MATERIALS AND EQUIPMENT
Fine Motor Equipment and Materials Art	Fine Motor Equipment and Materials Art
Blocks Imaginative Play Nature/Science	Blocks Imaginative Play Nature/Science Math / Number
Furnishings for Relaxation and Comfort Promoting Acceptance for Diversity Room Arrangement	Promoting Acceptance for Diversity Room Arrangement
Activities	Activities
Group Activities	Group Activities
RELATIONSHIPS	RELATIONSHIPS
General Supervision of Children and Supervision of Play and Learning Guidance	General Supervision of Children and Supervision of Play and Learning Guidance
Provisions for Children with Special Needs	Provisions for Children with Special Needs

STEP SEVEN: Complete the Quality Improvement Plan

After submitting the Level 2 application and completing the program quality assessment, a program seeking a Level 2 rating will complete a Quality Improvement Plan (QIP). Developing a QIP may encourage programs to explore the quality indicators associated with earning ratings at Level 3-5.

The Quality Improvement Plan activity involves goal-setting and planning related to improving program quality over time. Therefore, unlike the program quality assessment, programs do not need to document attainment of all goals identified in their QIP to achieve a Level 2 rating. Rather, the very process of developing the QIP meets the QIP-related criterion in the Level 2 block.

Program directors or administrators should be prepared to discuss the Quality Improvement Plan with their Licensing Specialist during the Level 2 rating site assessment.

STEP EIGHT: The Level 2 Award

The final step to achieving a Level 2 rating is a document review from a Colorado Shines Licensing Specialist. A site visit occurs as part of the requirements for maintaining a child care license in our state. At the time of this visit the Licensing Specialist will complete a Quality Indicator Assessment to verify the program is meeting these requirements. For programs interested in achieving and maintaining a Level 2 rating, the Licensing Specialist will also serve as a Level 2 Colorado Shines coach, who will be able to provide technical assistance directing the program to the appropriate resources.

Licensing Specialists will be the authority, on behalf of Colorado Shines, that confirms compliance with Colorado Shines Level 2 rating requirements, and awards Level 2 Ratings.

After completing the Level 2 activities outlined in this section, the program administrator will submit the quality

application. A Licensing Specialist will be assigned to review the application, in addition to the program self-assessment and QIP. The Licensing Specialist will also confirm that PDIS requirements have been met by the early childhood professionals associated with that program, and ensure that the current license is in good standing.

During the regular licensing visit, the Licensing Specialist will perform a Program Quality Indicator Report to confirm the information reported by the program through the QRIS program self-assessment and review the QIP with the program director or administrator.

Following the site visit, the Licensing Specialist will record their findings and confirm the Level 2 rating. Programs will be able to view a summary of the site visit under the L2 Site Visit Assessment Tab in the Colorado Shines Online System. Once achieved, the program will see a Level 2 quality rating indicated on their QRIS home page, as well as on their public facing profile. Any changes to a program's rating will also issue an email alert to the listed primary contact listed in the program's profile in the Colorado Shines online system.



LEVEL 2 – OTHER IMPORTANT INFORMATION

Requirements for Family Child Care Home Provider

Home-based child care programs will complete the same steps identified above, but may only have one early childhood professional who serves as both program director and staff member. That person will be required to register in the PDIS and complete the online courses in order for the program to meet related criteria in the Level 2 rating “block”.

The first variation for home-based child-care programs is the ‘classroom’ tab. Of course, home based child care programs may not have multiple classrooms or sessions. However, each home based program needs to add at least one ‘classroom’, and one ‘session’ under the classroom tab. It is the recommendation of the OEC Colorado Shines administrative council that home-based programs choose the type of classroom that best applies to the majority of children your program is serving at the time of quality application.

One additional variation is that family child care home programs do not need to complete the Quality Indicator Program Assessment, as these indicators are already embedded into the FCCH licensing rules and regulations.

Corrections and Appeals

In some cases, a Licensing Specialist may ask a program to perform corrections in order to meet the Level 2 rating criteria. In this case, the Licensing Specialist will provide comments related to items requiring correction to ensure that a particular indicator is met, and agree on a timeline with the program's leadership for correction and review. This timeline may not exceed 90 days. Depending on the correction required, a second site visit may be necessary.

If a program wishes to appeal a rating under Colorado Shines, they will follow a dispute process outlined by the Colorado Shines Advisory Board. Please see page 37 of this document for more information related to the Colorado Shines Appeals Process.

Managing Staff Changes

The registration of staff in PDIS and their completion of online courses are

important parts of the Level 2 rating requirements, yet staff changes can occur regularly within early childhood programs. This section explores two possible staff change situations, and provides guidance to help you manage both:

Staff Change prior to completing Level 2 rating. If a staff change occurs prior to the time your program earns a Level 2 rating, you may remove the name of the former staff member from affiliation with your program through Colorado Shines PDIS. Next, you will encourage the new staff member to register with PDIS and begin their online courses and self-assessment. If a staff change results in a program falling below the 75% threshold of course completion after submission of the Level 2 application to the Licensing Specialist, but before a Level 2 rating is achieved, the Licensing Specialist can grant the Level 2 rating with the understanding that the program has 90 days to ensure compliance.

Staff Change after completing Level 2 rating. As staff changes occur, manage the removal of prior staff and encourage the registration of new staff through the PDIS. A best practice is to target 100% compliance for completion of online courses so that occasional staff changes may have minimal impact to the rating. If, during months leading up to a program's onsite visit by a Licensing Specialist, a program falls beneath the 75% staff completion of online courses threshold, a program can work with their Licensing Specialist to institute a 90 day corrective plan. The program will retain their Level 2 rating through that period and will experience a reduction in quality rating only if they are not in compliance after the 90 day period.

Access to Quality Improvement Incentives

As a program is awarded a Level 2 Rating, the program becomes eligible to access quality improvement incentives. To access Quality Improvement Incentives click on the QI Incentives Tab.

Ongoing Maintenance of Level 2 Quality Ratings

After having achieved Level 2, programs are encouraged to keep their Colorado Shines QRIS and PDIS information up-to-date to ensure ongoing compliance. Licensing Specialists will review QRIS rating compliance with each license site visit, so programs should update their application and review their Level 2 quality assessment and quality improvement plan two to three months prior to their annual renewal visit.

A best practice is to schedule a monthly review of the information in QRIS and PDIS to ensure it remains up-to-date and compliant. During this monthly review, you can also review and update the program's Quality Improvement Plan (QIP) to ensure continued progress toward the achievement of stated goals.

Programs at Level 2 will be monitored during their annual onsite visit according to the Division of Early Care and Learning's licensing standards. The Licensing Specialists will work with program leadership and staff to review how well the program is achieving the goals identified in its Quality Improvement Plan (QIP).

If a license for any program falls out of good-standing at any time, a program could be invited to participate in a corrective process involving both state licensing and Colorado Shines officials.

COLORADO SHINES EVALUATION AND RATING FOR LEVELS 3-5

Overview

The assignment of ratings for Levels 3-5 are based on a point system; points are awarded based on demonstration by programs that they meet identified indicators of program quality. Levels 3, 4 and 5 ratings are determined by points. The point system is designed to be flexible and allow programs to develop and demonstrate quality in multiple ways. Each of Levels 3-5 requires programs to achieve a minimum number of total points as well as a minimum number of points in each of five categories that research has shown are related to program quality:

- Workforce and Professional Development
- Family Partnerships
- Leadership, Management and Administration
- Learning Environment
- Child Health

Steps for Earning Ratings at Levels 3-5

STEP ONE: Request a Rating

When your program is ready to pursue a rating at Levels 3-5, login to your Colorado Shines account and click the Level 3-5 tab. The online system will walk you through the next steps, which will include sending surveys to your program's parents and staff. This is also a good time to ensure that all your staff members have entered current information in the PDIS since information in the PDIS will be used to assess some of the quality indicators associated with ratings at Levels 3-5. You will be required to update your application and submit for L3-5.



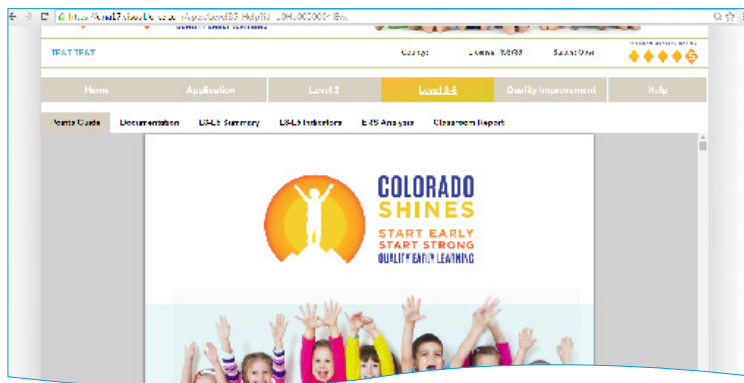
As programs request a rating, the QRIS system will prioritize programs for scheduling an on-site observation, based upon a number of factors. The system will provide you with an estimated ratings window for which your on-site observation will take place. The ratings vendor, Qualistar Colorado, will contact your program approximately 60 days before your ratings window begins. At that time they will provide an orientation and open up the survey data and the documentation upload feature.

STEP TWO: Prepare for the Rating Process

There are four main components of the Colorado Shines Rating process:

1. An on-site Environment Rating Scale Observation
2. On-site observation of Colorado Shines Quality Indicators
3. Document review of Colorado Shines Quality Indicators
4. Staff and Parent Surveys

The point structure and measurement process is available on the Colorado Shines website (www.coloradoshines.com). The Colorado Shines rating is based on the Colorado Shines Points Structure Guide.

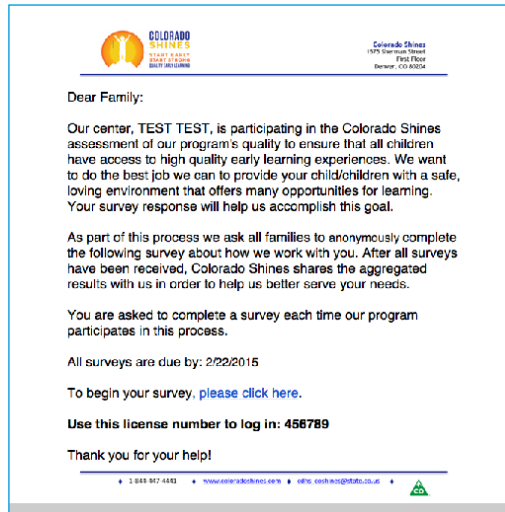


After your program requests its Level 3-5 rating you will be directed to online rating orientation materials as well as a Ratings Readiness Checklist designed to help you prepare. Here are some activities that will help you prepare:

- Check out the Colorado Shines Points Structure Guide which is available at: http://coloradoshines.force.com/ColoradoShines/website_program_menu?p=Welcome
- Familiarize your program with the Environment Rating Scales, refer to Frank Porter Graham Child Development Institute at: <http://ers.fpg.unc.edu>
- Collect and organize Colorado Shines rating documentation as referenced in the Evidence Guide. All of these documents will be uploaded to your Colorado Shines profile.
- Begin talking to parents about the ratings process and the importance of completing the parent survey.
- Attend an Ask-a-Rater session with a Colorado Shines Quality Rating Specialist at Qualistar Colorado. This is an opportunity to ask any questions you have about the rating process or scoring system. You may also participate by phone.

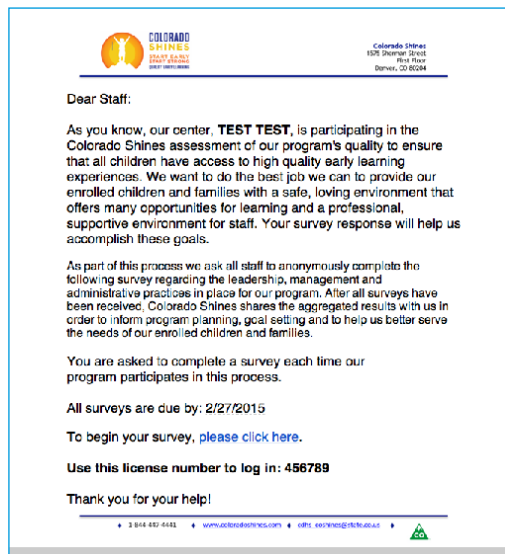
STEP THREE: Send Out Parent Surveys

Parents will complete these surveys online. A link will be provided to you on your program's profile. Child Care centers must get at least 60 percent of parents to return the survey in order to receive maximum points. Family Child Care Homes must get at least 75 percent of parents to return surveys to receive maximum points. Parent surveys must be completed by the last day of the ratings month.



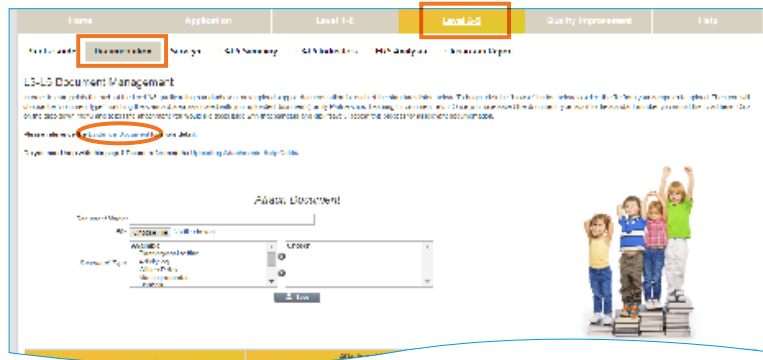
STEP FOUR: Send Out Staff Surveys

Like parent surveys, staff surveys are critical to the rating process. In order to receive maximum points, 80 percent of staff must complete the survey. A link to the staff survey will be provided to you by email. Staff surveys also must be completed by the last day of the ratings month. Documents and surveys will not be accepted after that deadline.



STEP FIVE: Upload Your Rating Documentation

Many quality indicators will be measured through an online provider portfolio. This portfolio will be created by uploading documents to the Colorado Shines online portal from the provider's home page. A full list of documents that will be uploaded is documented on the Evidence Guide located on the Colorado Shines website. All documents must be uploaded before the last day of the ratings window.

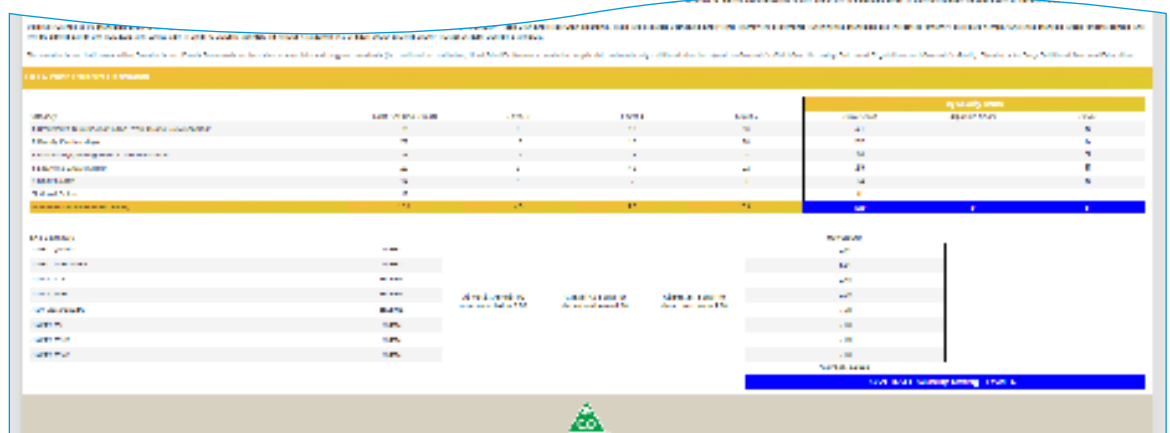
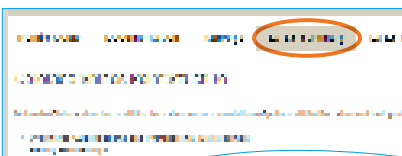


STEP SIX: Participate in the Colorado Shines On-site Observation

The on-site observation will consist of one or more Environment Rating Scale observations as well as a random check of some Colorado Shines Quality Indicators. A Colorado Shines Quality Rating Specialist will observe at least half of the classrooms in each age group. Observations will be unannounced and the classrooms that are observed will be randomly chosen. In order to ensure that the Quality Rating Specialist is observing a "typical day," programs will be given the opportunity to indicate up to five days in the observation window that will not be "typical" due to planned field trips, class parties etc. Quality Rating Specialists will not observe on those days.

STEP SEVEN: Receive Your Rating Report and Notification

After the onsite observation the Quality Rating Specialist will review (1) data from the observation, (2) documents you uploaded to the Colorado Shines system, and (3) workforce data entered into the Professional Development Information System to calculate a final rating for the program. When the rating is finalized and your rating report is uploaded, you will receive notification informing you that rating information is available on the Colorado Shines website. After the rating is finalized, the Office of Early Childhood will update the Colorado Shines Website with the Rating Level.



RATINGS APPEAL PROCESS FOR LEVELS 3-5

If you believe a mistake was made during the rating process, you may request a review. You may ask to have your program's score re-considered if you believe that a mistake was made in adding up the final score, or if you believe a mistake was made by a Rating Specialist during the rating process. The appeals process for Levels 3-5 begins when a program requests a review.

Programs who wish to appeal their rating must do so within 10 calendar days of receiving its post-assessment consultation. Programs may not appeal until after the consultation. Often, the Rating Specialist can clarify questions and an appeal can be avoided. A request to appeal must be made in writing as directed by the Colorado Shines Quality Rating Specialist. A formal appeal will provide an opportunity for the program to submit the possible error(s) in the assessment process and provide any supporting documentation that supports their case.

If a program requests a recalculation of its score, all calculations will be based on the information gathered during the ratings window.

- Programs are responsible for uploading any relevant data to the Colorado Shines website through the last day of the ratings window. If a program does not upload information in a timely way, the program may not earn points for producing that information after the rating window closes.
- Changes in the program, such as the hiring of new staff, that happen after the close of the rating window will not be considered.

The Colorado Shines Assessment Advisory Committee will evaluate all review requests and supporting documentation. This committee will determine whether or not errors have occurred and will adjust the programs score if needed. The Committee will meet monthly and will notify programs of its decisions within 10 business days of the meeting at which the request for review was considered.

TRANSITION OF PROGRAMS CURRENTLY PARTICIPATING IN QUALISTAR COLORADO TO COLORADO SHINES

Some Colorado Early Childhood Programs already participate in a quality rating system through Qualistar Colorado. Programs in good standing with Qualistar will retain their star rating (2, 3 or 4) through the expiration date of their current rating. When their current Qualistar rating expires, these programs must comply with the requirements of the Colorado Shines QRIS. Programs will earn their new rating based on the quality indicators and points assigned through Colorado Shines. Provisional and one (1) star rated programs will enter Colorado Shines at a Level 1 rating and may take advantage of opportunities to improve their quality and raise their rating levels. Refer to Section 1 of this Guide for more information about the Colorado Shines rating structure. While the Colorado Shines QRIS and the Qualistar Rating differ in structure, they share some similar quality indicators and rating criteria.

All Qualistar Rated programs must complete a Colorado Shines application through the Colorado Shines Online System and register all staff in the Professional Development Information System (PDIS) by September 30, 2015 in order to be recognized beyond level 1.

STEPS TO REGISTER IN COLORADO SHINES

STEP ONE: Register to receive a login to the online system at the Colorado Shines website. Each program will be granted up to two (2) logins for the Colorado Shines online system. It is recommended that the program director and one other administrative person (if applicable) have logins to the Colorado Shines online system. During the login process, a program will be encouraged to identify the primary contact in the event that a Licensing Specialist or member of the OEC need to reach program leadership.

STEP TWO: Receive a username and password from Colorado shines via email.

STEP THREE: Log on to the system using the username and password and arrive at the Home tab.

STEP FOUR: Review the program information section that will be filled in based on licensing information. At the top of your page, you'll see your program's name, county, license number, status and quality rating noted just below the banner. If there are any problems with this information, programs will need to work with their Licensing Specialist or the QRIS Specialist.

You'll also have the opportunity to update certain sections of your profile, such as providing a description of your program. These updated changes are subject to review and approval by the Office of Early Childhood.



STEP FIVE: Ensure all your staff members register in the Professional Development Information System. After logging into PDIS from the Colorado Shines website, early childhood professionals will complete a registration process that includes creating an account, identifying employment and additional demographic information, as well as verifying a release statement. Early Childhood Professionals will also have the opportunity to upload documentation related to their accomplishments.

ALTERNATIVE PATHWAYS TO COLORADO SHINES RATINGS

Programs accredited by an approved national accrediting organization, will use that accreditation as an alternative pathway to attain at least a Level 3 rating in the Colorado Shines QRIS. The OEC will publish approved accreditations as applications from accrediting bodies are received and approved.

Grantee and Delegate Head Start/Early Head Start Programs in good standing with the Office of Head Start (OHS) will automatically be rated at a Level 4, upon submission of relevant documents: (1) most recent review report, (2) documentation from OHS that shows no outstanding non-compliance issues, and (3) their annual Program Information Report.

Registration. Following the steps on page 44 of this Guide, alternative pathway programs must

- complete a Colorado Shines program application and
- ensure registration of staff in the Professional Development Information System (PDIS).

Licensing. Alternative Pathway programs must keep a current license in good standing with the Division of Early Care and Learning to receive a Colorado Shines rating and will participate in annual licensing visits. Your Licensing Specialist will be able to answer any questions you may have around your license renewal process.

Annual Reporting: Alternative Pathway programs will report annually on their progress toward meeting objectives in their Quality Improvement Plan (QIP). They will also establish new goals for the following year based on their self-assessment. Alternative Pathway programs will be able to use the annual reports submitted to accrediting bodies or the Office of Head Start as long as those reports include a continuous quality improvement component, populated into the online QIP form.

New staff should be enrolled into the Colorado Shines Professional Development Information System within 90 days of their start date, to maintain compliance for Colorado Shines Level 2-5 ratings. These reports need to be entered into the Colorado Shines Online System. Any new staff also will need to complete the Colorado Shines QRIS Level 2 Trainings.

Section 4: Resources for Programs Participating in Colorado Shines QRIS

FREQUENTLY ASKED QUESTIONS

Questions:	Answers:
Do I have to participate in Colorado Shines?	Colorado Shines is embedded into licensing; therefore all Colorado Licensed Child Care Programs will receive a Colorado Shines Rating. This ratings system is designed to encourage all programs in Colorado to continuously strive for quality care for our children. All licensed programs automatically receive a Level 1 rating. It is optional to participate in Levels 2-5 ratings.
What if I am accredited or Qualistar Rated?	If you are currently accredited by an approved national accrediting agency or have a valid Qualistar Rating, you will crosswalk into Colorado Shines levels depending upon your current accreditation/rating. You will need to complete the crosswalk via our Colorado Shines online system.
Who do I contact for participation?	The first step in earning a Colorado Shines rating is to be a licensed child care provider with the Division of Early Care and Learning. If you are already licensed, you can reach out to your Licensing Specialist or your Early Childhood Council, or call us at: 844-441-4447.
Where can I get more information about navigating Colorado Shines?	Several resources are available online at www.coloradoshines.com , in the Programs section. Another great resource is your local Early Childhood Council.

<p>If I am a licensed home provider, does this apply to me?</p>	<p>Yes, Colorado Shines ratings and evaluation are specific to the type of child care you are providing. If you are a family child care home provider, a different set of points is available to your program for achieving ratings in the Colorado Shines program.</p>
<p>What if my staff changes and I'm no longer in compliance for Level 2?</p>	<p>All Early Childhood Professionals must be registered in the Colorado Shines Professional Development Information System within 90 days of their start date.</p>
<p>What if I disagree with the assessment of a Colorado Shines Licensing Specialist?</p>	<p>Programs have 90 days from their assessment to remedy the issues that the Licensing Specialist finds in order to reach a Level 2 rating.</p>
<p>What if we change locations?</p>	<p>You will need to update your information with the Division of Early Care and Learning (Licensing) and update your online profile via the Colorado Shines online system.</p>
<p>What if our director or administrator changes? How do we get logins?</p>	<p>All programs are encouraged to have two (2) individuals registered with their system. If both registered individuals should leave your program, please contact Colorado Shines Staff to get new login credentials.</p>
<p>What happens to my rating if my license is no longer considered to be in good-standing by the state?</p>	<p>If you should get put on probation, your quality rating will not be affected as long as you remedy the reasons your program was placed in probation within the allotted probationary period.</p>
<p>How often do I need to update my information in Colorado Shines QRIS and PDIS?</p>	<p>We encourage all programs to update their information annually, more if changes occur that the public or licensing needs to be aware of.</p>
<p>How do I apply for a grant?</p>	<p>Programs are able to apply for a grant once they reach a Level 2-5 rating in Colorado Shines. Quality Improvement Incentives can be applied for via your Colorado Shines online account.</p>

How will I be notified if my Level 2 rating is granted or denied?	Your Licensing Specialist will enter the information into the Colorado Shines online system. The system will automatically notify you of this information when you login.
What if I'm not very good at using a computer? Where can I get help?	Your Licensing Specialist can help you use the Colorado Shines site, or you call us at 1-844-441-4447

GLOSSARY OF TERMS

Assessment Advisory Committee	The Assessment Advisory Committee reviews appeals for on-site assessments for levels 3-5 ratings. These appeals are reviewed on a monthly basis.
Colorado Early Learning and Development Guidelines	The Guidelines describe the path of children's learning and development from birth to eight years old. They're designed so that everyone who cares for young children can play an important part in giving Colorado's kids a healthy start. The Guidelines are based on research and bring together widely accepted strategies to help children develop successfully. Guidelines can be found at www.earlylearningco.org .
Colorado Office of Early Childhood (OEC)	The Office of Early Childhood provides resources for children, families and early childhood professionals to best prepare Coloradans for future success, through access to collaborative, coordinated, quality early childhood programs and supports.
Colorado Shines Online System	The Colorado Shines Online System is the database used by early childhood programs to register for and track licensing status and quality ratings. You can use this system to update information about your program that will be displayed on the parent search feature of the Colorado Shines public website.

<p>Colorado Shines Quality Rating and Improvement System (QRIS)</p>	<p>Colorado Shines Quality Rating and Improvement System (QRIS), is embedded into program licensing and is designed to provide:</p> <ul style="list-style-type: none"> • Standardized criteria for all early care and education programs in Colorado to be rated for quality • Incentives and supports to help interested programs raise the level of quality care available at their facility.
<p>Colorado Shines Points Structure Guide</p>	<p>The Points Structure Guide and Evidence Guide explains how points are awarded to earn Level 3-5 ratings by meeting certain quality indicators organized across five program areas.</p>
<p>Colorado Shines QRIS Level 2 E-Learning Courses</p>	<p>Professional development online courses that early childhood professionals complete to obtain higher credentials with the Colorado Department of Education as well as develop their professional skills.</p>
<p>Colorado Shines Quality Ratings Portfolio</p>	<p>The Quality Ratings Portfolio is a compilation of documents that programs will collect after requesting an on-site assessment. These portfolio should include:</p> <ul style="list-style-type: none"> • Professional credentials (including proof of Colorado Shines Course Completion and Registration in the Professional Development System by program staff) • Program Quality Self-Assessment

1 To earn the points associated with any standards, all items in the verification column for that standard must be produced or observed.

2 Assistant directors and administrative support staff are not considered.

Early Childhood Council (ECC)	<p>Early Childhood Councils (ECC) are in charge of developing and ultimately implementing a comprehensive system of early childhood services to ensure the school readiness of children five years of age or younger in the community. They focus on advancing programs, resources and support around early learning, family support, parent education and social, emotional, and mental health. They work to bring together local partners to improve the quality and availability of early childhood services for children and families in their communities. Currently, there are 31 Early Childhood Councils in Colorado. These 31 Councils represent almost all of the counties in Colorado – 58 out of the 64. Because of this comprehensive coverage, Councils are able to support early childhood efforts targeting most of the children and families in our state. To find your council please visit: http://www.coloradoofficeofearlychildhood.com/#/early-childhood-councils/ci1v</p>
Early childhood professional	Individuals who provide direct care to young children.
Early childhood program	An early childhood program serves the early childhood population or those who are not yet school aged. This population includes children birth to five years of age, although young children of six or seven years of age may also be served.
Evidence Document	The evidence document is to be used as a companion document to the Point Structure Guide. This Guide will support programs to prepare for the L3-5 assessment, and will guide programs on what documentation is needed to award points.
Environment Ratings Scale (ERS)	The ERS is an observation-based assessment that measures classroom/family home child care environment quality in the following categories: Space and Furnishings, Personal Care Routines, Language and Reasoning/ Listening and Talking, Activities, Interactions and Program Structure.

Licensing Specialist	Your assigned Licensing Specialist from the State of Colorado Office of Early Childhood. This individual will be able to provide Technical Assistance on navigating the Colorado Shines ratings and will verify your Level 2 rating.
Post Assessment Consultation	A Post Assessment Consultation will be available for all programs that participate in an on-site evaluation. This consultation is designed to help the program understand how the scoring was complete and how their quality level was determined. This consultation will be completed upon request by a Colorado Shines Ratings Specialist.
Ratings Administrator	Qualistar Colorado has contracted with the State of Colorado to provide Colorado Shines assessments for ratings at Levels 3-5
On-Site Ratings Assessment	Programs participate in on-site assessment conducted by Qualistar Colorado to earn a Colorado Shines rating at Levels 3-5. This assessment includes an ERS observation, review of documentation and parent and staff surveys.
Rating Specialist	The Rating Specialist will visit your program to evaluate what Colorado Shines Level your program will receive after the full assessment for Levels 3-5.
Quality Improvement Plan (QIP)	All Level 3-5 programs will create a Quality Improvement Plan (QIP) to improve program quality and perhaps to earn a higher rating level. The QIP includes goals, action steps to achieve goals, timelines and resources needed.

ROLES OF COLORADO SHINES STAFF

Early Childhood programs will interact with several primary staff roles with the Department of Human Services, and may also have occasion to interact with other members of the office or the Colorado Shines team if they require additional assistance related to QRIS use or the ratings process. The following table defines the roles within the OEC and Colorado Shines with which programs may interact.

Role	Responsibility	Who Interacts with this role?	When in the Quality Improvement Process?
Colorado Shines Coach	<ul style="list-style-type: none"> • Provides relationship-based coaching to increase quality in early learning programs in accordance with the Colorado Shines QRIS Coaching Framework. • Coaches may also have expertise in a variety of other coaching initiative topics such as Pyramid Plus Approach, Expanding Quality for Infants and Toddlers, CLASS, Child assessment, etc. 	<ul style="list-style-type: none"> • <i>Providers</i> interact with coaches to directly improve the quality in classrooms as well as the programs as a whole • <i>Early Childhood Councils</i> contract or employ coaches • <i>CDE's Statewide Coaching Network</i> provides credentialing, ongoing professional development and reflective practice support 	<p>After Level 2 is achieved and again at Level 3-5 application</p> <p>If a provider is involved in a Quality Initiative such as ITQA, SRQIP or CCCAP QI coaching may begin at Level 1 support</p>
Child Care Resource and Referral Agencies (CCR&R)	<ul style="list-style-type: none"> • Support providers on their quality journey through the dissemination of Colorado Shines information and the provision of training and technical assistance • Help connect families with quality care through a statewide referral system 	<ul style="list-style-type: none"> • <i>Parents</i> can call CCR&Rs for more information on Child Care • <i>Councils</i> CCR&R and the councils may be the same entity. If not, councils partner with CCR&Rs to provide information and support to local communities 	Any stage in the quality process
Early Childhood Council	<ul style="list-style-type: none"> • Serve as the quality improvement administrator for the state, local and federally funded quality improvement initiatives • Offer local training, direct support services, and an initial point of contact for local communities to receive support for Colorado Shines 	<ul style="list-style-type: none"> • <i>Providers</i> will interact with councils to receive training, coaching, and quality improvement incentives • <i>OEC and CDE</i> partners with ECC's to share information at the local level • <i>Early Childhood Stakeholders</i> anyone in the community interested or invested in early childhood 	All stages of the quality improvement process at Level 1-5

<p>Early Childhood Professional Development Team (ECPD) at Colorado Department of Education</p>	<ul style="list-style-type: none"> • Implement Colorado's Early Learning Professional Development System Plan in support of Colorado's early childhood professionals • Work collaboratively with stakeholders to align higher education, CDHS & CDE personnel rules, and professional development with Colorado's EC Competencies for Educators and Administrators • Create professional development and credentialing systems aligned to Competencies for Early Childhood Educators and Administrators • Validate and award Colorado's EC Professional Credential • Develop and implement the Professional Development Information System (PDIS) • Establish statewide coaching network and collaborates with the Colorado Coaching Consortium to issue the Colorado Coaching Credential • With Stakeholder support: <ul style="list-style-type: none"> • review and award trainer credential • review and approve trainings <p>The ECPD team provides important Colorado Shines QRIS data around completion of the Level 2 Modules delivered through the PDIS, credential levels issued to staff in programs going through Levels 3-5 of Colorado Shines QRIS, and credential status of Colorado Shines QRIS coaches.</p>	<ul style="list-style-type: none"> • <i>EC Professionals</i> interact with ECPD team through the help desk support and regional contracts • <i>Councils</i> interact with the ECPD team to receive/ provide training, technical assistance and support • <i>QRIS Specialist</i> partner with ECPD for implementation of Colorado Shines • <i>Early Childhood Stakeholders</i> anyone at a local, state and federal level invested in early childhood • <i>Quality Improvement Coaches</i> utilize PDIS to obtain coaching credential and often provide support to EC Professionals in becoming familiar with PDIS 	<p>Level 2 for registration and modules</p> <p>Level 3-5 registration, modules, Colorado EC Professional Credential, Competencies Self-Assessment and PD Plan</p>
<p>Licensing Specialist Office of Early Childhood</p>	<p>Licensing Specialists will take on a new role in quality improvement, and collaborate with ECC</p> <p>Licensing will now play a critical role in:</p> <ul style="list-style-type: none"> • Evaluating Level 1 and 2 of Colorado Shines. Quality improvement will now begin with level 1 which requires a program to have a license in good standing. At level 2, the Licensing Specialist will be completing a program assessment in only those child care centers not currently rated or accredited. The Licensing Specialist will be evaluating and approving all level 2 designations. 	<ul style="list-style-type: none"> • <i>Providers</i> interact with Licensing Specialists at Level 1 to maintain their childcare licensing and again at Level 2 for PDIS verification, self-assessment (home providers exempt) and quality improvement plan verification 	

<p>Quality Rating and Improvement (QRIS) Specialist, Office of Early Childhood</p>	<ul style="list-style-type: none"> • Implement Colorado's Quality Rating and Improvement system that includes providing detailed information to Early Childhood Stakeholders to support local implementation • Evaluate QRIS data trends • Support the implementation of Quality Improvement funds and activities • Implement changes to policy and processes based on evaluation and data trends • Manage the Colorado Shines QRIS hotline in which technical questions and concerns can be addressed and supported 	<ul style="list-style-type: none"> • <i>Providers</i> interact with QRIS Specialists through help desk support • <i>Councils</i> interact with the QRIS Specialist team to receive/provide training, technical assistance and support • <i>ECPD Team</i> partners with QRIS Specialists for implementation of Colorado Shines • <i>Early Childhood Stakeholders</i> anyone at a local, state and federal level invested in early childhood 	<p>All stages of the Quality Improvement process Level 1-5</p>
<p>Quality Rating Specialist, Qualistar Colorado</p>	<ul style="list-style-type: none"> • Review documentation • Conduct onsite observations • Provide rating orientation • Offer technical assistance and Q&A 	<ul style="list-style-type: none"> • <i>Providers</i> interact with raters when they are approaching their rating window • <i>Office of Early Childhood</i> oversees the onsite rating process, partners with rating specialists to support scheduling, and processing any disputes • <i>Colorado Department of Education</i> partners with our rating vendor to support workforce scoring for the Level 3-5 assessment 	<p>Levels 3-5</p>

REFERENCES FOR SECTION 1.1 – QUALITY MATTERS

1. Cost, Quality, and Child Outcome Study Team (1995). Cost, quality, and child outcomes in child care centers: Technical report. Denver, CO: University of Colorado at Denver.
2. Bloom, P., J. & Sheerer, M. (1992). The effect of leadership training on child care program quality. *Early Childhood Research Quarterly*, 7, 579-594.
3. Fiene, R. (2002). 13 Indicators of Quality Child Care: Research Update. National Resource Center for Health and Safety in Child Care, University of Colorado.
4. Whitebook, M. (2003). Bachelor's degrees are best: Higher qualifications for pre-kindergarten teachers lead to better learning environments for children. Washington, DC: The Trust for Early Education.
5. Howes, C. (1997). Children's experiences in center-based child care as a function of teacher background and adult-child ratio. *Merrill-Palmer Quarterly*, 43(3), 404-425.
6. National Institute of Child Health and Human Development, Early Child Care Research Network. (2002a). Childcare structure " Process " Outcome: Direct and indirect effects of child-care quality on young children's development. *Psychological Science*, 13(3), 199–206.
7. Burchinal, M., Cryer, D., Clifford, R. M. (2002). Caregiver training and classroom quality in child care centers. *Applied Developmental Science*, 6(1), 2-11.
8. Barnett, W.S. (2003a). Better teachers, better preschools: Student achievement linked to teacher qualifications. *Preschool Policy Matters*, 2. New Brunswick, NJ: NIEER.
9. Bowman, B., Donovan, M.S. & Burns, S. (Eds.) (2001). *Eager to learn: Educating our preschoolers*. National Research Council, Committee on Early Childhood Pedagogy. Washington, DC: National Academy Press.
10. Marcon, R. (1999). Positive relationships between parent school involvement and public school inner-city preschoolers' development and academic performance. *School Psychology Review*, 28(3), 395-412.
11. Rous, B., Hallam, R., Grove, J., Robinson, S., & Machara, M. (2003). Parent involvement in early care and education programs: A review of the literature. Lexington, KY: Interdisciplinary Human Development Institute University of Kentucky.
12. Carlisle, E., Stanley, L., & Kemple, K. M. (2005). Opening doors: Understanding school and Family influences on family involvement. *Early Childhood Educational Journal*, 33(3), 155-162.
13. Halgunseth, L. C., Peterson, A., Stark, D. R., & Moodie, S. (2009). Family engagement, diverse families, and early childhood education programs: An integrated review of the literature. Washington, DC: National Association for the Education of Young Children and The Pew Charitable Trusts.
14. Sohn, S., & Wang, C., (2006). Immigrant parents' involvement in American schools: Perspectives from Korean mothers. *Early Childhood Education Journal*, 34(2), 125-132.
15. Rous, B., Hallam, R., Grove, J., Robinson, S., & Machara, M. (2003). Parent involvement in early care and education programs: A review of the literature. Lexington, KY: Interdisciplinary Human Development Institute University of Kentucky.
16. Christenson, S.L. (2000). Families and schools: Rights, responsibilities, resources, and relationships. In R.C. Pianta & M.J. Cox (Eds.), *The transition to kindergarten* (pp.143-177). Baltimore, MD: Paul H. Brookes Publishing Co.
17. Doucet, F., & Tudge, J. (2007). Co-constructing the transition to school: Reframing the novice versus expert roles of children, parents and teachers from a cultural perspective. In R.C. Pianta, M.J. Cox, & K. L.

Snow (Eds.), *School readiness and the transition to kindergarten in the era of accountability* (pp.307-328). Baltimore, MD: Paul H. Brookes Publishing Co.

18. Fine, A. and Mayer, R. (2006). *Beyond referral: Pediatric care linkages to improve developmental health*. Washington, D.C.: Georgetown University on behalf of The Commonwealth Fund.
19. Johnson, K. and Rosenthal, J. (2009). *Improving care coordination, case management, and linkages to service for young children: Opportunities for states*. Washington, D.C. National Academy for State Health Policy.
20. NAEYC. (2003). Position statement on Curriculum, Assessment, and Program Evaluation. Retrieved from <http://www.naeyc.org/files/naeyc/file/positions/pscape.pdf> on February 15, 2014.
21. Krugly, A., Stein, A., & Centeno, M. G. (2014). Demystifying data: Designing and implementing data-driven systems and practices for continuous quality improvement. *ZERO TO THREE*, 34 (3), 11-19.
22. Ryan, S., & Whitebook, M. (2012). More than teachers: The early care and education workforce. In R. C. Pianta (Ed.), *Handbook of early childhood education* (pp. 92-110). New York: The Guilford Press.
23. Phillipsen, L. C., Burchinal, M. R., Howes, C., & Cryer, D. (1997). The prediction of process quality from structural features of child care. *Early Childhood Research Quarterly*, 12, 281-303.
24. Whitebook, M., Howes, C., & Phillips, D. (1990). *Who cares? Child care teachers and the quality of care in America: Final report of the National Child Care Staffing Study*. Washington, DC: Center for the Child Care Workforce.
25. McCormick Tribune Center for Early Childhood Leadership, National-Louis University. *Widening the lens: Looking at quality from a program administration perspective*.
26. Bella, J., & Bloom, P. J. (2003). *Zoom: The impact of early childhood leadership training on role perceptions, job performance, and career decisions*. IL: National-Louis University, Center for Early Childhood Leadership.
27. Cost, Quality, and Child Outcome Study Team (1995). *Cost, quality, and child outcomes in child care centers: Technical report*. Denver, CO: University of Colorado at Denver.
28. Whitebook, M., & Sakai, L. (2004). When directors leave: The causes and consequences of center administrative changes. *Exchange: The Early Childhood Leader's Magazine*, 160, 8-11
29. NAEYC. (2003). Position statement on Curriculum, Assessment, and Program Evaluation. Retrieved from <http://www.naeyc.org/files/naeyc/file/positions/pscape.pdf> on February 15, 2014.
30. Frede, E.C. 1998. *Preschool program quality in programs for children in poverty*. In *Early care and education for children in poverty: Promises, programs, and long-term outcomes*, W.S. Barnett & S.S. Boocock (Eds). Buffalo, NY: State University of New York Press.
31. Dodge, Diane Trister (1995). The importance of curriculum in achieving quality child day care programs. *Child Welfare*, 74, 1171-1188.
32. Raspa, M.J., McWilliam, R.A., & Ridley, S. M. (2001). Child care quality and children's engagement. *Early Education and Development*, 12, 209-24.
33. Espinosa, L. 2002. *High quality preschool: Why we need it and what it looks like*. NIEER Policy Briefs 1. Online: <http://nieer.org/resources/policybriefs/1.pdf>.
34. NAEYC. (2003). Position statement on Curriculum, Assessment, and Program Evaluation. Retrieved from <http://www.naeyc.org/files/naeyc/file/positions/pscape.pdf> on February 15, 2014.

35. National Institute of Child Health and Human Development Early Child Care Research Network (2000). Characteristics and quality of child care for toddlers and preschoolers. *Applied Developmental Science*, 4, 116-135.
36. deSchipper, E., Rieksen-Walraven, M., & Guerts, S. (2006). Effects of child-caregiver ratio on the interactions between caregivers and children in child care centers: An experimental study. *Child Development*, 77, 861-864.
37. Howes, C. (1997). Children's experiences in center-based child care as a function of teacher background and adult: child ratio. *Merrill-Palmer Quarterly*, 43, 404-425.
38. Phillipsen, L.C., Burchinal, M.R., Howes, C.& Cryer, D. (1997). The prediction of process quality from structural features of child care. *Early Childhood Research Quarterly*, 12, 281–303.
39. Palmerus, K. (1996). Child-caregiver ratios in day care center groups: Impact on verbal interactions. *Early Child Development and Care*, 118, 45-57.
40. Shepard, L., S.L. Kagan, & E. Wurtz. 1998. Principles and recommendations for early childhood assessments. Washington, DC: National Education Goals Panel. Online: www.negp.gov/reports/prinrec.pdf.
41. Meisels, S.J., Liaw,F., Dorfman, A. & Nelson, R.F. (1995). The Work Sampling System: Reliability and validity of a performance assessment system for young children. *Early Childhood Research Quarterly*, 10, 277-296.
42. Shonkoff, J.P., & Meisels, S.J. (2000). *Handbook of early childhood intervention*, 2nd ed. New York: Cambridge University Press.
43. Friedman, S. L., Brooks-Gunn, J., Vandell, D., & Weinraub, M. (1994). Effects of child care on psychological development: Issues and future directions for research. *Pediatrics*, 94, 1069-70.
44. Hegland, S. M. Aronson, S. S., Isbell, P., Neelon, S. B., Rous, B. S., & Krajicek, M. J. (2011). Measuring health-related aspects of quality in early childhood settings. In M. Zaslow, I. Martinez-Beck, K. Tout, & T. Halle (Eds.), *Quality measurement in early childhood settings* (pp. 135-160). Baltimore: Brookes
45. Dixon, L. Q., Zhao, J., Shin, Y., Wu, S., Su, J., Burgess-Brigham, R., ... Snow, C. (2012). What we know about second language acquisition: A synthesis from four perspectives. *Review of Education Research* 82, 5-60.
46. Castro, D. C., García, E. E., & Markos, A. M. (2013). *Dual language learners: Research informing policy*. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, Center for Early Care and Education—Dual Language Learners.
47. DeBord, K. & Sawyer, J. (1996). The effects of training on the quality of family child care for those associated with and not associated with professional child care organizations. *Child & Youth Care Forum*, 25 (1), 7-15.
48. Weaver, R. E. H. (2002). The roots of quality care: Strengths of master providers. *Young Children* 57, (1) 16-22.

GUIDE TO VERIFYING EVIDENCE SUBMITTED FOR RATING LEVELS 3 – 5 OF THE COLORADO SHINES QRIS

Use this guide as a companion document to the Point Structure Guide, Appendix I (FOR CENTERS). This Guide will support programs to prepare for the L3-5 assessment, and will guide programs on what documentation is needed to award points.

Std. #	Evidence	Possible Pts.	Collection Method	Verification ¹	Comments
I. Workforce Qualifications ²					
1.1	CO EC Professional Credential Level III Certificate or letter	2, or	PDIS	Score based on credential/letter for director only	If no credential or less than level III, then 0 points
1.2	CO EC Professional Credential Level IV Certificate or letter	4, or	PDIS	Score based on credential/letter for director only	
1.3	CO EC Professional Credential Level V Certificate or letter	6, or	PDIS	Score based on credential/letter for director only	
1.4	CO EC Professional Credential Level VI Certificate or letter	8	PDIS	Score based on credential/letter for director only	eight (8) maximum total points for 1.1-1.4 1.1-1.4 includes the director of record only Credentials must be current
1.5	CO EC Professional Credential Level II Certificate(s) or letter(s)	2, or	PDIS	Level II certificates/letters witnessed for at least 75% of EC teachers	If less than 75% provide evidence, then 0 points
1.6	CO EC Professional Credential Level III Certificate(s) or letter(s)	4, or	PDIS	Level III certificates/letters witnessed for at least 50% of EC teachers	
1.7	CO EC Professional Credential Level III Certificate(s) or letter(s)	6, or	PDIS	Level III certificates/letters witnessed for at least 75% of EC teachers	

¹ To earn the points associated with any standards, all items in the verification column for that standard must be produced or observed.

² Assistant directors and administrative support staff are not considered.

1.8	CO EC Professional Credential Level IV Certificate(s) or letter(s)	8, or	PDIS	Level IV certificates/letters witnessed for at least 50% of EC teachers	
1.9	CO EC Professional Credential Level IV Certificate(s) or letter(s)	10	PDIS	Level IV certificates/letters witnessed for at least 75% of EC teachers	10 maximum total points for 1.5-1.9 1.5-1.9 also includes assistant directors and Co-Directros Credentials must be current
1.10	CO EC Professional Credential Level I Certificate(s) or letter(s)	2, or	PDIS	Level I certificates/letters witnessed for at least 75% of Assistants/Aides	if less than 75% provide evidence, then 0 points
1.11	CO EC Professional Credential Level II Certificate(s) or letter(s)	4, or	PDIS	Level II certificates/letters witnessed for at least 50% of Assistants/Aides	
1.12	CO EC Professional Credential Level II Certificate(s) or letter(s)	6	PDIS	Level II certificates/letters witnessed for at least 75% of Assistants/Aides	6 maximum total points for 1.10-1.12 Credentials must be current
1.13	Completed program-wide Professional Development Plan (PDP) (created by program) and Individual Professional Development Plan (IDIP) (from PDIS)	2	QRIS upload, Mail, PDIS	Program-wide PDP and IPDP's compared for consistency	0 or 2 points

1.14	Completed self-assessment & Individual Professional Development Plan (IPDP) for each staff providing direct services to children	2	QRIS upload, Mail, PDIS	IPDP and self-assessment compared for consistency Self-assessment completed through the PDIS IDIP provided on program form OR created through PDIS *Programs using their own IPDP format should reference their competency self-assessment and the domains of the Colorado Competencies for Early Childhood Educators and Administrators	0 or 2 points
1.15a	Completed Coaching/ consulting log OR Letter from coaching representative	1, or	QRIS upload, Mail	Log/letter reflects at least three (3) hours of coaching/ consulting for each classroom have been completed	Consider only last 12 months prior to the start of the rating window
1.15b	Completed coaching/ consulting log	2, or	QRIS upload, Mail	Log/letter reflects at least five (5) hours of coaching/ consulting for each classroom have been completed	Consider only last 12 months prior to the start of the rating window
1.15c	Completed coaching/ consulting log	3	QRIS upload, Mail	Log/letter reflects at least eight (8) hours of coaching/ consulting for each classroom have been completed	3 maximum points for 1.15a-1.15c, consider only last 12 months prior to the start of the rating window
II. Family Partnerships					
2.1	Related written policy OR other documentation	2	QRIS upload, Mail	Policy must mention the means by which families receive information in their home language.	Ex. documentation that shows an interpreter was used for parent meetings

2.2	Observed materials on site and observed resources on site	1	Observed	More than one accessible "material" must be observed on site and more than one accessible "resource" must be observed on site.	Resources available on a parent board or near sign-in/out for example
2.3	Family Survey Results & one of the following: Sign in sheets for related events OR Flyers for related	1	QRIS upload, Mail, Family Survey	<ul style="list-style-type: none"> • More than one sign-in sheet/flyers from within the past 12 months. • 70% of responding families acknowledge that they have been offered such opportunities 	
2.4	Related written policy	1	QRIS upload, Mail	<p>Policy must include:</p> <ul style="list-style-type: none"> • an opportunity for individualization • examples of transition strategies used • how this is shared with families 	Could also include: K readiness program description or field trips for PK children to local schools
2.5	Family survey results & one of the following: Event sign-in sheets OR Individual conference logs	2	QRIS upload, Mail, Family Survey	<ul style="list-style-type: none"> • More than one event within the past 12 months must be represented in evidence presented. • 70% of responding families acknowledge that they have been offered such opportunities. 	Sign in sheets must specify event name and date
2.6	Family Survey results & Quality Improvement Plan (QIP) & one of the following: newsletter OR meeting agenda OR sign-in sheets	3	QRIS upload, Mail, Family Survey	<ul style="list-style-type: none"> • Survey results were shared in a newsletter, reflected on a meeting agenda, reflected on a QIP, completion date noted on QIP. • 70% of responding families acknowledge that this has taken place. 	

2.7	Family survey results & conference logs for each classroom	3	QRIS upload, Mail, Family Survey	<ul style="list-style-type: none"> • Two completed conference logs for each classroom in the past 12 months. • 70% of responding families acknowledge they have been offered such opportunities. 	
2.8	Family survey results & one of the following: event sign-in sheets, OR agendas	2	QRIS upload, Mail, Family Survey	<ul style="list-style-type: none"> • One event within the past 12 months must be shown in evidence presented. • 70% of responding families acknowledge that they have been offered such opportunities. 	<p>Specific learning domains must be identified on agendas</p> <p>Sign in sheets must specify event name and date</p>
2.9	Family survey results & one of the following: committee rosters OR email invites OR event sign-in sheets	2	QRIS upload, Mail, Family Survey	<ul style="list-style-type: none"> • More than one family must be represented in evidence collected. • 70% of responding families acknowledge that they have been offered such opportunities 	<p>Support documentation must reference training topics</p> <p>Sign in sheets must specify event name and date</p>
2.10	Family survey results & action planning/ goal setting form in use & one of the following: event sign-in sheets OR agendas	2	QRIS upload, Mail, Family Survey	<ul style="list-style-type: none"> • More than one event within the past 12 months must be shown in evidence presented. • 70% of responding families acknowledge that they have been offered such opportunities. 	<p>Sign-In sheets must specify event name and date</p>

2.11	Written procedure & one of the following: referral tracking log OR staff training log/ documentation	1	QRIS upload, Mail	<ul style="list-style-type: none"> • Written procedure must describe how families are put in contact with appropriate resources • Staff have been trained for implementation purposes 	
2.12	Letter of reference from collaborating agency OR letter from department (if internal) OR written procedure	2	QRIS upload, Mail	Letter must indicate the type of activity on which the program works with the collaborating agency or department.	
III. Leadership, Management & Administration					
3.1	Quality Improvement Plan and one of the following: newsletters OR meeting agendas	3	QRIS upload, Mail	Quality Improvement Plan reflects goals, timelines and outcomes and reflects two (2) annual updates. Newsletters or meeting agendas showing that QIP's have been shared with families.	
3.2	Staff survey results and one of the following: written code OR agenda OR sign-in sheets	1	QRIS upload, Mail Staff Survey	<ul style="list-style-type: none"> • Written code includes more than two (2) professional standards. • Training agendas must be dated within the past 12 months. • Sign-in sheets and 80% of staff surveys must show this training has been offered annually. 	Sign in sheets must specify event name and date
3.3	Staff survey results & one of the following: agendas OR sign-in sheets	2	QRIS upload, Mail Staff Survey	<ul style="list-style-type: none"> • Agendas &/or sign-in sheets must be produced for at least five (5) of the last six (6) months. The first and last month must be represented. • 80% of staff surveys must reflect that staff meetings are conducted monthly. 	Sign in sheets must specify event name and date

3.4	Written policy	2	QRIS upload, Mail	Policy must reference education, experience and job performance.	
3.5	Staff survey results & written policy/procedure & evaluation forms	2	QRIS upload, Mail Staff Survey	<ul style="list-style-type: none"> Policy/procedure and forms must reflect an annual cycle, classroom observation and a self-assessment component and reference the INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP) 	
3.6	Staff survey results & written policy	1	QRIS upload, Mail Staff Survey	<ul style="list-style-type: none"> Policy must show that at least one hour of planning time/week is provided to lead teachers 80% of staff surveys must reflect that policy is in practice 	Planning time must be provided outside the classroom
3.7	Staff survey results & written policy	2	QRIS upload, Mail Staff Survey	<ul style="list-style-type: none"> Policy must reflect that some planning time per week is provided to all teaching staff 80% of Staff surveys must reflect that the policy is in practice. 	Planning time must be provided outside the classroom
3.8	Staff survey results & written policy	2	QRIS upload, Mail Staff Survey	<ul style="list-style-type: none"> Policy must reference non-administrative personnel roles in hiring, curriculum development, program goal-setting and/ or annual planning 80% of staff surveys must reflect that the policy is in practice 	
3.9	Written policy	1	QRIS upload, Mail	<p>Policy must:</p> <ul style="list-style-type: none"> Reference recruitment and retention Reflect a revision date within the past 12 months 	

3.10	Staff survey results & one of the following: written policy OR benefit summary	0-7	QRIS upload, Mail Staff Survey	<ul style="list-style-type: none"> • Policy/benefit summary must reflect the specific benefit listed to receive credit. • 80% of staff surveys must reflect that the policy is in practice. 	Maximum of 7 points for 3.10 Full-time = 32 hours/week or more
3.11	Business plan OR strategic plan	1	QRIS upload, Mail	Plan must reflect: <ul style="list-style-type: none"> • Goals, outcomes, strategies and timelines • A creation or revision date within the past 36 months. 	
3.12	Current-year operating budget OR, quarterly income & expense	1	QRIS upload, Mail	Documentation must show comparison between projected annual and YTD figures for revenue and expenses.	
3.13	Letter from party completing the certified financial review	1	QRIS upload, Mail	The letter must state that the financial review has been completed within the last 36 months by a certified financial professional.	

IV. Learning Environment

4.1	Completed CO Shines curriculum/ assessment crosswalk document & one of the following: lesson plans OR other program documentation	2	QRIS upload, Mail	<ul style="list-style-type: none"> • Curriculum crosswalk showing the curriculum in use addresses all learning domains included in the Colorado Early Learning & Development Guidelines. • Two (2) most recent months of dated weekly lesson plans or other program documentation for the same time frame reflecting planned activities, learning domains addressed, and learning materials used. 	
-----	---	---	-------------------------	---	--

4.2	Sign-in sheets OR training certificates	3	QRIS upload, Mail	<ul style="list-style-type: none"> • Training sign-in sheets for a training on the curriculum held within the past 12 months. • Training certificates witnessed for at least 75% of educational staff. 	<p>Names on certificates and sign-in sheets must match.</p> <p>Sign in sheets must specify event name and date</p>
4.3a	Written plan with timeline	2, or	QRIS upload, Mail	Written plan must describe a staffing pattern that explains how it would improve adult: child ratios beyond what is required by licensing.	
4.3b	Written plan with timeline, & observed head counts	4, or	QRIS upload, Mail Observation	<ul style="list-style-type: none"> • Same as 4.3a • Head counts will be taken by the Rating Specialist three (3) times during classroom observations. • At least one (1) head count for each classroom observed must meet the adult: child ratios outlined in the plan 	
4.3c	Written plan with timeline, & observed head counts	6	QRIS upload, Mail Observation	<ul style="list-style-type: none"> • Written plan must describe a staffing pattern that explains how the program would maintain adult: child ratios that are aligned with NAEYC. • Rating Specialist will take head counts three (3) times during classroom observations. • All head counts must meet NAEYC ratio and group size standards. 	six (6) points maximum for 4.3a - 4.3c.

4.4	Written policy that includes Primary Caregiving Practices & observation	1	QRIS Upload, Mail Observation	<ul style="list-style-type: none"> • Policy must reflect that each child is to be cared for by the same one (1) or two (2) adults daily to promote formation of a strong emotional bond. • Observation of the policy in practice may also be considered 	
4.5	Written policy that includes Continuity of Care Practices	1	QRIS upload, Mail	Policy must reflect that a child stays with the same primary caregiver in the same peer group for at least two (2) years.	
4.6	Quality Improvement Plan & score sheets	2	QRIS upload, Mail	<ul style="list-style-type: none"> • Score sheets/summary. • QIP incorporates goals referencing the self-assessment. 	If CLASS is used, at least 4 cycles must be conducted per classroom
4.7	Score sheets & copy of observer's current Certified CLASS Observer card	2	QRIS upload, Mail	<ul style="list-style-type: none"> • Observer's Certified CLASS PreK Observer card issued by Teachstone. • Score sheets for classrooms represent at least 50% of each age group that show four (4) observations cycles per classroom • CLASS assessments completed within the past 12 months with the following average scores: Emotional Support 4.5, Classroom Observation 4.5, Instructional Support 2.0. 	<p>*PRESCHOOL ONLY</p> <p>Observer card not required for assessments conducted by Qualistar CLASS assessors</p>

4.8	Score sheets & copy of observer's current Certified CLASS Observer card	4	QRIS upload, Mail	<ul style="list-style-type: none"> • Observer's Certified CLASS PreK Observer card issued by Teachstone. • Score sheets for classrooms represent at least 50% of each age group that show four (4) observation cycles per classroom • CLASS assessments completed within the past 12 months with the following average scores: Emotional Support 5.5, Classroom Organization 5.0, Instructional Support 2.5. 	<p>PRESCHOOL ONLY</p> <p>Observer card not required for assessments conducted by Qualistar CLASS assessors</p>
4.9	Score sheets & copy of observer's current Certified CLASS Observer card	6	QRIS upload, Mail	<ul style="list-style-type: none"> • Observer's Certified CLASS PreK Observer card issued by Teachstone. • Score sheets for classrooms represent at least 50% of each age group that show four (4) observation cycles per classroom • CLASS assessments completed within the past 12 months with the following average scores: Emotional Support 6.0, Classroom Organization 6.0, Instructional Support 3.0 	<p>PRESCHOOL ONLY</p> <p>Observer card not required for assessments conducted by Qualistar CLASS assessors</p>
4.10	Child Assessment samples & parent/teacher conference documentation	2	QRIS upload, Mail	<p>One assessment sample from each classroom that shows:</p> <ul style="list-style-type: none"> • Completion within 90 days of enrollment or beginning of program year • and one other time within a year. <p>Parent/conference documentation must reference assessment results.</p>	<p>Child names blocked out; aggregate data reports accepted</p>

4.11	Completed CO Shines Curriculum/ Assessment Crosswalk document, OR Other asesment documentation	2	QRIS upload, Mail	Assessment documentation must clearly address all learning domains included in the CO Early Learning & Development Guidelines.	
4.12	Training sign-in sheets OR training certificates	2	QRIS upload, Mail	<ul style="list-style-type: none"> • Sign-in sheets for a training on the assessment in use from within the past 12 months. • Training certificates witnessed for at least 75% of educational staff. 	<p>If sign in sheets and certificates are both provided, names on certificates and sign in sheets must match</p> <p>Sign in sheets must specify event name and date.</p>
4.13	Lesson plans submitted for 4.1 and Assessment samples submitted for 4.10	2	QRIS upload, Mail	Lesson plans submitted for 4.1 and assessment samples submitted for 4.10 must correspond by reflecting activities directly related to assessment results.	
V. Child Health					
5.1	Resource lists & one of the following: written policy OR Forms used	3	QRIS upload, Mail	<ul style="list-style-type: none"> • Policy describing screening and tracking processes. • Resource lists shared with families that includes places that conduct the relevant screenings 	
5.2	Written policy or Forms Used & resource lists	2	QRIS upload, Mail	<ul style="list-style-type: none"> • Policy related to ensuring children have medical insurance and a medical home. • Resource lists shared with families that include places that offer information on obtaining health coverage and potential medical homes. 	<p>“medical home” = primary care/ non-emergency services with child’s records on file</p>

5.3	Written policy	2	QRIS upload, Mail	Policy describing referral practices and procedure based on screening results.	
5.4	Certified Playground Safety Inspection certificate and related QIP	2	QRIS upload, Mail	<ul style="list-style-type: none"> • CPSI certificate. • Related QIP reflects recommendations within the next 12 months 	
5.5	Observation & one of the following: Classroom schedules OR lesson plans	1	QRIS upload, Mail observation	<p>Classroom schedules and/or lesson plans showing structured physical activities:</p> <ul style="list-style-type: none"> • At least once daily for programs operating less than five (5) hours per day • At least twice daily for programs operating for five (5) hours or more per day. <p>Observation may be used to verify accuracy of documentation provided by the program.</p>	“structured physical activity” = teacher led activity
5.6	Business card from Nutrition Educator or Dietician & one of the following: sign-in sheets OR flyers	2	QRIS upload, Mail	<ul style="list-style-type: none"> • Must have business card for nutritionist or dietician that led programming. • Sign-in sheets and flyers related at least two events occurring within the past 12 months. 	Sign in sheets must specify event name and date
5.7	Photographs & observation, & written description	2	QRIS upload, Mail, Observation	<ul style="list-style-type: none"> • At least one photograph that makes the location of the garden easily identifiable • One photo of children sampling the produce. • A written description of the garden and how it is used. 	<p>Photos must be time stamped within the past 12 months.</p> <p>Evidence of at least two (2) types of produce</p>

VI. Optional

6.1	Written Policy & staff survey results	2	QRIS upload, Mail, Staff Survey	Written policy must clearly define when and why a bilingual teacher is assigned to a specific classroom. 80% of staff survey results must agree that the policy has been implemented	bilingual teacher must be fluent in the dominant second language represented
6.2	One of the following: Contract OR Memorandum of Understanding OR Other signed agreement	2	QRIS upload, Mail	Signed agreements must be for the services of a child care health consultant, mental health consultant; family services support staff, professional development coordinator, early childhood coordinator, program manager, special education staff, or nutritionist and include their signature of the signature of a representative of their employer.	
6.3	One of the following: Contract OR Memorandum of Understanding OR Other signed agreement	2	QRIS upload, Mail	Signed agreements must be for the services of a business manager, accountant or human resources professional to include their signature or the signature of a representative of their employer.	
6.4	One of the following: Roster OR Invitation OR Other documentation reflecting role or membership	2	QRIS upload, Mail	Rosters, invitations and/or any other documentation from an organization representative showing the role and/or membership status of the administrator.	

6.5	Score sheets AND Copy of observer's current Certified CLASS Observer card	2	QRIS upload, Mail	<ul style="list-style-type: none"> • Observers Certified CLASS Infant Observer card issued by Teachstone • Score sheets for classrooms representing at least 50% of each age group showing four (4) observations cycles per classroom • CLASS assessments complete within the past 12 months 	
6.6	Score Sheets AND Copy of observer's current Certified CLASS Observer card	2	QRIS upload, Mail	<ul style="list-style-type: none"> • Observer's Certified CLASS Toddler Observer card issued by Teachstone • Score sheets for classrooms representing at least 50% of each age group showing four (4) observations cycles per classroom • CLASS assessments complete within the past 12 months 	

GUIDE TO VERIFYING EVIDENCE SUBMITTED FOR RATING LEVELS 3 – 5 OF THE COLORADO SHINES QRIS

Use this guide as a companion document to the Point Structure Guide, Appendix II (Family Child Care). This Guide will support Family Child Care Providers to prepare for the L3-5 assessment, and will guide programs on what documentation is needed to award points.

Std. #	Evidence	Possible Pts.	Collection Method	Verification ¹	Comments
I. Family Child Care Qualifications					
1.1	CO EC Professional Credential Level II Certificate or letter	2, or	PDIS	Score based on credential/letter for licensed child care provider	If no credential or less than level II, then 0 points
1.2	CO EC Professional Credential Level III Certificate or letter	4, or	PDIS	Score based on credential/letter for licensed child care provider	
1.3	CO EC Professional Credential Level IV Certificate or letter	6, or	PDIS	Score based on credential/letter for licensed child care provider	Only current Credentials will be considered 1.1-1.3
1.4	Completed self-assessment & Individual Professional Development Plan (IPDP) for each early childhood professional providing direct services to children	2	QRIS Upload, Mail, PDIS	IPDP and self-assessment compared for consistency Self-Assessment completed through PDIS System IPDP completed on PDIS system OR submitted on own form *Providers using their own IPDP format should reference their Competency Self-Assessment and the domains of the Colorado Competencies for Early Childhood Educators and Administrators	0 or 2 points
1.5a	Completed coaching;consulting log OR Letter from coaching representative	1, or	QRIS Upload, Mail	coaching/consulting	12 months prior to the start of the program rating window

1.5b	Completed coaching/ consulting log OR Letter from coaching representative	2, or	QRIS upload, mail	Log reflects at least five (5) hours of coaching/ consulting	Consider only last 12 months
1.5c	Completed coaching/ consulting log OR Letter from coaching representative	3	QRIS Upload, Mail	Log reflects at least eight (8) hours of coaching/ consulting	3 maximum points for 1.15a-1.15c, consider only last 12 months prior to the start of the program rating window

II. Family Partnerships

2.1	Related written policy OR Other relevant documentation	2	QRIS Upload, Mail	Policy must mention the means by which families receive information in their home language.	Can accept documentation that shows an interpreter was used for parent meetings
2.2	Observed materials on-site OR Observed resources on-site	1	Observed	More than one accessible "material" and more than one accessible "resource" must be observed on site.	Resources available on a parent board or near sign-in/out for example
2.3	Family survey results AND one of the following: Sign-in sheets for related events OR Flyers for related events	1	QRIS upload, Mail, Family Survey	<ul style="list-style-type: none"> • More than one sign-in sheet/flyers from within the past 12 months • 70% of responding families acknowledge that they have been offered such opportunities 	Sign in sheets must specify event name and date

2.4	Related written policy addressing transitions to new settings	1	QRIS upload, mail	<p>Policy must include:</p> <ul style="list-style-type: none"> • an opportunity for individualization • examples of transition strategies used • how this is shared with families 	Could also include K readiness program description or field trips for PK children to local schools
2.5	Family Survey Results & one of the following: Event sign-in sheets OR Individual conference logs	2	QRIS Upload, Mail, Family Survey	<ul style="list-style-type: none"> • More than one event in the past 12 months must be represented in evidence presented • 70% of responding families acknowledge that they have been offered such opportunities 	Sign-in sheets must specify event name and date
2.6	Family Survey results & one of the following: Newsletter OR Meeting agenda OR Sign-in sheet	2	QRIS Upload, Mail, Family Survey	<ul style="list-style-type: none"> • Survey results were shared in a newsletter, reflected on a meeting agenda • 70% of responding families acknowledge that this has taken place 	Sign-in sheets must specify event name and date
2.7	Family Survey results & Conference logs	3	QRIS Upload, Mail, Family Survey	<ul style="list-style-type: none"> • Two completed conference logs in the past 12 months • 70% of responding families acknowledge they have been offered such opportunities 	
2.8	Family Survey results & one of the following: Event sign-in sheets OR Agendas	2	QRIS upload, Mail, Family Survey	<ul style="list-style-type: none"> • One event within the past 12 months must be reflected in evidence presented • 70% of responding families acknowledge that they have been offered such opportunities 	<p>Specific learning domains must be identifiable on agendas</p> <p>Sign-in sheets must specify event name and date</p>

2.9	Family Survey results & Action planning/ goal setting form in use & one of the following: Event sign-in sheets OR Agendas	3	QRIS upload, mail, Family Survey	<ul style="list-style-type: none"> • More than one event within the past 12 months must be reflected in evidence presented • 70% of responding families acknowledge that they have been offered such opportunities 	Sign-in sheets must specify event name and date
2.10	Written Procedure & Referral Tracking log	1	QRIS Upload, Mail	Written procedure must describe how families are put in contact with appropriate resources	
2.11	Letter of reference from collaborating agency	2	QRIS Upload, Mail	Letter must indicate the type of activity on which the program worked with the collaborating agency	

III. Leadership, Management & Administration

3.1	Quality Improvement Plan & one of the following: Newsletters OR Emails to families	3	QRIS Upload, Mail	<ul style="list-style-type: none"> • Quality Improvement Plan reflects goals, timelines and outcomes and reflects two (2) annual updates • Newsletters or emails showing that QIP's have been shared with families. 	
3.2	Written code OR Agenda OR Training Certificates	1	QRIS Upload, Mail	<ul style="list-style-type: none"> • Written code includes more than two (2) professional standards • Training certificates from within the past 12 months 	
3.3	Business Plan OR Strategic Plan	1	QRIS upload, Mail	<p>Plan must reflect:</p> <ul style="list-style-type: none"> • Goals, outcomes, strategies and timelines • A creation or revision date within the past 36 months 	

3.4	Current-year operating budget OR Quarterly income & expense statements	1	QRIS upload, mail	Documentation must show comparison between projected annual and YTD figures for revenue and expenses.	
IV. Learning Environment					
4.1	Completed CO Shines curriculum/ assessment crosswalk document & one of the following: Lesson plans OR Other program documentation	2	QRIS Upload, Mail	<ul style="list-style-type: none"> • Curriculum crosswalk showing the curriculum in use clearly addresses all learning domains included in the CO Early Learning & Development Guidelines • Two (2) most recent months of dated weekly lesson plans or other program documentation for the same time frame reflecting planned activities, learning domains addressed, and learning materials used 	
4.2	Training Certificates	3	QRIS Upload, Mail	Training certificates dated within the past 24 months	
4.3a	Written plan with timeline	2, or	QRIS upload, Mail	Written plan must describe a staffing and/or enrollment/ attendance pattern that explains how it would improve adult:child ratios beyond what is required by licensing	
4.3b	Written plan with timeline & Observed head counts	6	QRIS Upload, Mail, Observation	<ul style="list-style-type: none"> • Same as 4.3a • Head counts will be taken by the Rating Specialist three (3) times during observations • At least one head count observed must meet the adult:child ratios and group size as outlined in the point structure guide under 4.3b 	

4.3c	Written plan with timeline & observed headcounts	6	QRIS upload, Mail	<ul style="list-style-type: none"> • Written plan must describe a staffing pattern and/or enrollment/attendance pattern that explains how the program would maintain adult: child ratios as outlined in the point structure guide under 4.3c. • Rating Specialist will take head counts 3 times during observations. • All head counts must meet the adult: child ratio and group size standards for 4.3c. 	six (6) points maximum for 4.3a-4.3c
4.4	Quality Improvement Plan & Score Sheets	2	QRIS upload, Mail	<ul style="list-style-type: none"> • Score sheets summary • QIP incorporates goals referencing the self-assessment 	If CLASS is used, at least four (4) cycles must be conducted at the time of the observation
4.5a	Score Sheets & Copy of observer's current Certified CLASS Observer card	2, or	QRIS upload, Mail	<ul style="list-style-type: none"> • Observer's Certified CLASS PreK Observer card issued by Teachstone • Score sheets show four (4) observation cycles completed • CLASS assessment completed within the past 12 months with the following average scores: <ul style="list-style-type: none"> • Emotional Support 4.5 • Classroom Organization 4.5 • Instructional Support 2.0 	<p>FCCH with enrolled Preschoolers only</p> <p>Observer card not required for assessments conducted by Qualistar CLASS assessors</p>
4.5b	Score sheets & Copy of observer's current Certified CLASS Observer card	4, or	QRIS Upload, Mail	<ul style="list-style-type: none"> • Observer's Certified CLASS PreK Observer card issued by Teachstone • Score sheets show four (4) observation cycles completed • CLASS assessment completed within the past 12 months with the following average scores: <ul style="list-style-type: none"> • Emotional Support 5.5 • Classroom Organization 5.0 • Instructional Support 2.5 	<p>FCCH with enrolled Preschoolers only</p> <p>Observer card not required for assessments conducted by Qualistar CLASS assessors</p>

4.5c	Score sheets & Copy of observer's current Certified CLASS Observer Card	6	QRIS upload, mail	<ul style="list-style-type: none"> • Observer's Certified CLASS PreK Observer card issued by Teachstone • Score sheets show four (4) observation cycles completed • CLASS assessment completed within the past 12 months with the following average scores: <ul style="list-style-type: none"> • Emotional Support 6.0 • Classroom Organization 6.0 • Instructional Support 3.0 	<p>FCCH with enrolled Preschoolers only</p> <p>Observer card not required for assessments conducted by Qualistar CLASS assessors</p>
4.6	Completed CO Shines Curriculum/ Assessment crosswalk document OR Other assessment documentation	2	QRIS Upload, Mail	Assessment documentation must clearly address all learning domains included in the CO Early Learning & Development Guidelines	
4.7	Child assessment samples & Parent/teacher conference documentation	2	QRIS Upload, Mail	<p>One assessment sample showing:</p> <ul style="list-style-type: none"> • Completion within 90 days of enrollment or beginning of program year • and one other time within a year. <p>Parent/conference documentation must reference assessment results.</p>	Child names blocked out; aggregate data report accepted
4.8	Training Certificates	3	QRIS upload, Mail	Training certificates reflecting the providers name as the participant	
4.9	Lesson plans submitted for 4.1 & Assessment Samples submitted for 4.10	2	QRIS upload, Mail	Lesson plans submitted for 4.1 and assessment samples submitted for 4.10 must correspond by reflecting activities directly related to assessment results	

V. Child Health

5.1	Resource lists & one of the following: Written Policy OR Forms used	3	QRIS Upload, Mail	<ul style="list-style-type: none"> • Policy describing screening and/or tracking processes • Resource lists shared with families that includes places that conduct the relevant screenings 	
5.2	Written Policy & Resource lists	2	QRIS Upload, Mail	<ul style="list-style-type: none"> • Policy related to ensuring children have medical insurance and a medical home • Resource lists shared with families that include places that offer information on obtaining health coverage and medical homes 	"medical home" = primary care/non-emergency services with child's records on file
5.3	Written Policy	2	QRIS Upload, Mail	Policy describing referral practices and procedure based on screening results.	
5.4	Certified Playground Safety Inspection certificate & Related QIP	2	QRIS Upload, Mail	<ul style="list-style-type: none"> • CPSI certificate • Related QIP reflects recommendations within the next 12 months 	
5.5	Observation & one of the following: Classroom Schedules OR Lesson Plans	1	QRIS Upload, Mail, Observation	<p>Daily schedules and/or lesson plans showing structured physical activities</p> <ul style="list-style-type: none"> • At least once daily for programs operating less than 5 (five) hours per day • At least twice daily for programs operating five (5) hours or more per day <p>Observation may be used to verify accuracy of documentation provided by the program</p>	"structured physical activity" = teacher led activity

5.6	Business card from nutrition educator or dietician & one of the following: Sign-in sheets OR Flyers	2	QRIS upload, mail	<ul style="list-style-type: none"> • Must have business card for nutrition educator or dietician that led programming • Sign-in sheets and flyers related to at least two (2) event occurring within the past 12 months 	Sign-in sheets must specify event name and date
5.7	Photographs & Observation & Written description	2	QRIS Upload, Mail, Observation	<ul style="list-style-type: none"> • At least one photograph that makes the location of the garden easily identifiable • One photo of children sampling the produce • A written description of the garden and how it is used 	<p>Photos must be time stamped within the past 12 months</p> <p>Evidence of at least two types of produce</p>
VI. Optional					
6.1	Written Policy	2	QRIS Upload, Mail	Written policy must clearly explain that a bilingual caregiver/teacher is provided if there is a dominant second language in the program	Bilingual caregiver/ teacher must be fluent in the dominant second language represented
6.2	One of the following: Contract OR Memorandum of Understanding OR Other signed agreement	2	QRIS Upload, Mail	Signed agreements must be for the services of a child care health consultant, mental health consultant, family services support staff, professional development coordinator, program manager, special education staff, or nutritionist and include their signature or the signature of their employer.	

6.3	One of the following: Contract OR Memorandum of Understanding OR Other signed agreement	2	QRIS upload, mail	Signed agreements must be for the services of a business manager, accountant, human resources professional or shared services provider/alliance and include their signature or the signature of a representative of their employer	
6.4	One of the following: Roster OR Invitation OR Other documentation reflecting role or membership	2	QRIS Upload, mail	Rosters, invitations, membership documentation and/or any other documentation from an organization representative showing the role and/or membership status of the administrator	
6.5	Score sheets & Copy of observer's current certified CLASS observer card	2	QRIS Upload, Mail	<ul style="list-style-type: none"> • Observers Certified CLASS Infant Observer card issued by Teachstone • Score sheets showing four (4) observations cycles complete (six (6) total cycles if alternating between the CLASS Infant and CLASS Toddler tools) • CLASS assessments complete within the past 12 months 	<p>FCCH with enrolled infants</p> <p>Observer card not required for assessments conducted by Qulistar CLASS assessors</p>
6.6	Score Sheets & Copy of observer's current Certified CLASS Observer card	2	QRIS upload, Mail	<ul style="list-style-type: none"> • Observers Certified CLASS Infant Observer card issued by Teachstone • Score sheets showing four (4) observations cycles complete (six (6) total cycles if alternating between the CLASS Infant and CLASS Toddler tools) • CLASS assessments complete within the past 12 months 	<p>FCCH with enrolled toddlers</p> <p>Observer card not required for assessments conducted by Qulistar CLASS assessors</p>



COLORADO SHINES

**START EARLY
START STRONG
QUALITY EARLY LEARNING**



COLORADO
Office of Early Childhood
Department of Human Services