

Quality First Rating Portfolio and Evidence Checklist

- Shaded indicators will be reviewed on-site by the assessor. Please have ready during assessment visit.
- Non-shaded indicators are to be collected and included in the Rating Portfolio. The Rating Portfolio will be picked up by the assessor, but reviewed by the Quality First Assistant Coordinator to determine final point totals on the points scale.
- Listed examples of what might be considered evidence for each of the indicators is meant only to be a set of examples, not to imply that all those items would be required or that they are the only forms of acceptable evidence unless specifically noted as required.

Family and Community Involvement				
Yes	No	Indicator	Examples of Acceptable Evidence	Points Assigned (added upon Quality First Portfolio Review)
		Information is available on community resources.	Copies of flyers, brochures, phone resource lists of available information. <i>Note: to answer "yes" at least one example above must include a list of multiple agencies with addresses and/or contact numbers</i>	1 pt possible
		A system is in place for providers and families to share information regarding weekly and daily activities.	Copies of the system or format used for caregivers and families to share information and demonstrate ongoing communication. Examples may include individual communication pads/notebooks, daily activity notes from teachers, etc. <i>Note: Assessor must review records from last 30 days to see demonstration of consistency over time.</i>	
		At least one family conference is offered each year.	Copy of program calendar showing conference schedule and/or copy of parent handbook with conference schedule and/or copy of letter/flyer to families announcing conferences AND A copy of reporting format for written communication during conferences.	2 pt possible
		Information about children's interests, needs, family and language is gathered when enrolled.	Copy of enrollment application or other form of parent surveys for collecting information about the child.	

Family and Community Involvement (cont.)

Family and Community Involvement (cont.)				
Yes	No	Indicator	Examples of Acceptable Evidence	Points Assigned (added upon Quality First Portfolio Review)
		Two family conferences are offered each year.	Copy of program calendar showing conference schedule and/or copy of parent handbook with conference schedule and/or copy of letter/flyer to families announcing conferences	3 pt possible
		A process is for families to contribute information related to their children's outcomes.	A copy of reporting format for written communication during conferences includes a place for families to add their input related to their children's goals and development.	
		A parent handbook is provided and includes policy information on: children's program transitions, plans and activities around transition to kindergarten, and how families can participate in program planning or volunteerism.	Copy of policies and procedures and/or a parent handbook that outlines the policies around children's transitions into the program and between classrooms, kindergarten transition activities (such as meetings held with families, visits to the kindergarten classrooms, kindergarten teacher presentations to families on site, etc), and ideas for providing program planning and volunteering.	
		Program solicits feedback from families regarding program policies and activities.	Documentation asking for family feedback such as satisfaction surveys, advisory council agendas, copies of "suggestion box" forms (<i>Note: assessor confirm suggestion box is accessible and easy to see as well as review completed suggestion box forms</i>).	
		Materials and ideas for developmentally and culturally responsive experiences are provided to families.	Dated copies of the types of materials sent home with families related to child development, individual abilities, etc. May include newsletters, flyers, or other forms of communication. <i>Note: must be at least quarterly evidence -provide evidence from last two quarters</i>	

Program: Use of Early Learning Standards and Child Assessment

Yes	No	Indicator	Examples of Acceptable Evidence	Points Assigned (added upon Quality First Portfolio Review)
		Program has a written philosophy of early childhood education and implements a curriculum reflective of the philosophy.	Documentation of a philosophy statement – either found in parent handbook or in a handout provided to parents during enrollment. AND Description of a program curriculum used either found in parent handbook or in a handout provided to parents during enrollment	1 pt possible
		All staff have completed the approved training on the Arizona Early Learning Standards (AELS) and Infant Toddler Developmental Guidelines (when written and available)	Certificates of attendance/completion of AELS training	2 pt possible
		Caregiving routines for infants and toddlers are individualized based on each child’s schedule (<i>may be N/A</i>)	Copies of <i>at least three</i> infant/toddler daily schedules (from the same classroom/setting) demonstrating individualization rather than a single schedule for all enrolled children.	
		The AELS and Infant Toddler Developmental Guidelines are clearly reflected in the written activity plans.	Copies of Weekly Plans <i>Note: Include at least 3 completed samples from the previous 3 months</i>	3 pt possible
		Assessment of children’s growth and development is conducted using a variety of informal methods	Children’s portfolios or collections of work. <i>Note: portfolios must include at least 2 different types of the following: anecdotal records/observations; work samples showing children’s development; checklists of skills or concepts; parent interview notes or observations. Evidence must be dated and show that it is collected at least weekly (to demonstrate that it is ongoing)</i>	
		Written daily schedules include time for planned activities that encourage physical activity as a component of learning.	Copies of each classroom’s daily schedule	4 pt possible
		Assessment of children’s growth and development includes gathering information from families.	Examples may include individual communication pads/notebooks, daily activity notes with written feedback (or a space for) from families, family feedback sections on annual conference forms, etc.	

Program: Use of Early Learning Standards and Child Assessment (cont.)

Yes	No	Indicator	Examples of Acceptable Evidence	Points Assigned (added upon Quality First Portfolio Review)
		Written activity plans include specific learning objectives that relate directly to children's assessment information.	Weekly planning documents that show written objectives for children's learning aligned with children's assessment information (observations by staff; parent included input, assessment reports provided to parents) demonstrating reason for objectives	5 pt possible
		Written activity plans include strategies, modifications, and/or adaptations to fully involve all children with special health and/or developmental needs (This item may be N/A).	Copies of weekly planning documents, daily schedules, purchase orders for specialized equipment, etc that show modifications/adaptation made for children with special health and/or developmental needs	
		Assessment strategies include developmental and sensory screening activities and, when necessary, families are referred to appropriate health or intervention agencies.	Example of screening documents, referral forms, or flyers announcing availability or scheduling of screening activities.	

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Administrative Practices

Yes	No	Indicator	Examples of Acceptable Evidence	Points Assigned (added upon Quality First Portfolio Review)
		Provides information to personnel on educational opportunities or if Family Care Provider, seeks opportunities for self.	List of information provided to staff for professional development; flyers about upcoming training events and conferences; brochures from community colleges and universities; list of online ECE degree programs available <i>Note: at least one form of evidence must be related to higher education coursework either online, at a community college, or at a university.</i>	2 pt possible
		Program provides all full-time personnel with at least two of the following benefits: Staff meals, child care benefit/discount, flextime, pay professional association fee, conference registration. (N/A for Family Care Providers)	Employee handbook; Employment benefits list; Employee policy documents explaining benefits <i>Note: Assessor will review two of the employees' benefits package listing or contract to verify submitted information is accurate.</i>	4 pt possible
		All staff (including family care providers) have a professional development plan for continuous growth and improvement.	Copies of professional development plans (names removed)	
		Program uses a written schedule that assures daily sanitation of hard surfaces and countertops throughout the areas used by children.	Cleaning schedule	

Administrative Practices (cont.)

Yes	No	Indicator	Examples of Acceptable Evidence	Points Assigned (added upon Quality First Portfolio Review)
		Program provides all full-time personnel with at least one (either whole or partial benefit) of the following benefits: Paid annual leave; paid sick leave; health insurance; merit pay; paid leave to attend classes or professional development events or conferences; tuition reimbursement or other related education expenses such as books, travel, fees, substitutes; retirement; differential shift pay. (N/A for Family Care Providers)	Employee handbook; Employment benefits list; Employee policy documents explaining benefits <i>Note: Assessor will review two of the employees' benefits package listing or contract to verify submitted information is accurate.</i>	6 pt possible
		At least one on-site administrator or teacher holds a membership in an ECE professional association.	Copy of purchase order, membership card, membership payment receipt, etc. to show professional association membership.	
		Center based program has plans for and conducts monthly staff meetings that include opportunities for staff reflection and professional development. Family Care Providers set aside specific time monthly (such as outlined in a calendar or monthly schedule) for the purpose of planning and program preparation.	Calendar, agenda, minutes of staff meetings held within last 6 months	
		Program has a written plan for collaborating w/ local schools to share information with families regarding transition to K or other school based-services.	Copy of collaboration plan for working with districts (here do we also ask for a narrative to explain current status of plan depending on time of year?)	

Administrative Practices (cont.)

Administrative Practices (cont.)				
Yes	No	Indicator	Examples of Acceptable Evidence	Points Assigned (added upon Quality First Portfolio Review)
		Program director/administrator conducts observations (of at least 1-3 hours) on all personnel working directly with children (teachers, aides, bus drivers, etc) at least twice each year to evaluate program quality and staff effectiveness.	Copies of completed staff observation forms (names removed); Calendar of observations to be made	8 pt possible
		For Family Care Providers: Calendar allows for a minimum of two weeks per year when children are not present (N/A for center-based providers).	Planning calendar for Family Care providers	
		All program personnel have documented proof of immunizations of measles, rubella, diphtheria and tetanus	Documentation of proof of immunization	
		Ratios and Group Size: Group sizes are a maximum of no more than two times the ratio of children per a single adult (<i>age of youngest child enrolled in grouping determines ratio of whole group – for example, if ratio for infants = 1:5, maximum group size is no more than 10 infants; if ratio for three-year olds is 1:13, maximum group size of a mixed preK group of three and four year olds is 26 children</i>).	Classroom/program attendance sheets with staffing patterns; weekly staffing plan	

Administrative Practices (cont.)

Yes	No	Indicator	Examples of Acceptable Evidence	Points Assigned (added upon Quality First Portfolio Review)
		Annually reviewed professional development plans outline specific learning goals for personnel that relate directly to the groups with which they work (e.g. children with special needs in inclusive settings, infants & toddlers, etc.)	Samples of professional development plans for specified staff	10 pt possible
		Personnel who work the majority of their time with infants and toddlers have specified training related to safe sleep practices for infants/toddlers, Sudden Infant Death Syndrome and health and safety practices for infants and toddlers.	Training certificates, proof of attendance, etc for infant/toddler staff	
		Infants are assigned a primary caregiver for a period of at least 12 months to provide for continuity across time.	Copies of staff assignments in infant programs; Classroom/program attendance sheets with staffing patterns; weekly staffing plan;	
		Program conducts an annual self-assessment process utilizing standardized, program specific tools such as Infant Toddler Environment Rating Scales, Early Childhood Environment Rating Scales or Family Child Care Environment Rating Scales as well as the gathering of written family input	Program self-assessment documentation; family surveys, tools used to conduct assessment; results or plans for improvement base on results, etc.	
		Program participates in coordinated planning between personnel and outside professionals to best serve children with identified special developmental and/or health care needs (e.g. speech therapists, early interventionists, child care health consultants, service coordinators, school district personnel, etc.)	Meeting minutes, agendas, and/or documentation of discussions between outside personnel and program staff working with children with special needs.	
		Ratios and Group Size: No group size exceeds 25.	Classroom/program attendance sheets with staffing patterns; weekly staffing plan;	

Administrative Practices (cont.)

Yes	No	Indicator	Examples of Acceptable Evidence	Points Assigned (added upon Quality First Portfolio Review)
		Program provides all full-time personnel with 2 of the following benefits (in whole or in part): Paid annual leave; paid sick leave; health insurance; merit pay; paid leave to attend classes or professional development events or conferences; tuition reimbursement or other related education expenses such as books, travel, fees, substitutes; retirement; differential shift pay.	Employee handbook; Employment benefits list; Employee policy documents explaining benefits	12 pt possible
		Lead caregivers who spend the majority of their time with infants or toddlers have specialized education related to infants and toddlers (e.g. Infant/Toddler credential; specific coursework or training such as Program for Infant Toddler Care [PITC])	Training certificates, proof of attendance, certificates of completion, transcripts, etc for infant/toddler staff	
		Family Care Providers serving more than five children and supervisors in center-based programs meet individually with staff at least monthly to review supervisor observations, provide feedback and discuss ongoing professional development.	Staff supervision notes (with names removed) from monthly reflection meetings (submit last three months)	
		Program has written exclusion policies regarding ill staff (including oneself if a family care provider) that are aligned with the <u>Caring for Our Children</u> recommended practices.	Copy of written exclusion policy	
		Program has a written plan for a large scale disasters & includes procedures to care for children in the event families cannot be reached or a program must be evacuated.	Copy of disaster plan	

	<p>When children have challenging behaviors, program staff or consultants observe children to help identify strategies (that may include accessing outside resources such as child care mental health consultants) to effectively support the child, family and staff in maintaining successful enrollment in the program.</p>	<p>Copies of behavior plans for children (names removed), including those who attended planning meeting.</p>	
	<p>Ratios and Group Size: Infants – 1:4, max. of 8 per group 12-24m – 1:4, max. of 8 per group 2yr - 1:6, max. of 12 per group 3yr - 1:9, max. of 18 per group 4-5yr - 1:10, max. of 20 per group</p>	<p>Classroom/program attendance sheets with staffing patterns; weekly staffing plan;</p>	

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Staff Qualifications

Yes	No	Indicator	Examples of Acceptable Evidence	Points Assigned (added upon Quality First Portfolio Review)
		<p>Director has the following combination of education and experience:</p> <p>Education: 3-11 credit hrs in Early Childhood Education (ECE) or child development; or 60-170 clock hours of documented training</p> <p>Experience: 2 years experience teaching in or administration of an early care and education program.</p>	<p>Documentation for staff qualifications includes the appropriate diploma/degree and transcripts for staff needing specific semester hours of education.</p> <p>For training hours, certificates of attendance/completion must also be submitted.</p>	2 pt possible
		<p>50% of Teachers have the following combination of education and experience:</p> <p>Education: A high school diploma or equivalent with 3-11 credit hrs in Early Childhood Education (ECE) or child development; or a high school diploma or equivalent with 60-170 clock hours of documented training</p> <p>Experience: 6 months teaching experience in an early care and education program.</p>	<p>Documentation for staff qualifications includes the appropriate diploma/degree and transcripts for staff needing specific semester hours of education.</p> <p>For training hours, certificates of attendance/completion must also be submitted.</p>	
		<p>50% of Assistant Teachers have the following combination of education and experience:</p> <p>HS diploma or equivalent and 3 months experience in an early care and education program.</p>	<p>Documentation for staff qualifications includes the appropriate diploma/degree and transcripts for staff needing specific semester hours of education.</p> <p>For training hours, certificates of attendance/completion must also be submitted.</p>	

Staff Qualifications (cont.)

Yes	No	Indicator	Examples of Acceptable Evidence	Points Assigned (added upon Quality First Portfolio Review)
		<p>Director has the following combination of education and experience:</p> <p>Education: 12-29 credit hrs in ECE or child development, 3 of which are in administration; Or CDA credential, CCP, CPC, NAC or equivalent;</p> <p>Experience: 2 years experience teaching in or administration of an early care and education program.</p>	<p>Documentation for staff qualifications includes the appropriate diploma/degree and transcripts for staff needing specific semester hours of education.</p> <p>For training hours, certificates of attendance/completion must also be submitted.</p>	4 pt possible
		<p>Teachers and assistants have same qualifications as previous level.</p>		

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Staff Qualifications (cont.)

Yes	No	Indicator	Examples of Acceptable Evidence	Points Assigned (added upon Quality First Portfolio Review)
		<p>Director has the following combination of education and experience:</p> <p><u>Education:</u> 30+ credit hrs in ECE or child development (3 of which are in administration) Or Certificate of completion in ECE or child development from a community college</p> <p><u>Experience:</u> 2 years experience teaching in or administration of an early care and education program.</p>	<p>Documentation for staff qualifications includes the appropriate diploma/degree and transcripts for staff needing specific semester hours of education.</p> <p>For training hours, certificates of attendance/completion must also be submitted.</p>	6 pt possible
		<p>50% of Teachers have the following combination of education and experience:</p> <p><u>Education:</u> 12-29 credit hrs in ECE or child development Or CDA credential, CCP, CPC, NAC or equivalent;</p> <p><u>Experience:</u> 6 months experience in and early care and education program</p>	<p>Documentation for staff qualifications includes the appropriate diploma/degree and transcripts for staff needing specific semester hours of education.</p> <p>For training hours, certificates of attendance/completion must also be submitted.</p>	
		<p>50% of Assistant Teachers have the following combination of education and experience:</p> <p>H.S. diploma or equivalent and 6 months experience working in an early care and education program.</p>	<p>Documentation for staff qualifications includes the appropriate diploma/degree and transcripts for staff needing specific semester hours of education.</p> <p>For training hours, certificates of attendance/completion must also be submitted.</p>	

Staff Qualifications (cont.)

Yes	No	Indicator	Examples of Acceptable Evidence	Points Assigned (added upon Quality First Portfolio Review)
		<p>Director has the following combination of education and experience:</p> <p>Education: AAS in ECE Or AA or AAS that includes at least 15 credit hrs in ECE or child development</p> <p>Experience: 1 year experience in an early care and education program.</p>	<p>Documentation for staff qualifications includes the appropriate diploma/degree and transcripts for staff needing specific semester hours of education.</p> <p>For training hours, certificates of attendance/completion must also be submitted.</p>	8 pt possible
		<p>50% of Teachers have the following combination of education and experience:</p> <p>Education: 30+ credit hrs in ECE or child development Or Certificate of completion in ECE or child development from a community college</p> <p>Experience: 6 months experience in and early care and education program</p>	<p>Documentation for staff qualifications includes the appropriate diploma/degree and transcripts for staff needing specific semester hours of education.</p> <p>For training hours, certificates of attendance/completion must also be submitted.</p>	
		<p>Assistant Teachers meet the requirements of the previous level</p>		

Staff Qualifications (cont.)

Yes	No	Indicator	Examples of Acceptable Evidence	Points Assigned (added upon Quality First Portfolio Review)
		<p>Director has the following combination of education and experience:</p> <p>Education: BA in ECE or closely related field, 6 credit hrs in administration Or State of AZ Provisional/Standard Teaching Certificate Early Childhood Education Or State of Arizona Provisional/Standard Teaching Certificate Early Childhood Special Education Or State of Arizona Provisional/Standard Teaching Certificate in Elementary Education with an early childhood endorsement</p> <p>Experience: 1 year experience in an early care and education program.</p>	<p>Documentation for staff qualifications includes the appropriate diploma/degree and transcripts for staff needing specific semester hours of education.</p> <p>For training hours, certificates of attendance/completion must also be submitted.</p>	10 pt possible
		<p>50% of Teachers have the following combination of education and experience:</p> <p>Education: AAS in ECE Or AA or AAS that includes at least 15 credit hrs in ECE or child development</p> <p>Experience: 6 months experience in and early care and education program</p>	<p>Documentation for staff qualifications includes the appropriate diploma/degree and transcripts for staff needing specific semester hours of education.</p> <p>For training hours, certificates of attendance/completion must also be submitted.</p>	
		<p>50% of Assistant Teachers have the following combination of education and experience:</p> <p>H.S. Diploma or equivalent and have at least 9 months exp teaching in an early care and education program</p>	<p>Documentation for staff qualifications includes the appropriate diploma/degree and transcripts for staff needing specific semester hours of education.</p> <p>For training hours, certificates of attendance/completion must also be submitted.</p>	

Staff Qualifications (cont.)

Yes	No	Indicator	Examples of Acceptable Evidence	Points Assigned (added upon Quality First Portfolio Review)
		<p>Director meets the requirements of the previous level</p>		12 pt possible
		<p>25% (50% starting 2015; 75% starting 2020) of Teachers have the following combination of education and experience:</p> <p>Education: BA in ECE or closely related field Or State of AZ Provisional/Standard Teaching Certificate in Early Childhood Education</p> <p>Or State of AZ Provisional / Standard Teaching Certificate in Early Childhood Special Education with ECE endorsement Or State of AZ Provisional/Standard Teaching Certificate in Elementary Education with ECE endorsement</p> <p>Experience: And 6 months experience in an early care and education program</p> <p><i>The remaining percentage teachers at least meet the requirements of the first level</i></p>	<p>Documentation for staff qualifications includes the appropriate diploma/degree and transcripts for staff needing specific semester hours of education.</p> <p>For training hours, certificates of attendance/completion must also be submitted.</p>	
		<p>50% of Assistant Teachers have the following combination of education and experience:</p> <p>H.S. Diploma or equivalent and at least 9 months experience in an early care and education program.</p> <p><i>Remaining 50% of Assistant Teachers have a H.S. Diploma or equivalent and at least 3 months experience in an early care and education program.</i></p>	<p>Documentation for staff qualifications includes the appropriate diploma/degree and transcripts for staff needing specific semester hours of education.</p> <p>For training hours, certificates of attendance/completion must also be submitted.</p>	