

## Family Child Care Home Programs Validation Checklist and Point Determination

Program Name: \_\_\_\_\_

Date: \_\_\_\_\_ Program Year: \_\_\_\_\_

Provider Specialist: \_\_\_\_\_

*Legend for Toddler CLASS Results*

Star Legend		
37-40 points	5 stars	☆☆☆☆☆
29-36 points	4 stars	☆☆☆☆
21-28 points	3 stars	☆☆☆
13-20 points	2 stars	☆☆
12 or fewer points	1 star	☆

*Legend for Pre K CLASS Results*

Star Legend		
39-45 points	5 stars	☆☆☆☆☆
31-38 points	4 stars	☆☆☆☆
23-30 points	3 stars	☆☆☆
15-22 points	2 stars	☆☆
14 or fewer points	1 star	☆

### For Office Use Only

Standards	Total Points Available	Total Points Awarded
S.1 Staff Qualifications and Professional Development	10	
S.2 Learning Environment	15	
S.3 Teacher-Child Interactions (CLASS) <ul style="list-style-type: none"> <li>• Toddler CLASS</li> <li style="text-align: center;">OR</li> <li>• Pre-K CLASS</li> </ul>	10	
	15	
S.4 Family Engagement	5	
Total Points		
Star Rating		

## S.1 Staff Qualifications and Professional Development

<b>S.1.1 Staff Qualifications – 5 Points Possible</b>		
	Director documents the qualifications and educational level of the director and all instructional staff. Coalition staff will:  Review the director’s file for: 1. DCF Childcare Training Transcript (dated within past 12 months) <b>AND</b> Review 100% of instructional staff files for: 1. DCF Childcare Training Transcript (dated within past 12 months)	5 points possible; <u>ALL criteria in each tier must be met</u> to move to next tier
T I E R  1	<input type="checkbox"/> <b>Lead Teachers:</b> 100% of Lead Teachers have a HS diploma/GED and 25% have or are actively enrolled in a CDF Staff Credential or FCCPC (CDA) program or course <b>AND</b> <input type="checkbox"/> <b>Assistant Teachers:</b> 100% of Assistant Teachers have a HS diploma/GED or are enrolled in early childhood courses * ----- <input type="checkbox"/> <b>Director:</b> Director holds Foundational Level (Level 1) Director’s Credential	<input type="checkbox"/> 1 point
T I E R  2	<input type="checkbox"/> <b>Lead Teachers:</b> 100% of Lead Teachers have a HS diploma/GED and 50% have or are actively enrolled in a DCF Staff Credential or FCCPC (CDA) program or course <b>AND</b> <input type="checkbox"/> <b>Assistant Teachers:</b> 100% of Assistant Teachers have a HS diploma/GED and 25% have or are actively enrolled in a DCF Staff Credential or FCCPC* program or course ----- <input type="checkbox"/> <b>Director:</b> Director holds Foundational Level (Level II) Director’s Credential	<input type="checkbox"/> 2 points
T I E R  3	<input type="checkbox"/> <b>Lead Teachers:</b> 100% of Lead Teachers have a HS Diploma/GED and 75% have or are actively enrolled in a DCF Staff Credential or FCCPC (CDA) program or course <b>AND</b> <input type="checkbox"/> <b>Assistant Teachers:</b> 100% of Assistant Teachers have a HS diploma/GED and 50% have or are actively enrolled in a DCF Staff Credential or FCCPC * program or course ----- <input type="checkbox"/> <b>Director:</b> Director holds Foundational Level (Level II) Director’s Credential	<input type="checkbox"/> 3 points

*\* For programs who do not utilize Assistant Teachers, Lead Teacher criteria applies*

T I E R 4	<input type="checkbox"/> <b>Lead Teachers:</b> 100% of Lead Teachers have a HS diploma/GED and 50% have or are actively enrolled in a DCF Staff Credential or FCCPC (CDA) program or course <b>AND</b> <input type="checkbox"/> <b>Assistant Teachers:</b> 100% of Assistant Teachers have a HS diploma/GED and 25% or are actively enrolled in a DCF Staff Credential or FCCPC * program or course <hr style="border-top: 1px dashed black;"/> <input type="checkbox"/> <b>Director:</b> Director holds Advanced Level Director’s Credential	□ 4 points
T I E R 5	<input type="checkbox"/> <b>Lead Teachers:</b> 100% of Lead Teachers have a DCF Staff Credential or FCCPC (CDA) <b>AND</b> <input type="checkbox"/> <b>Assistant Teachers:</b> 100% of Assistant Teachers have a HS diploma/GED and 50% have or are actively enrolled in a DCF Staff Credential or FCCPC * program or course <hr style="border-top: 1px dashed black;"/> <input type="checkbox"/> <b>Director:</b> Director holds Advanced Level Director’s Credential	□ 5 points
Staff Qualification Score		

*\* For programs who do not utilize Assistant Teachers, Lead Teacher criteria applies*

S.1 Staff Qualifications and Professional Development		
<b>S.1.2 Professional Development – 5 Points</b>		
	Director documents the number of in-service training hours that have been completed by the director and all instructional staff:  Review Director file; Review 100% of instructional staff files for: 1. Copy of completed in-service training record	5 points possible; <u>ALL criteria in each tier must be met</u> to move to next tier
T I E R  1	<input type="checkbox"/> 100% (50% if applicable for large FCCH) of all staff complete 15 hours of annual in-service training *	<input type="checkbox"/> 1 point
T I E R  2	<input type="checkbox"/> 100% of all staff complete 15 hours of annual in-service training *	<input type="checkbox"/> 2 points
T I E R  3	<input type="checkbox"/> 100% (50% if applicable for large FCCH) of all staff complete 20 hours of annual in-service training *	<input type="checkbox"/> 3 points
T I E R  4	<input type="checkbox"/> 100% of all staff complete 20 hours of annual in-service training *	<input type="checkbox"/> 4 points
T I E R  5	<input type="checkbox"/> 100% of all staff complete 25 hours of annual in-service training *	<input type="checkbox"/> 5 points
Professional Development Score		
Total Staff Qualification and Professional Development Score		

*\* As documented on the DCF Training Log*

## S.2 Learning Environment

### S.2 .1 Learning Environment – 15 points possible

The Learning Environment plays a pivotal role in the experiences children have in an early childhood classroom. Providers who offer developmentally appropriate activities and learning materials are better equipped to meet the individual needs of the children in care.

This standard will recognize providers who maintain an environment where experiences are developmentally appropriate and have been created with the children’s needs in mind.

- Center Set Up
- Curriculum Implementation
- Individualized Lesson Plans
- Developmentally Appropriate Materials

	Score 85% - 88%	□ 3 points
	Score 89% - 91%	□ 6 points
	Score 92% - 94%	□ 9 points
	Score 95% - 97%	□ 12 points
	Score 98% - 100%	□ 15 points
Learning Environment Score		

## S.3 Teacher-Child Interactions (Classroom Assessment Scoring System)

### S.3 Teacher-Child Interactions – 10 points possible – Toddler Classrooms

Teacher-Child Interactions are the foundation of an early childhood classroom and a vital element of every program. Positive teacher-child relationships are critical for improved academic outcomes and a brighter future for young children.

This standard will recognize providers who have developed meaningful relationships and who understand how powerful they are and how effective interactions impact children’s development and learning.

- Emotional and Behavioral Support – refers to specific teaching behaviors that help children develop warm, supportive relationships, experience enjoyment and excitement about learning, feel comfortable in the classroom, experience appropriate levels of autonomy or independence, develop behavioral regulation, meet behavioral expectations, and fully participate in classroom activities.

#### S.3.1 B Emotional and Behavioral Support Score Range

	4.00 - 4.49	□ 1 point
	4.50 - 4.99	□ 2 points
	5.00 - 5.49	□ 3 points
	5.50 – 5.99	□ 4 points
	6.00 and above	□ 5 points
Emotional and Behavioral Support Score		

## S.3 Teacher-Child Interactions (Classroom Assessment Scoring System)

### S.3 Teacher-Child Interactions – 10 points possible – Toddler Classrooms

Teacher-Child Interactions are the foundation of an early childhood classroom and a vital element of every program. Positive teacher-child relationships are critical for improved academic outcomes and a brighter future for young children.

This standard will recognize providers who have developed meaningful relationships and who understand how powerful they are and how effective interactions impact children’s development and learning.

- Engaged Support for Learning – refers to specific teaching behaviors that include the facilitation of activities that enhance children’s thinking, reasoning, and verbal skills, build their knowledge of the world, and encourage persistence, attention, and motivation.

#### S.3.2 B Engaged Support For Learning Score Range

	2.00 – 2.49	□ 1 point
	2.50 – 2.99	□ 2 points
	3.00 – 3.49	□ 3 points
	3.50 – 3.99	□ 4 points
	4.00 and above	□ 5 points
Emotional and Behavioral Support Score		
Engaged Support for Learning Score		
Toddler CLASS Score		

## S.3 Teacher-Child Interactions (Classroom Assessment Scoring System)

### S.3 Teacher-Child Interactions – 15 points possible – Pre-K Classrooms

Teacher-Child Interactions are the foundation of an early childhood classroom and a vital element of every program. Positive teacher-child relationships are critical for improved academic outcomes and a brighter future for young children.

This standard will recognize providers who have developed meaningful relationships and who understand how powerful they are and how effective interactions impact children’s development and learning.

- Emotional Support – refers to specific teaching behaviors that help children develop warm, supportive relationships, experience enjoyment and excitement about learning, feel comfortable in the classroom, and experience appropriate levels of autonomy or independence.

#### S.3.1 C Emotional Support Score Range

	4.00 – 4.49	□ 1 point
	4.50 – 4.99	□ 2 points
	5.00 – 5.49	□ 3 points
	5.50 – 5.99	□ 4 points
	6.00 and above	□ 5 points
	Emotional Support Score	



## S.3 Teacher-Child Interactions (Classroom Assessment Scoring System)

### S.3 Teacher-Child Interactions – 15 points possible – Pre-K Classrooms

Teacher-Child Interactions are the foundation of an early childhood classroom and a vital element of every program. Positive teacher-child relationships are critical for improved academic outcomes and a brighter future for young children.

This standard will recognize providers who have developed meaningful relationships and who understand how powerful they are and how effective interactions impact children’s development and learning.

- Classroom Organization – describes specific teaching behaviors that help children develop skills to regulate their own behavior, get the most learning out of each day, and maintain interest in learning activities.

#### S.3.2C Classroom Organization Score Range

	3.50 – 3.99	□ 1 point
	4.00 – 4.49	□ 2 points
	4.50 – 4.99	□ 3 points
	5.00 – 5.49	□ 4 points
	5.50 and above	□ 5 points
	Classroom Organization Score	

## S.3 Teacher-Child Interactions (Classroom Assessment Scoring System)

### S.3 Teacher-Child Interactions – 15 points possible – Pre-K Classrooms

Teacher-Child Interactions are the foundation of an early childhood classroom and a vital element of every program. Positive teacher-child relationships are critical for improved academic outcomes and a brighter future for young children.

This standard will recognize providers who have developed meaningful relationships and who understand how powerful they are and how effective interactions impact children’s development and learning.

- Instructional Support – refers to specific teaching behaviors that help support children’s cognitive development and language growth.

#### S.3.3C Instructional Support Score Range

	2.00-2.49	□ 1 point
	2.50-2.99	□ 2 points
	3.00-3.49	□ 3 points
	3.50-3.99	□ 4 points
	4.00 and above	□ 5 points
	Emotional Support Score	
	Classroom Organization Score	
	Instructional Support Score	
	Pre K CLASS Score	