

FOCUS

Revised Tiered Quality Rating and Improvement System

For Early Learning and Development Programs

Essential Elements of Quality

FAMILY CHILD CARE HOMES



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FOCUS Essential Elements of Quality

HISTORY OF NEW MEXICO'S QUALITY RATING AND IMPROVEMENT SYSTEM

1st GENERATION:

On March 31, 1997, the Children, Youth and Families Department implemented a new three-tiered licensing system for licensed child care centers and licensed family child care homes. The purpose of this system was to encourage, recognize, and reward child care providers for excellence in providing child care services. Programs were recognized with a Bronze, Silver or Gold child care license designation. Although Silver and Gold license levels recognized the child care provider's efforts to achieve excellence in child care, the bronze level did not imply substandard care. All providers were expected to comply with the regulations that required centers or family child care homes to insure the health, safety and emotional well-being of the children in their care. Silver and Gold quality criteria focused on Director and Staff Qualifications, and Staff/Child Ratios. Programs at a Silver license level were also required to be in the self-study phase for national accreditation or have a well developed and written program curriculum document reflecting developmentally appropriate practices. Programs with a Gold license level were required to have obtained and maintained accreditation through one of the CYFD recognized national accrediting organizations. Higher subsidy reimbursement rates, above the base reimbursement rate, were paid to Silver and Gold programs.

2nd GENERATION:

It was the intent of the Children, Youth and Families Department to assist as many child care programs as possible to improve the quality of services being provided to low income children and families. To act on this commitment, beginning July 1, 1999, the Children, Youth and Families Department implemented the AIM HIGH Program Development Initiative, a voluntary program for licensed child care programs and registered family child care providers. The AIM HIGH Essential Elements of Quality were developed with criteria in five ascending levels that are nationally recognized to enhance the quality of services to young children. Programs serving the highest percentage of children receiving state subsidy were given priority for participation. Programs that were designated as Silver (52 programs) and Gold (54 programs) were automatically included in the AIM HIGH Initiative. Silver programs were considered at level four and Gold programs were considered at level five. These programs had one year to demonstrate that they met the AIM HIGH Essential Elements of Quality for Level 1, 2, and 3 in order to maintain their higher license level.

Federal and state funding was provided to Early Childhood Training and Technical Assistance Program (TTAP) contractors statewide to provide support, training and technical assistance to interested programs. The on-site support included a task as simple as writing a Parent Handbook or as complex as conducting a self-study in preparation for national accreditation.

Level 1 focused on Program and Operation with the premise that the success of the program is dependent upon the leadership of the administration. Level 2 programs received support related to the physical environment and curriculum. The Environment Rating Scales were introduced at this level. Programs were expected to develop and use a curriculum that is developmentally appropriate, based on the holistic view of each child and meets their needs in all six developmental areas. Programs at Level 3 received assistance in meeting criteria related to professional development. Programs at this level were expected to obtain and maintain higher rated scores on the Environment Rating Scales. Level 4 programs focused on ratios and group size. The focus for Level 5, the highest level in the revised system, was related to the self-study and accreditation process. The purpose of voluntary accreditation was to improve the quality of care and education provided to young children.

Knowing that lower ratios and national accreditation costs real money, the Children, Youth and Families Department agreed to attach a higher value to the child care vouchers of children who attended programs at higher levels. When funds were available, the Department has periodically increased the subsidy rate for programs operating at the higher levels.

At times and when appropriate, some of the criteria were moved from the AIM HIGH Essential Elements of Quality to child care licensing regulations. In 2005, a decision was made to embed the AIM HIGH Essential Elements of Quality in child care licensing regulations. The child care license levels were expanded to a five-tiered system called *Look for the STARS*. The criteria for Level 1 were integrated into the licensing regulations. In 2010 the child care licensing regulations were again revised to include criteria at the 2-STAR level. This decision was made once there was a large percentage of programs operating with a 2-STAR or higher level license.

Federal stimulus funds were used to conduct a review of the Quality Rating and Improvement System (QRIS). The Children, Youth and Families Department/Early Childhood Services Bureau convened a broad group of representatives from the early childhood community to participate in a three-day meeting. The primary responsibility of the group was to review and make recommendations to improve the QRIS. This process was led by an impartial facilitator. The group identified the top priorities in each of the major categories of the QRIS which were presented as recommendations to the Department. Simultaneously, the federal Office of Child Care set a priority goal to strengthen the quality of early childhood programs, recognizing that States are using quality rating and improvement systems as a framework for organizing, guiding, and gauging the progress of early care and education. By setting high quality benchmarks, the federal government will be able to track investments and measure progress, as well as guide technical assistance and research efforts.

3rd GENERATION:

Based on recommendations from the early childhood community and using quality benchmarks proposed by the federal government, the Children, Youth and Families Department has revised the state's QRIS standards. In the first half of 2011, an internal workgroup developed the revised standards. The revised Tiered Quality Rating and Improvement System (TQRIS) called FOCUS will include:

- targeted program and practitioner supports;
- professional development to increase teacher knowledge and skills and program quality;
- graduated program standards that are closely tied to the state's Early Learning Guidelines: Birth through Kindergarten and children's school readiness expectations;
- substantive content related to child assessment, curriculum development, instruction practices, learning activities, and adult-child interactions;
- health promotion practices and,
- more emphasis on program administration.

A multi-year process of phasing-out the current AIM HIGH QRIS to phasing-in the new FOCUS TQRIS will begin in 2012. During this time period, programs will maintain their current STAR license while they work to meet and maintain the new standards in the FOCUS TQRIS.

<p style="text-align: center;">3-STAR</p>	<p style="text-align: center;">4-STAR</p>	<p style="text-align: center;">5-STAR or obtain national accreditation by: National Association of Family Child Care</p>
<p>3A) <u>Licensing Compliance</u></p> <ol style="list-style-type: none"> 1. Licensed Family Child Care and Group Family Child Care: <ol style="list-style-type: none"> a. The Program must have a current license issued by the State of New Mexico. b. The Program has corrected all noncompliance(s) cited by Child Care Licensing within the specified timeframe. 2. Registered Family Child Care Home: <ol style="list-style-type: none"> a. On an annual basis, the FCCH must demonstrate compliance with applicable child care licensing regulations. b. The FCCH must be registered and in good standing with an approved Child and Adult Care Food Program Sponsor. c. The FCCH has corrected any non-compliance(s) issued by the Children, Youth, and Families Department and the Food Program Sponsor within the specified timeframe. 	<p>4A) <u>Licensing Compliance</u></p> <p>Continue meeting 3-STAR requirements.</p>	<p>5A) <u>Licensing Compliance</u></p> <p>Continue to meet 3-STAR requirements.</p>

<p>3B) Health Promotion Practices: Program will:</p> <ol style="list-style-type: none"> 1. Verify that all enrolled children have had an annual well child check and dental screening. Appropriate resources or referrals will be provided if these have not been completed. 2. Follow the Caring For Our Children guidelines regarding screen time and media viewing. 	<p>4B) Health Promotion Practices: Continue meeting 3-STAR requirements plus: Program will:</p> <ol style="list-style-type: none"> 1. Verify that all enrolled children have obtained a vision and hearing screening. If annual screenings have not taken place, appropriate resources or referrals will be provided. 	<p>5B) Health Promotion Practices: Continue meeting 3-STAR and 4-STAR requirements plus: Program will:</p> <ol style="list-style-type: none"> 1. Verify that all enrolled children have had an annual developmental screening, or Ages and Stages Questionnaire (ASQ) has been administered. Appropriate resources or referrals will be provided if developmental screening has not taken place.
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3-STAR	4-STAR	5-STAR or obtain national accreditation by: National Association of Family Child Care
<p>3C) <u>Staff Qualifications and Professional Development</u></p> <p><i>STAFF QUALIFICATIONS:</i></p> <ol style="list-style-type: none"> 1. All NEW staff working directly with children must have a high school diploma or equivalent (GED). 2. Director/Owner shall meet child care licensing regulations for director qualifications without licensing waivers/ or exemptions. <p><i>PROFESSIONAL DEVELOPMENT:</i></p> <ol style="list-style-type: none"> 1. Director/Owner shall successfully complete: <ol style="list-style-type: none"> a. A 3-credit course offered by an accredited institution of higher education titled Child Growth, Development & Learning (or equivalent) at the Associate degree level. b. As part of the annual training requirements, complete the following trainings: <ol style="list-style-type: none"> 1) Environment Rating Scales (ERS) 2) New Mexico's Observation/Assessment Curriculum Planning 	<p>4C) <u>Staff Qualifications and Professional Development</u></p> <p>Continue to meet 3-STAR requirements plus:</p> <p><i>STAFF QUALIFICATIONS:</i></p> <ol style="list-style-type: none"> 1. No additional requirements at this level. <p><i>PROFESSIONAL DEVELOPMENT:</i></p> <ol style="list-style-type: none"> 1. Director/Owner shall successfully complete: <ol style="list-style-type: none"> a. A 3-credit course offered by an accredited institution of higher education titled Assessment of Children and Evaluation of Programs (or equivalent) at the Associate degree level. b. As part of the annual training requirements, complete the following trainings: <ol style="list-style-type: none"> 1) Classroom Assessment Scoring System (CLASS) 2) Intermediate training on New Mexico's Observation/Assessment 	<p>5C) <u>Staff Qualifications and Professional Development</u></p> <p>Continue to meet 3-STAR and 4-STAR requirements plus:</p> <p><i>STAFF QUALIFICATIONS:</i></p> <ol style="list-style-type: none"> 1. No additional requirements at this level. <p><i>PROFESSIONAL DEVELOPMENT:</i></p> <ol style="list-style-type: none"> 1. Director/Owner shall successfully complete: <ol style="list-style-type: none"> 1. A 3-credit course offered by an accredited institution of higher education titled Family and Community Partnerships (or equivalent) <u>and</u> a 2-credit course titled Health, Safety & Nutrition (or equivalent) at the Associate degree level. After successful completion of the four courses, meet other requirements for the New Mexico Child Development Certificate and apply to the Office of Child Development for issuance of the certificate.

<p>Process(includes Early Learning Guidelines)</p> <p>3) The 6-Hour Quality Child Care Programs for ALL Course (or equivalent approved by CYFD)</p> <p>2. As part of the annual training requirements, all staff* shall complete the 6-Hour Quality Child Care Programs for All Course (or equivalent approved by CYFD)</p> <p>3. Evidence of an annual review of the current’s staff’s professional development plan that is aligned with the New Mexico FOCUS TQRIS and the Program’s Improvement Plan.</p> <p>*Staff is identified as the second caregiver.</p>	<p>Curriculum Planning Process</p> <p>3) Business Administration Scale (BAS)</p> <p>4) 6-Hour Quality Early Childhood Programs for ALL Course– Part 2</p> <p>3. All staff* shall complete the 6-Hour Quality Early Childhood Programs for ALL Course –Part 2</p> <p>*Staff is identified as the second caregiver.</p>	<p>2. As part of the annual training requirements, complete the advanced training on New Mexico’s Observation/Assessment Curriculum Process.</p>
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<p style="text-align: center;">3-STAR</p>	<p style="text-align: center;">4-STAR</p>	<p style="text-align: center;">5-STAR or obtain national accreditation by: National Association of Family Child Care</p>
<p>3D) <u>Physical/Social Emotional Environment</u> Director/Owner shall participate in training and obtain a certificate of completion in the Environment Rating Scales as specified in the Early Childhood Educator Qualification Sections</p>	<p>4D) <u>Physical/Social Emotional Environment</u> Continue to meet 3-STAR requirements plus:</p> <ol style="list-style-type: none"> 1. The Program shall self-administer the ERS every other year. 2. On opposite years of the ERS self-assessment, the family child care home shall self-assess child/staff interactions using the CLASS. 	<p>5D) <u>Physical/Social Emotional Environment</u> Continue to meet 3-STAR and 4-STAR requirements plus:</p> <ol style="list-style-type: none"> 1. Every other year, the Program shall show evidence that there has been ongoing progress in implementing the ERS Program Improvement Plan. The ERS scores will be verified. 2. On the opposite year of the ERS, the program shall show evidence that there has been ongoing progress in implementing the CLASS Program Improvement Plan. The scores will be verified.
<p>3E) <u>Program Administration</u> Director/Owner is knowledgeable of resources regarding the federal Fair Labor Standards Act (FLSA). <u>Recommended Criteria:</u> The Program will develop a business plan.</p>	<p>4E) <u>Program Administration</u> Continue to meet 3-STAR requirements plus:</p> <ol style="list-style-type: none"> 1. The Program shall complete a self-assessment of its organizational systems using the Business Administration Scale (BAS). This should include a process to determine if the goals and objectives of the program are being met. The evaluation process shall include collecting, summarizing, analyzing, and using the findings to document outcomes. 	<p>5E) <u>Program Administration</u> Continue to meet 3-STAR and 4-STAR requirements plus:</p> <ol style="list-style-type: none"> 1. Show evidence of implementation of the BAS Program Improvement Plan and maintain supporting documentation. or Evidence that the director/owner has successfully completed a three credit course offered by an accredited institution of higher education titled Program Management I (or equivalent) at the Associate degree level.

<p>3 F) <u>Continuous Improvement</u></p> <ol style="list-style-type: none"> 1. Complete a self-study process on the specific identified ERS items that support children’s learning, the curriculum planning process, and the Early Learning Guidelines. 2. Provide evidence that shows how the program has used the self-study process to improve the environment and enhance teacher practices. 	<p>4F) <u>Continuous Improvement</u></p> <p>Continue to meet 3-STAR requirements plus:</p> <ol style="list-style-type: none"> 1. Based on the findings of the ERS self-assessment, the program shall develop a Program Improvement Plan that includes short term and long term goals for items that score below a rating of “4”. 2. Based on the findings of the of the CLASS self-assessment, the program shall develop a Program Improvement Plan for all items scoring below a “4”. 3. Using the evaluation data from the BAS self-assessment, the family child care home shall develop a Program Improvement Plan. 	<p>5F) <u>Continuous Improvement</u></p> <p>Continue to meet 3-STAR and 4-STAR requirements plus:</p> <ol style="list-style-type: none"> 1. The program will focus on at least one self-selected/self-identified area that will further strengthen services to enrolled children and their families <u>and</u> at least one self-selected/self-identified area that will strengthen program administration and staff support. This may include, but is not limited to the following: <ol style="list-style-type: none"> a) <u>Healthy practices for children and families</u>. This could include areas related to obesity prevention, expanding physical exercise, developing healthy eating habits. b) <u>Community resources for families</u>. This could include having a printed community resource guide, using a resource guide that was developed by another community agency that also works with young children and families, or have community agencies provide information during family events. c) <u>Best practice in teaching and learning</u>. This could include a more in-depth study of developmentally appropriate practice. d) <u>Promoting sustainability and</u>
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		<p><u>environmental conservation</u></p> <p>e) <u>Challenging behaviors exhibited by children</u></p> <p>f) <u>Best practice to support staff</u>. This could include obtaining training and implementation of reflective practice, strategies related to staff retention including compensation and benefits.</p> <p>g) <u>Financial operating procedures and practices</u></p> <p>h) <u>Other</u> identified by the program that is related to the criteria in the FOCUS TQRIS.</p>
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<p style="text-align: center;">3-STAR</p>	<p style="text-align: center;">4-STAR</p>	<p style="text-align: center;">5-STAR or obtain national accreditation by: National Association of Family Child Care</p>
<p>3G) <u>Assessment and Curriculum</u></p> <p>3 AND 4 YEAR OLDS: Using the <u>New Mexico Early Learning Guidelines</u>, director/owner will focus on and report data on 8 Essential Indicators (EI):</p> <ol style="list-style-type: none"> 1. Complete the <i>NM Quick Check Recording Sheets</i> for the 6 identified Essential Indicators. 2. Complete portfolio documentation for EI#4 and EI#13 using the <i>NM Portfolio Collection Forms</i> specifically designed for these EIs. 3. Hold a family conference after each collection period to share information gathered on the <i>NM Quick Check Recording Sheets</i> and the completed <i>NM Portfolio Collection Forms</i> for EI#4 and EI#13. 4. Report data from <i>completed NM Quick Check Recording Sheets</i> and 2 required portfolios after each collection period (Fall and Spring). 5. Use documentation gathered through 	<p>4G) <u>Assessment and Curriculum</u> Continue to meet 3-STAR requirements plus:</p> <p>3 AND 4 YEAR OLDS: Using the <u>New Mexico Early Learning Guidelines</u>, director/owner will focus on and report data on 18 Essential Indicators (EI):</p> <ol style="list-style-type: none"> 1. Complete the <i>NM Quick Check Recording Sheets</i> for 9 identified Essential Indicators. 2. Continue to complete portfolio documentation for EI#4, EI#13, and adding EI#9 and EI#6 using the <i>NM Portfolio Collection Forms</i> specifically designed for these EIs. 3. Hold a family conference after each collection period to share information gathered on the <i>NM Quick Check Recording Sheets</i> and <i>NM Portfolio Collection Forms</i> for EI#4, EI#13, and EI#9, and EI#6. 4. Report data from <i>completed NM Quick Check Recording Sheets</i> and 4 required portfolios after each collection period (Fall and Spring). 5. Use documentation gathered through use 	<p>5G) <u>Assessment and Curriculum</u> Continue to meet 3-STAR and 4-STAR requirements plus:</p> <p>3 AND 4 YEAR OLDS: Using the <u>New Mexico Early Learning Guidelines</u>, director/owner will focus and report on all 25 Essential Indicators (EI):</p> <ol style="list-style-type: none"> 1. Complete the <i>NM Quick Check Recording Sheets</i> for 12 identified Essential Indicators. 2. Continue to complete portfolio documentation for EI#4, EI#13, EI#9, EI#6, and adding EI#8 and EI#14 using the <i>NM Portfolio Collection Forms</i> specifically designed for these EIs. 3. Embed EI#16, EI#18, EI#19, EI#22, & EI#23 into portfolio documentation using the <i>NM Portfolio Collection Forms</i>. 4. Hold a family conference after each collection period to share information gathered on all 25 EIs. Report data from <i>completed NM Quick Check Recording Sheets</i> and 6 required Portfolios Collection Forms after each collection period (Fall and Spring).

<p>use of <i>NM Quick Check Recording Sheets</i>, <i>NM Portfolio Collection Forms</i> and IFSP or IEP goals (if applicable), and family goals to guide curriculum planning that respects children’s developmental, social, and cultural needs.</p> <p>6. Complete the first two pages of the <i>NM Weekly Lesson Plan Form</i>, with a minimum of 3 goals from the Early Learning Guidelines, and share with families.</p> <p>7. Once a month, complete a journal entry reflecting on successes and challenges observed in children’s responses to planned activities, materials and environment set-up.</p>	<p>of <i>NM Quick Check Recording Sheets</i>, <i>NM Portfolio Collection Forms</i> and IFSP or IEP goals (if applicable), and family goals to guide curriculum planning that respects children’s developmental, social, and cultural needs.</p> <p>6. Complete all three pages of the <i>NM Weekly Lesson Plan Form</i>, with a minimum of 4 goals from the Early Learning Guidelines, and share with families.</p> <p>7. Every two weeks engage in reflection by completing a journal entry about the successes and challenges observed in children’s responses to planned activities, materials and environment set-up and incorporate into the 3rd page of the <i>NM Weekly Lesson Plan Form</i> to document planned changes in practices and/or the physical environment.</p>	<p>5. Use documentation gathered through the use of <i>NM Quick Check Recording Sheets</i>, <i>NM Portfolios Collection Forms</i> and IFSP or IEP goals (if applicable), and family goals to guide curriculum planning that respects children’s developmental, social, and cultural needs.</p> <p>6. Complete all three pages of the <i>NM Weekly Lesson Plan Form</i> with a minimum of 5 goals from the Early Learning Guidelines and share with families.</p> <p>7. Once a week engage in reflection by completing a journal entry about the successes and challenges observed in children’s responses to planned activities, materials and environment set-up and incorporate into the 3rd page of the <i>NM Weekly Lesson Plan Form</i> to document planned changes in practices and/or the physical environment.</p>
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<p>INFANTS AND TODDLERS: Using the <u>New Mexico Early Learning Guidelines</u>, director/owner will focus on the Three Domains and their components:</p> <ol style="list-style-type: none"> 1. Complete 3 <i>NM Portfolio Collection Forms</i> under the following domains: Beginning to Know About Ourselves and Others, Beginning to Communicate, and Beginning to Move and Do. 2. Complete the first two pages of the <i>NM Weekly Lesson Plan Form</i>, with a minimum of 3 goals from the Early Learning Guidelines, and share with families. Hold family conferences at least three times a year to share information gathered on the completed <i>NM Portfolio Collection Forms</i>. 3. Use documentation gathered through use of <i>NM Portfolio Collection Forms</i> and IFSP goals (if applicable), and family goals to guide curriculum planning that respects children’s developmental, social, and cultural needs. 4. Once a month, complete a journal entry reflecting on successes, challenges observed in children’s responses to planned activities, materials and environment set-up. 	<p>INFANTS AND TODDLERS: Using the <u>New Mexico Early Learning Guidelines</u>, director/owner will focus on the Four Domains and their components:</p> <ol style="list-style-type: none"> 1. Continue to complete 4 <i>NM Portfolio Collection Forms</i> by adding the following domain: Beginning to Build Concepts. 2. Complete all three pages of the <i>NM Weekly Lesson Plan Form</i>, with a minimum of 4 goals from the Early Learning Guidelines, and share with families. Hold family conference at least three times a year to share information gathered on the <i>NM Portfolio Collection Forms</i>. 3. Use documentation gathered through use of <i>NM Portfolio Collection Forms</i> and IFSP goals (if applicable), and family goals to guide curriculum planning that respects children’s developmental, social, and cultural needs. 4. Every two weeks engage in reflection by completing a journal entry about the successes and challenges observed in children’s responses to planned activities, materials and environment set-up and will note changes in activities, materials and/or support given as a direct result of reflections on the <i>NM Infant Toddler Lesson Plan Form</i>. 	<p>INFANTS AND TODDLERS: Using the <u>New Mexico Early Learning Guidelines</u>, director/owner will focus on the Five Domains and their components:</p> <ol style="list-style-type: none"> 1. Continue to complete 5 <i>NM Portfolio Collection Forms</i> by adding the following domain: Approaches Toward Learning. 2. Embed the remaining Essential Indicators on <i>NM Portfolio Collection Forms</i>. 3. Use documentation gathered through use of <i>NM Portfolio Collection Forms</i> and IFSP goals (if applicable), and family goals to guide curriculum planning that respects children’s developmental, social, and cultural needs. 4. Complete all three pages of the <i>NM Weekly Lesson Plan Form</i> with a minimum of 5 goals from the Early Learning Guidelines and share with families. Hold family conferences at least three times a year to share information gathered for all Domains. Use the <i>NM Infant and Toddler Family Teacher Summary Report</i>. 5. Once a week engage in reflection by completing a journal entry about the successes and challenges observed in children’s responses to planned activities, materials and environment set-up and incorporate into the 3rd page of the <i>NM Weekly Lesson Plan Form</i> to document planned changes in practices and/or the physical environment.
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<p>3H) Cultural Competence</p> <ol style="list-style-type: none"> Evidence that all employed staff have read and are familiar with New Mexico’s Guiding Principles for the Inclusion of Every Child. 	<p>4H) Cultural Competence</p> <p>Continue to meet 3-STAR requirements plus:</p> <ol style="list-style-type: none"> Evidence that racial and cultural diversity is represented in materials, equipment and children’s displays. 	<p>5H) Cultural Competence</p> <p>Continue to meet 3-STAR and 4-STAR requirements plus:</p> <ol style="list-style-type: none"> Complete a survey/checklist provided by the Department to assess implementation of inclusive cultural practices that support every enrolled child. Curriculum components address issues of linguistically appropriate child assessments and daily programming.
<p>3I) Staff: Child Ratios</p> <p>No requirements for this level</p>	<p>4I) Licensed Family Child Care Homes:</p> <p>Implement ratios and group size:</p> <p>1:6 for programs licensed for 6 children 2:12 for programs licensed for 12 children</p> <p>Registered Family Child Care Homes: A caregiver will have no more than four (4) non-resident children at any one time.</p> <p>A caregiver will have no more than two (2) children under the age of two years old at any one time, including the providers own children.</p> <p>A caregiver will have no more than six (6) children under the age of six at any one time, including providers own children.</p> <p>Shifts are allowed provided there are never more than 4 non-resident children present at any one time.</p>	<p>5I) Staff: Child Ratios</p> <ol style="list-style-type: none"> The Program shall maintain ratios and group size accreditation standards set by National Association of Family Child Care.

<p style="text-align: center;">3-STAR</p>	<p style="text-align: center;">4-STAR</p>	<p style="text-align: center;">5-STAR or obtain national accreditation by: National Association of Family Child Care</p>
<p>3J) <u>Family Involvement/Family Engagement</u></p> <ol style="list-style-type: none"> 1. In the home language of the child/family, hold scheduled family conferences to share child outcomes using portfolio observations and the New Mexico Early Learning Guidelines. 2. Show evidence that the family child care home is communicating with families by providing information that shows a connection between planned activities, displays of children’s work and actual photographs that demonstrates progress in meeting the Early Learning Guidelines. 	<p>4J) <u>Family Involvement/Family Engagement</u> Continue to meet 3-STAR requirements plus:</p> <ol style="list-style-type: none"> 1. Survey the majority of enrolled families to ascertain how the program is meeting items in subscales 6 and 7 of the Business Administration Scale (BAS). Use the findings as part of the Program Improvement Plan. 2. In conjunction with parents, develop a transition plan for children transitioning to another family child care home, program, or school. 3. Use Family Information Material developed by the Department to share information. 	<p>5J) <u>Family Involvement/Family Engagement</u> Continue to meet 3-STAR and 4-STAR requirements plus:</p> <ol style="list-style-type: none"> 1. At least once a year, conduct a home visit for all children enrolled in the program. 2. Show evidence of implementation of the Program Improvement Plan for subscales 6 and 7 of the Business Administration Scale (BAS).

FOCUS

Tiered Quality Rating and Improvement System

Essential Elements of Quality-Health, Safety, and Health Promotion Practices

1. Licensing Compliance

RATIONALE – The State of New Mexico has established graduated program quality standards that are built on the foundation of the child care licensing regulations.

DEFINITION – Programs meet and maintain substantial compliance with all applicable child care licensing regulations and related standards. This applies to all settings – Child Care Centers, Head Start/Early Head Start Programs, School-Age Care Programs, and Family Child Care Homes.

Research to support licensing compliance:

Austin, L.J.E., Whitebook. M., M. Connors., & Darrah, R. (2011) *Staff preparation, reward, and support: Are quality rating and improvement systems addressing all of the key ingredients necessary for change?* Berkeley, CA: Center for the Study of Child Care Employment, University of California at Berkeley.

Child Trends. (2010) *Compendium of quality rating systems and evaluations: Quality rating systems assessment project, 2008-2011.* Washington, DC: Report prepared for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation.

Herzenberg et al. (2005); Whitebook. M., & Bellm, D. (2008) *Taking on turnover: An action guide for child care center teachers and directors.* Washington, DC: Center for the Child Care Workforce.

2. Health Promotion Practices

RATIONALE – Every day millions of children attend early care and education programs. It is critical that they have the opportunity to grow and learn in healthy and safe environments with caring and professional caregivers/teachers. Following health and safety best practices is an important way to provide quality early care and education for young children. Scientific evidence indicates that much of a child's learning is based on vision. Vision screening is vital to detecting and correcting barriers to learning and development among children. Dental health has a significant impact on the general health and well-being of children. Poor oral health impacts social function and can lead to limitations in communication and social interactions. The critical period for a child's language development occurs during the first two years. The younger a child is when auditory and language stimulation occurs, the better the chances of establishing language centers in the brain. A child's growth and development are followed—or *monitored*—through a partnership between parents and health care professionals. At each well-child visit, the doctor looks for developmental delays or problems and talks with the parents about any concerns the parents might have. In addition, doctors may conduct a *developmental screening*. Early care and education programs can also build healthy lifestyles for generations to come.

DEFINITION –Programs will increase awareness among staff of the critical role they play in promoting healthy habits among children participating in their programs and among families utilizing their programs.

Research to support health promotion practices:

Center for Disease Control and Prevention. <http://www.cdc.gov/ncbddd/childdevelopment/screening.html>. Retrieved September 24, 2011.

NACCRA (2010) *Promoting Healthy Practices in Child Care Settings The Role of Child Care Resource and Referral Agencies*

American Academy of Pediatrics (2010) *Preventing Childhood Obesity in Early Care and Education Programs Selected Standards from Caring for Our Children: National Health and Performance Standards*. http://nrckids.org/CFOC3/PDFVersion/preventing_obesity.pdf. Retrieved September 27, 2011.

National Resource Center for Health and Safety in Child Care and Early Education (2012) *Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs 3rd Edition*. <http://nrckids.org/CFOC3/index.html> . Retrieved April 3, 2012.

3-STAR CRITERIA	VERIFICATION REQUIREMENTS
<p><u>Licensing Compliance:</u> Licensed Family Child Care and Group Family Child Care:</p> <ol style="list-style-type: none"> 1. Must have a current license issued by the State of New Mexico to provide child care services and be in good standing with the Child Care Service Bureau, Child Care Licensing. 2. Must have corrected all noncompliance(s) cited by Child Care Licensing within the specified timeframe. <p>Registered Family Child Care Home:</p> <ol style="list-style-type: none"> 1. On an annual basis, the FCCH must demonstrate compliance with applicable child care licensing regulations. 2. The FCCH must be registered and in good standing with an approved Child and Adult Care Food Program Sponsor. 3. The FCCH has corrected any non-compliance(s) issued by the Children, Youth, and Families Department and the Food Program Sponsor within the specified timeframe. 	<p><u>Licensing Compliance:</u> Licensed Family Child Care and Group Family Child Care:</p> <ol style="list-style-type: none"> 1. Current license is posted in home. 2. Most recent child care licensing survey is on file at the site. <p>Registered Family Child Care Homes:</p> <ol style="list-style-type: none"> 1. Child Care Licensing Supervisor provides documentation that program meets applicable regulations governing registered non-licensed family childcare homes. 2. Current agreement with an approved CACFP Food Program Sponsor is on file. 3. Most recent CACFP Food Program Sponsor visitation form is on file. 4. Most recent child care licensing survey is on file.
<p><u>Health Promotion Practices:</u></p> <ol style="list-style-type: none"> 1. Program will verify that all enrolled children have an annual well child check and dental screening. If none is noted, documentation shall be presented verifying that resources or referrals were provided to the family. 2. Program will follow the Caring for Our Children guidelines regarding screen time and media viewing. 	<p><u>Health Promotion Practices:</u></p> <ol style="list-style-type: none"> 1. Annual well child check and dental screening is documented on enrollment application. If none noted, documentation shall be presented verifying that resources or referrals were provided to the family. 2. Documentation such as program policies/parent handbook reviewed to verify adherence to Caring for Our Children guidelines.
4-STAR CRITERIA	VERIFICATION REQUIREMENTS
<p><u>Licensing Compliance:</u> Continue to meet 3-STAR requirements plus:</p>	<p><u>Licensing Compliance:</u></p>
<p><u>Health Promotion Practices:</u></p> <ol style="list-style-type: none"> 1. Program will verify that all enrolled children have obtained a vision and hearing screening. If none noted, documentation shall be presented verifying that resources or referrals were 	<ol style="list-style-type: none"> 1. Vision and hearing screening dates are documented on enrollment application. If none noted, documentation shall be presented verifying that resources or referrals were provided to the family.

provided to the family.	
5-STAR CRITERIA	VERIFICATION REQUIREMENTS
Licensing Compliance: Continue to meet 3-STAR and 4-STAR requirements plus:	
Health Promotion Practices: 1. Providers will verify that all enrolled children have had an annual developmental screening or Ages & Stages Questionnaire has been administered. Appropriate resources or referrals will be provided if developmental screening has not taken place.	1. Developmental screening date is documented on enrollment application. If none noted, documentation shall be presented verifying that the ASQ has been administered or referral provided.

FOCUS

Tiered Quality Rating and Improvement System

Essential Elements of Quality-Early Childhood Educator Qualifications

1. Staff Qualifications and Professional Development

RATIONALE – One of the most important determinants of program quality is having qualified administrators/directors and teachers to insure the provision of quality services to young children and their families. On-going professional development, including completion of courses in Early Childhood Education at accredited institutions of higher education; insure that those working directly with young children have basic awareness of what is required to perform their assigned duties.

DEFINITION - The site/facility director or staff person designated as the program’s education coordinator possesses the training and education necessary to provide a developmentally appropriate program for the ages served and the ability to support teaching staff in implementing the program’s philosophy, mission, goals, and activities. Director/owner possess the training and professional development to plan and provide developmentally appropriate activities with experiences that support the physical, social, emotional, language, literacy, and cognitive development for the children served. All other teaching staff possesses the training to support the development of children served.

Research to support having qualified staff and on-going professional development:

Austin, L.J.E., Whitebook. M., M. Connors., & Darrah, R. (2011) *Staff preparation, reward, and support: Are quality rating and improvement systems addressing all of the key ingredients necessary for change?* Berkeley, CA: Center for the Study of Child Care Employment, University of California at Berkeley.

Child Trends. (2010) *Compendium of quality rating systems and evaluations: Quality rating systems assessment project, 2008-2011.* Washington, DC: Report prepared for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation.

Center for Law and Social Policy (2009) *Provide Access to Training, Education and Ongoing Supports.* Washington, DC: Center for Law and Social Policy. http://www.clasp.org/admin/site/publications/files/cp_rationale2.pdf. Retrieved May 7, 2012.

3-STAR CRITERIA	VERIFICATION REQUIREMENTS
<p><u>Staff Qualifications and Professional Development</u></p> <p><i>STAFF QUALIFICATIONS:</i></p> <ol style="list-style-type: none"> 1. All NEW staff working directly with children must have a high school diploma or equivalent (GED). 2. Director/Owner shall meet child care licensing regulations for director qualifications without licensing waivers/or exemptions. <p><i>PROFESSIONAL DEVELOPMENT:</i></p> <ol style="list-style-type: none"> 1. Director/Owner shall successfully complete: <ol style="list-style-type: none"> a. A 3-credit course offered by an accredited institution of higher education titled Child Growth, Development & Learning (or equivalent) at the Associate degree level. b. As part of the annual training requirements, complete the following trainings: <ol style="list-style-type: none"> 1) Environment Rating Scales (ERS) 2) New Mexico’s Observation/Assessment Curriculum Planning Process(includes Early Learning Guidelines) 3) 6-Hour Quality Child Care Programs for ALL Course (or equivalent approved by CYFD) 2. As part of the annual training requirements, all staff* shall complete the 6-Hour Quality Child Care Programs for All Course (or equivalent approved by CYFD) 3. Evidence of an annual review of the current’s staff’s professional development plan that is aligned with the New Mexico FOCUS TQRIS and the Program’s Improvement Plan. <p>*Staff are identified as the second caregiver</p>	<p><i>STAFF QUALIFICATIONS:</i></p> <ol style="list-style-type: none"> 1. Copy of high school diploma or equivalent (GED) document is on file. 2. Child Care Licensing Supervisor provides documentation that director qualifications have been met. <p><i>PROFESSIONAL DEVELOPMENT:</i></p> <ol style="list-style-type: none"> 1. a. Copy of transcript showing completion of the required course with a “C” or better on file. Course must be offered by an NCATE accredited institution of higher education. 2. Copy of training certificates for all required FOCUS training is on file. 3. Each staff person has a current professional development plan and there is evidence that the plan has been reviewed/updated on an annual basis.

4-STAR CRITERIA	VERIFICATION REQUIREMENTS
<p><u>Staff Qualifications and Professional Development</u> Continue to meet 3-STAR requirements plus:</p> <p><i>STAFF QUALIFICATIONS:</i></p> <ol style="list-style-type: none"> 1. No additional requirements at this level. <p><i>PROFESSIONAL DEVELOPMENT:</i></p> <ol style="list-style-type: none"> 1. Director/Owner shall successfully complete: <ol style="list-style-type: none"> a. A 3-credit course offered by an accredited institution of higher education titled Assessment of Children and Evaluation of Programs (or equivalent) at the Associate degree level. b. As part of the annual training requirements, complete the following trainings: <ol style="list-style-type: none"> 1) Classroom Assessment Scoring System (CLASS) 2) Intermediate training on New Mexico's Observation/Assessment Curriculum Planning Process 3) Business Administration Scale (BAS) 4) 6-Hour Quality Early Childhood Programs for ALL Course– Part 2 2. All staff* shall complete the 6-Hour Quality Early Childhood Programs for ALL Course –Part 2 <p>*Staff are identified as the second caregiver</p>	<p><u>Staff Qualifications and Professional Development</u></p> <p><i>PROFESSIONAL DEVELOPMENT:</i></p> <ol style="list-style-type: none"> 1. Copy of transcript showing completion of the required course with a “C” or better is in on file. Course must be offered by an NCATE accredited institution of higher education. 2. Copy of training certificates for all required training is on file.

5-STAR CRITERIA	VERIFICATION REQUIREMENTS
<p><u>Staff Qualifications and Professional Development</u> Continue to meet 3-STAR and 4-STAR requirements plus:</p> <p><i>STAFF QUALIFICATIONS:</i></p> <ol style="list-style-type: none"> 1. No additional requirements at this level <p><i>PROFESSIONAL DEVELOPMENT:</i></p> <ol style="list-style-type: none"> 1. Director/Owner shall successfully complete: <ol style="list-style-type: none"> a. A 3-credit course offered by an accredited institution of higher education titled Family and Community Partnerships (or equivalent) <u>and</u> a 2-credit course titled Health, Safety & Nutrition (or equivalent) at the Associate degree level. After successful completion of the four courses, meet other requirements for the New Mexico Child Development Certificate and apply to the Office of Child Development for issuance of the certificate. b. As part of the annual training requirements, complete the advanced training on New Mexico’s Observation/Assessment Curriculum Process. 	<p><u>Staff Qualifications and Professional Development</u></p> <p><i>PROFESSIONAL DEVELOPMENT:</i></p> <ol style="list-style-type: none"> 1. a. Copy of transcript showing completion of the required course with a “C” or better is on file. Courses must be offered by an NCATE accredited institution of higher education. Copy of the New Mexico Child Development Certificate. 2. Copy of training certificates for all required training is on file.

FOCUS

Tiered Quality Rating and Improvement System

Essential Elements of Quality-Comprehensive Program Assessment and Continuous Quality Improvement

1. Physical/Social Emotional Learning Environment

RATIONALE — The environment affects the way children behave, develop, and learn. It also affects the quantity and quality of interactions between adults and children. It includes tangible aspects, such as appropriate materials and equipment, and intangible aspects, such as the physical and human qualities that together create an atmosphere that promotes self-esteem, social interaction, rich language, and joy of learning. Responsive language, providing reassurance and encouragement to children, has been shown to be related to higher self-esteem in children. (La Paro, Pianta, & Stuhlman, 2009, pg. 413)

DEFINITION — The environment meets all required local, state, and federal regulations. It includes space (both indoors and outdoors) with appropriate equipment and materials that encourage children to engage in hands-on learning. The environment represents New Mexico's diverse people, languages, and cultures.

Research to support the use of the Environment Rating Scales:

The Environment Rating Scale measures **global quality** in early childhood programs. The rating scales can be used as a tool “to see how well a program is meeting children’s needs - to see whether children receive the protection, learning opportunities, and positive relationships they need for successful development” (Cryer, Harms & Riley, 2003, p. x).

High quality care environments for children must provide for three basic needs that all children have: protection of their health and safety, the facilitation of building positive relationships, and opportunities for stimulation and learning from experience. All three components must exist to create a high quality environment, and these components are assessed by items on the Environment Rating Scales (Clifford, Reszka, & Rossbach, 2010).

Clifford, Richard M, Reszka, Stephanie S. & Rossbach, Hans-Guenther (2010). *Reliability and Validity of the Early Childhood Environment Rating Scale*. <http://ers.fpg.unc.edu/sites/ers.fpg.unc.edu/files/ReliabilityEcers.pdf> Retrieved May 7, 2012.

Fulgini, Allison Sidle; Howes, Carolle; Huang, Yiching; Hong, Sandra Soliday; Lara-Cinisomo, Sandraluz (2012). *Activity settings and daily routines in preschool classrooms: Diverse experiences in early learning settings for low-income children*. *Early Childhood Research Quarterly*, 27(2), 198-209.

Center on the Developing Child at Harvard University (2007). *A Science-Based Framework for Early Childhood Policy Using Evidence to Improve Outcomes in Learning, Behavior, and Health for Vulnerable Children*. <http://www.developingchild.harvard.edu> Retrieved May 9, 2012.

Research to support the use of the Classroom Assessment Scoring System™ (CLASS):

The CLASS is an observational instrument developed to assess classroom quality in preschool through third grade classrooms. The CLASS dimensions are based on observed interactions among teachers and student in classrooms.

Effective interactions between teachers and students are essential for promoting long-term school success across grades preK-12. The CLASS offers an evidence-based approach to defining and measuring effective interactions in school classrooms.

Learners in classrooms that score higher on the CLASS tool achieve at levels higher than their peers in lower-scoring classrooms. The CLASS tool helps educators focus on effective interactions that

- **Support** students' social and emotional functioning
- **Focus** student behavior, time, and attention in the classroom
- **Build** higher-order thinking and language skills

Curby, T. W., LoCasale-Crouch, J., Konold, T. R., Pianta, R. C., Howes, C., Burchinal, M., Bryant, D., et al. (2009). *The Relations of Observed Pre-K Classroom Quality Profiles to Children's Achievement and Social Competence*. *Early Education & Development*, 20(2), 346–372.

Domínguez, X., Vitiello, V. E., Maier, M. F., & Greenfield, D. B. (2010). *A Longitudinal Examination of Young Children's Learning Behavior: Child-Level and Classroom-Level Predictors of Change Throughout the Preschool Year*. *School Psychology Review*, 39(1), 29–47.

Howes, C., Burchinal, M., Pianta, R., Bryant, D., Early, D., Clifford, R., & Barbarin, O. (2008). *Ready to learn? Children's pre-academic achievement in pre-Kindergarten programs*. *Early Childhood Research Quarterly*, 23(1), 27–50.

Mashburn, A. J., Pianta, R. C., Hamre, B. K., Downer, J. T., Barbarin, O. A., Bryant, D., Burchinal, M., et al. (2008). *Measures of Classroom Quality in Prekindergarten and Children's Development of Academic, Language, and Social Skills*. *Child Development*, 79(3), 732-749.

Downer, Jason T (2012). *Observations of teacher-child interactions in classrooms serving Latinos and dual language learners: Applicability of the Classroom Assessment Scoring System in diverse settings*. *Early Childhood Research Quarterly*, 27(1), 21-32

2. Program Administration

RATIONALE — Sound financial management is one of the best ways for businesses to remain solvent. Business owners need to identify and implement policies that will lead to and ensure that their financial obligations are met. (U.S. Small Business Administration). It is also important that businesses are aware of federal and state employment laws. In addition, it is essential to measure the overall quality of administrative practices from an organizational perspective including the quality work life for staff and develop specific plans for program improvement.

DEFINITION — The program will conduct ongoing self-assessment and develop a Program Improvement Plan with short and long term goals to ensure that quality systems are in place at the organizational level which will sustain high-quality interactions and learning environments at the classroom level (T.Talan & P J Bloom, 2004).

Research to support the implementation of an administrative Program Improvement Plan:

Louis University, McCormick Tribune, and Center for Early Childhood Leadership Child Trends (2010). *Quality in Early Childhood Care and Education Settings: A Compendium of Measures 2nd Edition*. Prepared for the U.S. Dept. of Health and Human Services Administration for Children and Families Office of Planning, Research and Evaluation. Washington, D.C. <http://cecl.nl.edu/research/issues/rnsp10.pdf> Retrieved September 12, 2011.

Wheeling, IL: National-Louis University. McCormick Tribune Center for Early Childhood Leadership (2010). *A Window on Early Childhood Administrative Practices*. <http://cecl.nl.edu/research/issues/rnsp10.pdf> Retrieved May 9, 2012.

Wheeling, IL: National-Louis University. McCormick Tribune Center for Early Childhood Leadership (2010). *Head Start Administrative Practices, Director Qualifications, and Links to Classroom Quality*. <http://cecl.nl.edu/research/issues/rnw10.pdf> Retrieved May 9, 2012.

3. *Continuous Improvement*

RATIONALE: Continuous Quality Improvement is an on-going process that owners/administrators engage in to provide the best experience for the children and families enrolled in the program/facility and staff who are employed by the program and work at the facility.

DEFINITION: The process includes identifying, describing, and analyzing the strengths and weaknesses of the program or area which improvement is needed. Once an area of improvement is identified; a plan with benchmarks, timelines, assigned tasks, and responsibilities is developed. Testing and implementing solutions is the next step. Evaluating the results and revising the plan will help decide what the next steps are – either to continue working on the same identified issue using the revised plan or to continue to improve by identifying another area to begin work.

Research to support Continuous Improvement:

Child Trends (2010). *Quality in Early Childhood Care and Education Settings: A Compendium of Measures 2nd Edition*. Prepared for the U.S. Dept. of Health and Human Services Administration for Children and Families Office of Planning, Research and Evaluation. Washington, D.C.

Horton, C (2007). *Evaluating Early Care and Education Programs: A Review of Research Methods and Findings*. Herr Research Center for Children and Social Policy, Erikson Institute.

Schultz, T. & Kagan, L (2007). *Taking Stock: Assessing and Improving Early Childhood Learning and Program Quality*. Pew Charitable Trusts

Isner, Tabitha K (2011). *Coaching in Early Care and Education Programs and Quality Rating and Improvement Systems (QRIS): Identifying Promising Features*. February 2011 Washington, DC: Child Trends.

http://www.headstartresourcecenter.org/assets/files/Collab%20meeting%20OCTOBER%20Resources%20Coaching_Promising_Features.pdf

Retrieved May 9, 2012.

3-STAR CRITERIA	VERIFICATION REQUIREMENTS
<p><u>Physical/Social Emotional Environment</u> Director/owner shall participate in training and obtain a certificate of completion in the Environment Rating Scales as specified in the Early Childhood Educator Qualification Sections.</p>	<p><u>Physical/Social Emotional Environment</u> 1. Family child care home must have training certificates on file.</p>
<p><u>Program Administration</u> 1. Director/Owner is knowledgeable of resources regarding the federal Fair Labor Standards Act (FLSA).</p> <p><u>Recommended Criteria:</u> 1. Program will develop a business plan.</p>	<p><u>Program Administration</u> 1. The director/owner will provide proof that he/she is knowledgeable of resources regarding the Fair Labor Standards Act (signed acknowledgment)</p> <p>1. If developed, the business plan will be reviewed.</p>
<p><u>Continuous Improvement</u> 1. Complete a self-study process on the specific identified ERS items that support children’s learning, the curriculum, the curriculum planning process, and the Early Learning Guidelines. 2. Provide evidence that shows how the program has used the self-study process and findings to improve the environment and enhance teacher practices.</p>	<p><u>Continuous Improvement</u> 1. Review self-study results with written observation notes to ensure understanding of criteria, rating process, and how the environment and teaching practices have been improved.</p>

4-STAR CRITERIA	VERIFICATION REQUIREMENTS
<p>Continue to meet 3-STAR requirements plus: <u>Physical/Social Emotional Environment</u> Director/Owner shall participate in training and obtain certificate of completion in CLASS as specified in the Early Childhood Educator Qualifications Section.</p> <ol style="list-style-type: none"> 1. The program shall self-administer the ERS every other year. 2. On opposite years of the ERS self-assessment, the program shall self-assess child/staff interactions using the CLASS. 	<p><u>Physical/Social Emotional Environment</u></p> <ol style="list-style-type: none"> 1. Family child care home must have training certificates on file. 2. Verify completed ERS for by reviewing standardized log and by reviewing completed ERS. Review the completed CLASS self-assessment.
<p><u>Program Administration</u> Director/Owner shall successfully complete training on the Business Administration Scale (BAS) as specified in the Early Childhood Educator Qualifications Section.</p> <ol style="list-style-type: none"> 1. The program shall complete a self-assessment of its organizational systems using the Business Administration Scale (BAS). This should include a process to determine if the goals and objectives of the program are being met. The evaluation process shall include collecting, summarizing, analyzing, and using the findings to document outcomes. 	<p><u>Program Administration</u></p> <ol style="list-style-type: none"> 1. Verify by reviewing copies of training certificates that the director/owner has attended the Business Administration Scale (BAS) training. 2. Verify by reviewing the BAS self-assessment documentation.
<p><u>Continuous Improvement</u></p> <ol style="list-style-type: none"> 1. Based on the findings of the ERS self-assessment, the program shall develop a Program Improvement Plan that includes short term and long term goals for items that score below a rating of "4". 2. Based on the findings of the of the CLASS self-assessment, the program shall develop a Program Improvement Plan for all items scoring below a "4". 3. Using the evaluation data from the BAS, the program shall develop a Program Improvement Plan. 	<p><u>Continuous Improvement</u></p> <ol style="list-style-type: none"> 1. Review Program Improvement Plan to ensure short term and long term goals for items scored below a rating of "4" on the ERS. 2. Review Program Improvement Plan to ensure short term and long term goals for items scored below a rating of "4" on the CLASS. 3. Verify by reviewing a copy of the BAS self- assessment and the Program Improvement Plan.

5-STAR CRITERIA	VERIFICATION REQUIREMENTS
<p>Continue to meet 3-STAR and 4-STAR requirements plus:</p> <p><u>Physical/Social Emotional Environment</u></p> <ol style="list-style-type: none"> 1. Every other year, the program shall show evidence that there has been ongoing progress in implementing the ERS Program Improvement Plan. The ERS scores will be verified. 2. On the opposite year of the ERS, the program shall show evidence that there has been ongoing progress in implementing the CLASS Program Improvement Plan. The scores will be verified. 	<p><u>Physical/Social Emotional Environment</u></p> <ol style="list-style-type: none"> 1. ERS scores shall be verified by an inter-rater reliable verifier. 2. On the opposite year of the ERS scores verification, the CLASS scores shall be verified by an inter-rater reliable verifier. 3. The Program Improvement Plan will be reviewed to ensure ongoing progress in implementing goals.
<p><u>Program Administration</u></p> <ol style="list-style-type: none"> 1. Show evidence of implementation of the BAS Program Improvement Plan and maintain supporting documentation. or Evidence that the director/owner has successfully completed a three credit course offered by an accredited institution of higher education entitled Program Management I (or equivalent) at the Associate degree level. 	<p><u>Program Administration</u></p> <ol style="list-style-type: none"> 1. Verify by reviewing the Program Improvement Plan or copy of transcript.
<p><u>Continuous Improvement</u></p> <ol style="list-style-type: none"> 1. Program will focus on at least one self-selected/self-identified area that will further strengthen services to enrolled children and their families <u>and</u> at least one self-selected/self-identified area that will strengthen program administration and staff support. This may include, but is not limited to the following: <ol style="list-style-type: none"> a) <u>Healthy practices for children and families</u>. This could include areas related to obesity prevention, physical exercise, developing healthy eating habits. b) <u>Community resources for families</u>. This could include having a printed community resource guide, using a resource guide that was developed by another community agency that also works with young children and families, or have community agencies provide information during family events. 	<p><u>Continuous Improvement</u></p> <ol style="list-style-type: none"> 1. After needs are identified, the program will submit the Continuous Improvement form developed by the Department that provides information about the initiative they will work on – one initiative for children and families and one initiative for program administration and staff support. 2. Supporting documents will be verified that show evidence that program is engaged and making progress in the two self-identified areas using the Continuous Improvement process. 3. Once the plan for one self-identified area is completed, the program will identify a different area to work on and begin the Continuous Improvement process again.

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| <ul style="list-style-type: none">c) <u>Best practice in teaching and learning.</u> This could include a more in-depth study of developmentally appropriate practice.d) <u>Promoting sustainability and environmental conservation.</u>e) <u>Challenging behaviors and how to support children's social emotional wellbeing.</u>f) <u>Best practice to support staff.</u> This could include obtaining training and implementation of reflective practice, strategies related to staff retention including compensation and benefits.g) <u>Program financial operating procedures and practices.</u>h) <u>Other</u> identified by the program that is related to the criteria in the FOCUS TQRIS. | |
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1. Assessment and Curriculum

RATIONALE — New Mexico is committed to authentic, observational assessment that is criterion-based. Teachers watch and listen as children participate in activities and experiences throughout the day. Teachers document observations for the purpose of reflection and planning as well as to assess each child’s capabilities and progress. They collect portfolio documentation on key Essential Indicators and Developmental Domains to capture measurable evidence of children’s progress and growth to share with families and to help with curricular planning.

Authentic assessment in early childhood care and education is a crucial component of quality. The National Association for the Education of Young Children (2003) describes authentic assessment in the following recommendation to early childhood programs: *Use assessment methods that are developmentally appropriate, culturally and linguistically responsive, tied to children’s daily activities, supported by professional development, inclusive of families, and connected to specific, beneficial purposes : (1) making sound decisions about teaching and learning, (2) identifying significant concerns that may require focused intervention for individual children, and (3) helping programs improve their educational and developmental interventions*” (NAEYC, pg 10).

“Observational assessment in New Mexico PreK is well-grounded in research and theory” (New Mexico PreK Curriculum Policy Brief, 2011, p. 9). An ever-increasing pool of research supports the use of authentic assessment tools and methods. The reliability and validity of such tools and methods are demonstrated through peer-reviewed studies” (Gao & Grisham-Brown, 2011; Epstein, Schweinhart, Debruin-Parecki, & Robin, 2004; Riley-Ayers, Frede, Jacobs, & Boyd, 2008).

DEFINITION — Teachers will effectively implement the New Mexico Authentic Assessment and Curriculum process. This process is continuous and includes observing children, documenting, implementing activities and routines, and assessing outcomes. Teachers will use the New Mexico Early Learning Guidelines (ELG’s) to guide and help scaffold children’s learning within the curriculum. Teachers will continually make modifications to help children reach goals. They will plan weekly for the whole group and for individual children. This system should apply to *all* children enrolled in the program.

Research to support assessment and curriculum:

Gao, X., & Grisham-Brown, J. (2011). The use of authentic assessment to report accountability data on young children’s language, literacy and pre-math competency. *International Education Studies*, 4, 2, 41-54. doi: 10.5539/ies.v4n2p41

Zellman, Gail L. and Lynn A. Karoly. Moving to Outcomes: Approaches to Incorporating Child Assessments into State Early Childhood Quality Rating and Improvement Systems. Santa Monica, CA: RAND Corporation, 2012. http://www.rand.org/pubs/occasional_papers/OP364. Retrieved May 9, 2012.

Zollitsch, Brenda (2010). *Authentic Assessment in Infant & Toddler Care Settings: Review of Recent Research*. Portland, ME: Edmund S. Muskie School of Public Service, Cutler Institute for Health and Social Policy.

Riley-Ayers, S., Frede, E., Jacobs, G., & Boyd, J. S. (2008). *Improving teaching through standards-based systematic assessment: Development of the early learning scale*. Presented at the National Institute for Early Childhood Professional Development, New Orleans, LA. <http://nieer.org/pdf/nieer-els-slides.pdf>. Retrieved September 9, 2011.

New Mexico PreK (2011). *New Mexico prek curriculum policy brief: Executive Summary*. <https://www.newmexicoprek.org/index.cfm?event=public.prek.Materials>. Retrieved September 9, 2011.

2. Cultural Competence

RATIONALE: NAEYC believes that "for optimal development and learning of all children, educators must accept the legitimacy of children's home language, respect (hold in high regard) the home culture, and promote and encourage the active involvement and support of all families, including extended and nontraditional family units" (NAEYC 1995, 2). Since all children are rooted in their families, a child's family structure and all that it entails is the core of their family's culture. This structure can include family socioeconomic status, family composition, parent's level of educational attainment, abilities of children and family members, family's immigration status, family's religion, family's home and preferred languages, parent's sexual orientation, and the way that a family classifies its race and ethnicity.

DEFINITION: Program staff will demonstrate a commitment to engage in an ongoing process of learning and developing multiple and various solutions that yield effective practices. Teachers will work "to make the most of children's potential, strengthening and building upon the skills they bring when they enter programs" (NAEYC 1995, 3).

Research to support cultural competence:

NAEYC (2009). *Quality Benchmark for Cultural Competence Project*. Washington, D.C. National Association for the Education of Young Children.

Shrivers, Eva Marie. Zaslow; M, Martinez-Beck, I; Tout, K, Hall, T (Eds) (2011). *Quality Measurement in Early Childhood Settings*. (pp. 191-225). Baltimore: Paul H. Brooks

Derman-Sparks, L., & Olsen Edwards, J. 2009. *Anti-bias education for young children and ourselves*. Washington, DC: NAEYC

Halgunseth, L., A. Peterson, D.R. Stark, & S. Moodie. 2009. Family engagement, diverse families, and early childhood education programs: An integrated review of the literature. Washington, DC: NAEYC and Pre-K Now. <http://www.naeyc.org/files/naeyc/file/research/FamEngage.pdf>. Retrieved September 25, 2011.

3. *Staff: Child Ratios*

RATIONALE: One of the most important quality indicators for early childhood programs is the number of children compared to the number of teaching staff/caregivers – its staff to child ratio. Research consistently documents that fewer children per adult and smaller group sizes result in a higher quality program and positive developmental outcomes for children. When teachers have smaller numbers of children and smaller groups, they can supervise the children more carefully, provide more individualized attention, plan and implement activities that are developmentally appropriate for each child, insure that health and safety measures are in place, and engage in more one-on-one communication with the children in their care.

DEFINITION: Ratios are stated as the number of children allowed per one adult in each classroom or home at all times. The number of children per adult increases as the ages of children increases. Group size refers to the total number of children in any one classroom or home.

Research to support Staff: Child Ratios:

Galinsky, E. (2006) *The Economic Benefits of High-Quality Early Childhood Programs: What Makes the Difference*. Washington, DC: Committee for Economic Development.

National Association for the Education of Young Children. (2005) *NAEYC Early Childhood Program Standards and Accreditation Criteria*. Website: <http://naeyc.org/academy/standards/>

Schumacher, R. & Hoffmann, E. (2008) *Improve Family Child Care Ratios and Group Sizes*. CLASP

Wisconsin Council on Children and Families (2008). *Small is Beautiful: Staff Ratios and Group Size in Early Care and Education*. http://www.wccf.org/pdf/small_ratio_group_ece_spring_2008.pdf

3-STAR CRITERIA	VERIFICATION REQUIREMENTS
<p><u>Assessment and Curriculum</u></p> <p>3 AND 4 YEAR OLDS:</p> <p>Using the <u>New Mexico Early Learning Guidelines</u>, director/owner will focus on and report data on 8 Essential Indicators (EI):</p> <ol style="list-style-type: none"> 1. Complete the <i>NM Quick Check Recording Sheets</i> for the 6 identified Essential Indicators. 2. Complete portfolio documentation for EI#4 and EI#13 using the <i>NM Portfolio Collection Forms</i> specifically designed for these EIs. 3. Hold a family conference after each collection period to share information gathered on the <i>NM Quick Check Recording Sheets</i> and the completed <i>NM Portfolio Collection Forms</i> for EI#4 and EI#13. 4. Report data from completed <i>NM Quick Check Recording Sheets</i> and 2 required portfolios after each collection period (Fall and Spring). 5. Use documentation gathered through use of <i>NM Quick Check Recording Sheets</i>, <i>NM Portfolio Collection Forms</i> and IFSP or IEP goals (if applicable), and family goals to guide curriculum planning that respects children’s developmental, social, and cultural needs. 6. Complete the first two pages of the <i>NM Weekly Lesson Plan Form</i>, and share with families. 7. Once a month, complete a journal entry reflecting on successes, challenges observed in children’s responses to 	<p>3 AND 4 YEAR OLDS:</p> <ol style="list-style-type: none"> 1. Copies of portfolios for 25% of the children enrolled during the last collection period will be made available. Portfolios will be reviewed for objectivity. 2. Documentation that family conferences have taken place. Sign in sheets will be reviewed. 3. Data reporting will be verified to ensure accuracy of information submitted. 4. <i>NM Weekly Lesson Plan Forms</i> will be available for review for the last three months to ensure curriculum planning that respects children’s developmental, social, and cultural needs. 5. Documentation of reflections will be available for review for at least the last three months.

<p>planned activities, materials and environment set-up.</p> <p>INFANTS AND TODDLERS:</p> <p>Using the <u>New Mexico Early Learning Guidelines</u>, director/owner will focus on the Three Domains and their components:</p> <ol style="list-style-type: none"> 1. Complete 3 <i>NM Portfolio Collection Forms</i> under the following domains: Beginning to Know About Ourselves and Others, Beginning to Communicate, and Beginning to Move and Do. 2. Complete the first two pages of the <i>NM Weekly Lesson Plan Form</i>, with a minimum of 3 goals from the Early Learning Guidelines, and share with families. Hold family conferences at least three times a year to share information gathered on the completed <i>NM Portfolio Collection Forms</i>. 3. Use documentation gathered through use of <i>NM Portfolio Collection Forms</i> and IFSP goals (if applicable), and family goals to guide curriculum planning that respects children’s developmental, social, and cultural needs. 4. Once a month, complete a journal entry reflecting on successes, challenges observed in children’s responses to planned activities, materials and environment set-up. 	<p>INFANTS AND TODDLERS:</p> <ol style="list-style-type: none"> 1. Copies of portfolios for 25% of the children enrolled during the last collection period will be made available. Portfolios will be reviewed for objectivity. 2. Documentation that family conferences have taken place. Sign in sheets will be reviewed. 3. Data reporting will be verified to ensure accuracy of information submitted. 4. <i>NM Weekly Lesson Plan Forms</i> will available for review for the last three months to ensure curriculum planning that respects children’s developmental, social, and cultural needs. 5. Documentation of reflections will be available for review for at least the last three months.
<p><u>Cultural Competence</u></p> <ol style="list-style-type: none"> 1. Evidence that all employed staff have read and are familiar with New Mexico’s Guiding Principles for the Inclusion of Every Child. 2. All staff shall successfully complete the 6-Hour Quality Child Care for All training (or equivalent) approved by CYFD. 	<p><u>Cultural Competence</u></p> <ol style="list-style-type: none"> 1. Verify by reviewing signed statement that staff has read and are familiar with New Mexico’s Guiding Principles for the Inclusion of Every Child. 2. Copy of training certificates for required training is in each individual’s personnel file.
<p><u>Staff: Child Ratios</u></p> <ol style="list-style-type: none"> 1. No requirements for this level. 	

4-STAR CRITERIA	VERIFICATION REQUIREMENTS
<p><u>Assessment and Curriculum</u> Continue to meet 3-STAR requirements plus:</p> <p>3 AND 4 YEAR OLDS:</p> <p>Using the <u>New Mexico Early Learning Guidelines</u>, director/owner will focus on and report data on 18 Essential Indicators (EI):</p> <ol style="list-style-type: none"> 1. Complete <i>the NM Quick Check Recording Sheets</i> for 9 identified Essential Indicators. 2. Continue to complete portfolio documentation for EI#4, EI#13, and adding EI#9 and EI#6 using the <i>NM Portfolio Collection Forms</i> specifically designed for these EIs. 3. Hold a family conference after each collection period to share information gathered on the <i>NM Quick Check Recording Sheets</i> and <i>NM Portfolio Collection Forms</i> for EI#4, EI#13, and EI#9, and EI#6. 4. Report data from completed <i>NM Quick Check Recording Sheets</i> and 4 required portfolios after each collection period (Fall and Spring). 5. Use documentation gathered through use of <i>NM Quick Check Recording Sheets</i>, <i>NM Portfolio Collection Forms</i> and IFSP or IEP goals (if applicable), and family goals to guide curriculum planning that respects children’s developmental, social, and cultural needs. Complete all three pages of the <i>NM Weekly Lesson Plan Form</i>, with a minimum of 4 goals from the Early Learning Guidelines, and share with families. 6. Every two weeks engage in reflection by completing a journal entry about the successes and challenges observed in children’s responses to planned activities, materials and environment set- 	<p><u>Assessment and Curriculum</u></p> <p>3 AND 4 YEAR OLDS:</p> <ol style="list-style-type: none"> 1. Copies of portfolios for children enrolled during the last collection period will be made available. Portfolios will be reviewed for objectivity. 2. Documentation that family conferences have taken place. Sign in sheets will be reviewed. 3. <i>NM Weekly Lesson Plan Forms</i> will available for review for the last three months. Evidence of curriculum planning that respects children’s developmental, social, and cultural needs will be verified. 4. Data reporting will be verified to ensure accuracy of information submitted. 5. Documentation of reflections will be available for review for at least the last three months.

up and incorporate into the 3rd page of the *NM Weekly Lesson Plan Form* to document planned changes in practices and/or the physical environment.

INFANTS AND TODDLERS:

Using the [New Mexico Early Learning Guidelines](#), director/owner will focus on the Four Domains and their components:

1. Continue to complete 4 *NM Portfolio Collection Forms* by adding the following domain: Beginning to Build Concepts.
2. Complete all three pages of the *NM Weekly Lesson Plan Form*, with a minimum of 4 goals from the Early Learning Guidelines, and share with families. Hold family conference at least three times a year to share information gathered on the *NM Portfolio Collection Forms*.
3. Use documentation gathered through use of *NM Portfolio Collection Forms* and IFSP goals (if applicable), and family goals to guide curriculum planning that respects children's developmental, social, and cultural needs.
4. Every two weeks engage in reflection by completing a journal entry about the successes and challenges observed in children's responses to planned activities, materials and environment set-up Teachers will note changes in activities, materials and/or support given as a direct result of reflections on the *NM Infant Toddler Lesson Plan Form*.

INFANTS AND TODDLERS:

1. Copies of portfolios for 25% of the children enrolled during the last collection period will be made available. Portfolios will be reviewed for objectivity.
2. Documentation that family conferences have taken place. Sign in sheets will be reviewed.
3. *NM Weekly Lesson Plan Forms* will available for review for the last three months. Evidence of curriculum planning that respects children's developmental, social, and cultural needs will be verified.
4. Documentation of reflections will be available for review for at least the last three months.

<p>Cultural Competence Continue to meet 3-STAR requirements plus:</p> <ol style="list-style-type: none"> 1. Evidence that racial and cultural diversity is represented in materials, equipment and classroom displays. 2. Director/owner and all teaching staff shall complete the 6-Hour Quality Early Childhood Programs for ALL Course-Part 2 	<p>Cultural Competence</p> <ol style="list-style-type: none"> 1. Family child care home will be assessed to ensure that racial and cultural diversity is represented in materials, equipment and displays. 2. Copy of training certificates for all required training is in each individual's personnel file.
<p>Staff: Child Ratios Implement ratios and group size:</p> <p>1:6 for programs licensed for 6 children 2:12 for programs licensed for 12 children</p> <p>Registered Family Child Care Homes: A caregiver will have no more than four (4) non-resident children at any one time.</p> <p>A caregiver will have no more than two (2) children under the age of two years old at any one time, including the providers own children.</p> <p>A caregiver will have no more than six (6) children under the age of six at any one time, including providers own children.</p> <p>Shifts are allowed provided there are never more than 4 non-resident children present at any one time.</p>	<p>Staff: Child Ratios</p> <ol style="list-style-type: none"> 1. Ratios will be verified.

5-STAR CRITERIA	VERIFICATION REQUIREMENTS
<p><u>Assessment and Curriculum</u> Continue to meet 3-STAR and 4-STAR requirements plus:</p> <p>3 AND 4 YEAR OLDS: Using the <u>New Mexico Early Learning Guidelines</u>, director/owner will focus and report on all 25 Essential Indicators (EI):</p> <ol style="list-style-type: none"> 1. Complete the <i>NM Quick Check Recording Sheets</i> for 12 identified Essential Indicators. 2. Continue to complete portfolio documentation for EI#4, EI#9, EI#6, EI#8, and adding EI#13 and EI#14 using the <i>NM Portfolio Collection Forms</i> specifically designed for these EIs. 3. Teachers will embed EI#16, EI#18, EI#19, EI#22, & EI#23 into portfolio documentation using the <i>NM Portfolio Collection Forms</i>. 4. Hold a family conference after each collection period to share information gathered on all 25 EIs. Report data from completed <i>NM Quick Check Recording Sheets</i> and 6 required <i>Portfolios Collection Forms</i> after each collection period (Fall and Spring). 5. Use documentation gathered through the use of <i>NM Quick Check Recording Sheets</i>, <i>NM Portfolios Collection Forms</i> and IFSP or IEP goals (if applicable), and family goals to guide curriculum planning that respects children’s developmental, social, and cultural needs. 6. Complete all three pages of the <i>NM Weekly Lesson Plan Form</i> with a minimum of 5 goals from the Early Learning Guidelines and share with families. 7. Once a week engage in reflection by completing a journal entry 	<p>3 AND 4 YEAR OLDS:</p> <ol style="list-style-type: none"> 1. Copies of portfolios for the children enrolled during the last collection period will be made available. Portfolios will be reviewed for objectivity. 2. Documentation that family conferences have taken place. Sign in sheets will be reviewed. 3. <i>NM Weekly Lesson Plan Forms</i> will available for review for the last three months. Evidence of curriculum planning that respects children’s developmental, social, and cultural needs will be verified. 4. Data reporting will be verified to ensure accuracy of information submitted. 5. Documentation of reflections will be available for review for at least the last three months.

about the successes and challenges observed in children's responses to planned activities, materials and environment set-up and incorporate into the 3rd page of the *NM Weekly Lesson Plan Form* to document planned changes in practices and/or the physical environment.

8. Teachers will use all three pages of the *NM Weekly Lesson Plan Form* to document planned changes in practices and/or the physical environment.

INFANTS AND TODDLERS:

Using the [New Mexico Early Learning Guidelines](#), director/owner will focus on the Five Domains and their components:

1. Continue to complete 5 *NM Portfolio-Collection Forms* by adding the following domain: Approaches Toward Learning.
2. Teachers will embed the remaining Essential Indicators on *NM Portfolio Collection Forms*.
3. Use documentation gathered through use of *NM Portfolio Collection Forms* and IFSP goals (if applicable), and family goals to guide curriculum planning that respects children's developmental, social, and cultural needs.
4. Complete all three pages of the *NM Weekly Lesson Plan Form* with a minimum of 5 goals from the Early Learning Guidelines and share with families. Hold family conferences at least three times a year to share information gathered for all Domains. Teachers will use the *NM Infant and Toddler Family Teacher Summary Report*.
5. Once a week engage in reflection by completing a journal entry about the successes and challenges observed in children's responses to planned activities, materials and environment

INFANTS AND TODDLERS:

1. Copies of portfolios for the children enrolled during the last collection period will be made available. Portfolios will be reviewed for objectivity.
2. Documentation that family conferences have taken place. Sign in sheets will be reviewed.
3. *NM Weekly Lesson Plan Forms* will available for review for the last three months.
4. Documentation of reflections will be available for review for at least the last three months.

<p>set-up and incorporate into the 3rd page of the <i>NM Weekly Lesson Plan Form</i> to document planned changes in practices and/or the physical environment.</p>	
<p><u>Cultural Competence</u> Continue to meet 3-STAR and 4-STAR requirements plus:</p> <ol style="list-style-type: none"> 1. Complete a survey/checklist provided by the Department to assess implementation of inclusive cultural practices that support every enrolled child. 2. Curriculum components address issues of linguistically appropriate child assessments and daily programming. 	<p><u>Cultural Competence</u></p> <ol style="list-style-type: none"> 1. Verify by reviewing results of survey. 2. Review curriculum and daily programming for last 3 months to ensure integration of linguistically appropriate child assessments.
<p><u>Staff: Child Ratios</u></p> <ol style="list-style-type: none"> 1. Family child care home shall maintain ratios and group size standards set by NAFCC for family child care homes. 	<p><u>Staff: Child Ratios</u></p> <ol style="list-style-type: none"> 1. Ensure ratios are meeting National Association of Family Child Care standards, as applicable.

1. Family Involvement/Family Engagement

RATIONALE: Research demonstrates multiple benefits of family engagement, also referred to as parent involvement, in children’s formal education and indicates that timing is important: family engagement has a more positive impact if it begins early in a child’s educational experience. Early care and education experts agree that the presence and engagement of families in preschool is essential. When families are involved, it increases their knowledge about child development and education which in turn enhances their ability to serve as their child’s primary teacher and assist teaching staff/caregivers to make learning meaningful for their child. Acknowledging families is an important step towards building a relationship that encourages a team approach in supporting both the family and the child care program.

DEFINITION: Programs assess and implement a written plan for optimal family engagement including a system of communication with families regarding their child’s early care and educational progress.

Research to support Family Involvement/Family Engagement:

Forry, N. D., Moodie, S., Rothenberg, L., & Simkin, S. (2011). *Family Engagement and Family-Sensitive Caregiving: Identifying Common Core Elements and Issues Related to Measurement*, Issue Brief OPRE 2011-26b. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

<http://www.researchconnections.org/childcare/resources/22296/pdf>. Retrieved May 9, 2012.

Children NOW (2004). *Preschool Issues Concerning English Language Learners and Immigrant Children: The Importance of Family Engagement*.

A Preschool Issue Brief. http://www.childrennow.org/uploads/documents/family_engagement_report_2004.pdf. Retrieved May 9, 2012.

U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Child Care Bureau. *Promoting Family-Centered Care*. <http://nccic.acf.hhs.gov/pubs/famcent/index.html>. Retrieved September 26, 2011.

3-STAR CRITERIA	VERIFICATION REQUIREMENTS
<p><u>Family Involvement/Family Engagement</u></p> <ol style="list-style-type: none"> 1. In the home language of the child/family, hold scheduled family conferences to share child outcomes using portfolio observations and the New Mexico Early Learning Guidelines. 2. Show evidence that the family child care home is communicating with families by providing information that shows a connection between activities, displays of children’s work and actual photographs that demonstrates progress in meeting the Early Learning Guidelines. 	<p><u>Family Involvement/Family Engagement</u></p> <ol style="list-style-type: none"> 1. Verify by reviewing family conferences sign in sheet. 2. Verify by reviewing communication documentation.
4-STAR CRITERIA	VERIFICATION REQUIREMENTS
<p><u>Family Involvement/Family Engagement</u></p> <ol style="list-style-type: none"> 1. Survey the majority of enrolled families to ascertain how the program is meeting items in subscales 7 and 8 of the Business Administration Scale (BAS). Use the findings as part of the Program Improvement Plan. 2. In conjunction with parents, develop a transition plan for children transitioning to another family child care home, program, or school. 3. Use Family Information Material developed by the Department to share information. 	<p><u>Family Involvement/Family Engagement</u></p> <ol style="list-style-type: none"> 1. Review Program Improvement Plan and results of family survey. 2. Review transition plans of children who have transitioned into another family child care home, program, or school.
5-STAR CRITERIA	VERIFICATION REQUIREMENTS
<p><u>Family Involvement/Family Engagement</u></p> <ol style="list-style-type: none"> 1. At least once a year, conduct a home visit for all children enrolled in the program. 2. Show evidence of implementation of the program improvement plan for subscales 7 and 8 of the Business Administration Scale (BAS) 	<p><u>Family Involvement/Family Engagement</u></p> <ol style="list-style-type: none"> 1. Review home visit documentation for enrolled children. 2. Review Program Improvement Plan.