

Early Achievers Interactive Rating Readiness Tool *Updated 6/8/17*

Type of Early Learning Program: <input type="radio"/> Home Based <input type="radio"/> Center Based	Program Name (as listed in MERIT):	Rating Readiness Consultant Or Coach:
Primary QRIS Contact Name:	WELS ID:	Community Liaison Name (UW only):
Region:	Date of Approval for On-Site Data Collection:	Community Liaison Notes (UW only):
Community Liaison Signature and Date (UW only):		Data Collector Name (UW only):
Data Collector Signature and Date (UW only):		Data Collector Notes (UW only):
QRIS PRIMARY CONTACT OR REPRESENTATIVE SIGNATURE AND DATE (Sign with UW Data Collector):		QRIS Primary Contact Notes:

Items 1 to 13 must be in place prior to approval for on-site data collection	Checklist: Confirm all items are in place	Items 1 to 13 in this section must be in place prior to approval for on-site data collection, usually evidence will be located in the file of supporting material. However, you may enter a different location or additional information if necessary.
1. There is a place for the data collector to work while they review files	<input type="checkbox"/> In place	Note where data collector(s) should review files here:
2. Copy of final Interactive Rating Readiness Tool to review with community liaison	<input type="checkbox"/> In place	File of supporting material:
3. List of block out dates prepared and ready for sharing with community liaison	<input type="checkbox"/> In place	File of supporting material:
4. Copies of all signed parent consent forms organized by classroom	<input type="checkbox"/> In place	File of supporting material:
5. Parent contact information for families that volunteer to participate in an interview	<input type="checkbox"/> In place	File of supporting material:
6. List of children whose files should not be considered, organized by classroom	<input type="checkbox"/> In place	File of supporting material:
7. Child records that track the date of enrollment and the birthdate of each child in the program organized by classroom	<input type="checkbox"/> In place	File of supporting material:
8. Copy of the parent handbook, staff handbook, and other relevant policy documents that you would like considered	<input type="checkbox"/> In place	File of supporting material:
9. Classroom/FCC schedules that indicate when activities may be in a different area, such as outside time	<input type="checkbox"/> In place	File of supporting material:
10. All staff have been notified of program participation in Early Achievers	<input type="checkbox"/> In place	Note how staff were notified of participation here:
11. Programs are able to give up to 30 min, on the day of the observation, for teachers in selected classrooms to be interviewed by the data collector and an additional 30 minutes which can be scheduled during the data collection visit for a time that works for the teacher	<input type="checkbox"/> Yes	Note the best time for interviews here:
12. Supporting information about staff education has been entered into MERIT	<input type="checkbox"/> Yes	Notes:
13. Provide information about how to access electronic materials (if applicable)	<input type="radio"/> Yes <input type="radio"/> No	Note how to access electronic materials here:

Child Outcomes (9 points possible)			
Screening	Standard Area Requirements	Detail location and/or process for data collector to access evidence of policy and/or practice as applicable:	1 = IN PLACE 0 = OPT OUT
Child Outcomes Point #1 Developmental screening is on file for all children that have been enrolled for 90 calendar days and results are shared with parents	Developmental screening tool is reliable and valid	Name of developmental screening tool:	
	Developmental screening is on file for all children that have been enrolled for 90 calendar days; dates must be included (dated IEP or IFSP is sufficient evidence)		
	Screening results are shared with all families (e.g., parents sign screening form, dated notes from parent conference about screening results)		
	Program shares information with families about how to find developmental services when needed (e.g., policy in place to connect families with Child Find)		
Ongoing Assessment	Standard Area Requirements	Detail location and/or process for data collector to access evidence of policy and/or practice as applicable:	1 = IN PLACE 0 = OPT OUT
Child Outcomes Point #2 Ongoing assessment of children's strengths to monitor progress (e.g., child portfolio/work sampling assessments) and inform instruction	Name of formal assessment		
	Formal assessment is on file for all children that have been enrolled for 90 calendar days; dates must be included		
	Name of informal assessment		
	Informal assessment is used with all children that have been enrolled for 90 calendar days; dates must be included		
	Assessments are conducted at least three times a year for each child; at least one assessment must be formal and one informal		
Assessment results are shared with parents at least once per year (e.g., parent signature and date on a conference form, parent signature and date log in a portfolio)			
Family Involvement	Standard Area Requirements	Detail location and/or process for data collector to access evidence of policy and/or practice as applicable:	1 = IN PLACE 0 = OPT OUT
Child Outcomes Point #3 Share individualized child assessment data with family	Children's formal or informal assessment results are shared with all families at least 3 times per year (e.g. documentation of letters home, parent meetings, etc.)		
Individualizing	Standard Area Requirements	Detail location and/or process for data collector to access evidence of policy and/or practice as applicable:	1 = IN PLACE 0 = OPT OUT
Child Outcomes Point #4 Individualized instruction for all children	Instruction is individualized for all children (e.g., TSG goals for each child, initials on lesson plans, or a running log of activities planned with a particular child in mind)		
Individualizing	Standard Area Requirements	Detail location and/or process for data collector to access evidence of policy and/or practice as applicable:	1 = IN PLACE 0 = OPT OUT
Child Outcomes Point #5 Ongoing assessment of children's strengths to monitor progress (e.g., child portfolio/work sampling assessments) and inform instruction	Assessments are on file for all randomly selected children (focal child)		
	Teachers individualize instruction for randomly selected children (focal child)		

WaKIDS	Standard Area Requirements	Detail location and/or process for data collector to access evidence of policy and/or practice as applicable:	1 = IN PLACE 0 = OPT OUT
Child Outcomes Point #6 Evidence based assessment used with all children	Name of assessment		
	The assessment being used in each classroom and with each age group is the WaKIDS assessment (TSG) or is on the Early Achievers list of aligned assessments or the assessment being used aligns to the WaKIDS assessment based on the WaKIDS alignment tool	WaKIDS Alignment tool completed? <input type="checkbox"/> Not Applicable <input type="checkbox"/> Yes (include location of tool below) Location of assessment materials (e.g., toolkit, online access):	
WaKIDS	Standard Area Requirements	Detail location and/or process for data collector to access evidence of policy and/or practice as applicable:	1 = IN PLACE 0 = OPT OUT
Child Outcomes Point #7 Use of WaKIDS Assessment Tool or demonstration/documentation of alignment to WaKIDS assessment process	All Lead Teachers are trained and reliable on aligned assessment tool (i.e., teachers are required to meet the training and reliability requirements of the assessment tool they are using)		
	Aligned assessment results are in each child's file or available for online review		
	Aligned assessment results are shared with all families		
	Either assessment data is shared directly with kindergarten teachers or parents are provided with a copy of assessment data to share with kindergarten teachers		
WaKIDS	Standard Area Requirements	Detail location and/or process for data collector to access evidence of policy and/or practice as applicable:	1 = IN PLACE 0 = OPT OUT
Child Outcomes Point #8 Evidence of family engagement, data sharing, and transition support for individual children	Teachers facilitate parent involvement with transitions (e.g. parents participate in transitions moving from infant to toddler room or pre-k to kindergarten)		
	Transition information is sent to parents (e.g., Letters home, policy in place)		
	Parents are provided with kindergarten readiness information (e.g. policy in place to provide parents with kindergarten readiness information, examples of kindergarten readiness information that is sent to parents)		
	Kindergarten registration information is sent to families (e.g. policy in place to share kindergarten registration information with parents, examples of how kindergarten registration information is shared with parents)		
	Documentation of connecting parents with kindergarten (e.g., kindergarten teacher visits preschool classroom, parents are provided with information about kindergarten orientation)		

Aggregated Data	Standard Area Requirements	Detail location and/or process for data collector to access evidence of policy and/or practice as applicable:	1 = IN PLACE 0 = OPT OUT
Child Outcomes Point #9 Periodic use and review of child assessment data for continuous program improvement (e.g. analyze group patterns and behaviors)	Program analyzes child assessment data by concepts or domains at the program level (e.g., number concept scores across the whole program), at least yearly		
	Program analyzes child assessment data by concepts or domains for different subsets of the program such as by age group, classroom or child's comprehension level (e.g., number concept score comparisons for each preschool classroom), at least yearly		
	Specific action plan is in place to target areas for improvement as determined by child assessment data		
	Ongoing adjustments to program are made based on child assessment data		
Child Outcomes: Projected Point Total			0
CURRICULAR & STAFF SUPPORTS (11 points possible)			
Curriculum Profile	Standard Area Requirements	Detail location and/or process for data collector to access evidence of policy and/or practice as applicable:	1 = IN PLACE 0 = OPT OUT
Curricular & Staff Supports Point #1 Demonstrate curricular alignment with WA Early Learning Guidelines	Name of curriculum		
	Either the curriculum being used in each classroom and with each age group is on the list of aligned curriculum or the curriculum is aligned to the Washington State Early Learning Guidelines using the curricular alignment tool (CAT)	Location of curriculum materials (e.g., curriculum toolkit, curriculum books): Curricular Alignment tool completed? <input type="checkbox"/> Not Applicable (already using Creative Curriculum) <input type="checkbox"/> Yes (include location of tool below)	
Curriculum Profile	Standard Area Requirements	Detail location and/or process for data collector to access evidence of policy and/or practice as applicable:	1 = IN PLACE 0 = OPT OUT
Curricular & Staff Supports Point #2 Lead Teaching Staff or FCC primary educator trained in Program Curriculum	Lead teaching staff/ FCC primary educator has training on the curriculum that they are using; (i.e., certificate or dated sign in sheet)		
Training	Standard Area Requirements	Detail location and/or process for data collector to access evidence of policy and/or practice as applicable:	2= IN PLACE 0 = OPT OUT
Curricular & Staff Supports Point #3 & #4 Lead Teaching Staff or FCC primary educator trained in WA Early Learning Guidelines	All lead teachers have completed training on Washington State's Early Learning Guidelines		
	Training was the official online training or in person with a trainer that has completed the train the trainer module for the Early Learning Guidelines	Type of training: <input type="radio"/> Online <input type="radio"/> In person (include information about	
Mentoring	Standard Area Requirements	Detail location and/or process for data collector to access evidence of policy and/or practice as applicable:	1 = IN PLACE 0 = OPT OUT
Curricular & Staff Supports Point #5 Ongoing mentoring of teaching staff to support improvement in curriculum and teacher-child interactions once a year	Teaching staff engage in embedded professional learning or mentoring to support improvement in curriculum and teacher child interactions at least one per year with each lead teacher Mentoring strategies may include: mentoring to improve curriculum and interactions, in-service trainings, or feedback from a reliable observation		
Mentoring	Standard Area Requirements	Detail location and/or process for data collector to access evidence of policy and/or practice as applicable:	1 = IN PLACE 0 = OPT OUT

Curricular & Staff Supports Point #6 Ongoing mentoring of teaching staff to support improvement in curriculum and teacher-child interactions at least 3 times a year	Teaching staff engage in embedded professional learning or mentoring to support improvement in curriculum and teacher-child interactions three times per year with each lead teacher		
Mentoring	Standard Area Requirements	Detail location and/or process for data collector to access evidence of policy and/or practice as applicable:	1 = IN PLACE 0 = OPT OUT
Curricular & Staff Supports Point #7 Ongoing mentoring of teaching staff to support improvement in curriculum and teacher-child interactions used monthly or more	Teaching staff engage in embedded professional learning or mentoring to support improvement in curriculum and teacher-child interactions monthly with each lead teacher		
Planning	Standard Area Requirements	Detail location and/or process for data collector to access evidence of policy and/or practice as applicable:	1 = IN PLACE 0 = OPT OUT
Curricular & Staff Supports Point #8 Dedicated time for teaching staff to plan on a weekly basis	Teaching team (e.g., FCC primary educator and assistant) plans for at least one hour per week; note that the Indicator is contingent on teaching teams planning together (i.e., lead teachers with assistant teacher(s), when applicable)		
	Note: teachers cannot be responsible for children during planning time Written schedule is available for review		
Planning	Standard Area Requirements	Detail location and/or process for data collector to access evidence of policy and/or practice as applicable:	1 = IN PLACE 0 = OPT OUT
Curricular & Staff Supports Point #9 Evidence that the allotted schedule for teaching team planning is followed	Each teaching team (e.g., FCC primary educator and assistant) plans for at least one hour per week; note that this is contingent on teaching teams planning together (when applicable)		
	Teachers (or FCC primary educator and assistant) are not responsible for children during planning time		
	Teachers document the who, what, and when of their planning sessions		
Peer Group	Standard Area Requirements	Detail location and/or process for data collector to access evidence of policy and/or practice as applicable:	1 = IN PLACE 0 = OPT OUT
Curricular & Staff Supports Point #10 Dedicated time for teaching staff to engage in reflective practice with peer group on a monthly basis (group identified that is working towards developing intentional teaching)	Each lead teacher or FCC primary educator has identified a peer community of educators or peer group who have similar needs and interests (e.g. they work with the same curricula, they serve the same age groups) who meet to work towards improving practice monthly		
Peer Group	Standard Area Requirements	Detail location and/or process for data collector to access evidence of policy and/or practice as applicable:	1 = IN PLACE 0 = OPT OUT
Curricular & Staff Supports Point #11 Dedicated time for teaching staff to engage in reflective practice with peer group on a monthly basis (group identified and meetings attended)	Lead teacher or FCC primary educator engages in reflective practice on a monthly basis		
	Lead teachers or FCC primary educator document the who, what, and when of their reflective practice (e.g., monthly agendas in a binder)		
Curricular & Staff Supports: Projected Point Total			0

FAMILY ENGAGEMENT AND PARTNERSHIPS (10 points possible)			
Strengthening Families	Standard Area Requirements	Detail location and/or process for data collector to access evidence of policy and/or practice as applicable:	1 = IN PLACE 0 = OPT OUT
Family Engagement and Partnerships Point #1 Complete modified Strengthening Families Self-Assessment (Director/Owner)	Strengthening Families self-assessment is completed		
Strengthening Families	Standard Area Requirements	Detail location and/or process for data collector to access evidence of policy and/or practice as applicable:	1 = IN PLACE 0 = OPT OUT
Family Engagement and Partnerships Point #2 Develop a plan of action based on the Strengthening Families Self-Assessment	Strengthening Families plan of action is completed and dated		
Strengthening Families	Standard Area Requirements	Detail location and/or process for data collector to access evidence of policy and/or practice as applicable:	1 = IN PLACE 0 = OPT OUT
Family Engagement and Partnerships Point #3 Provide evidence of continuous feedback and improvement (plan of action)	The success of the Strengthening Families plan of action was reviewed and dated within the last six months		
	Next steps are detailed in an updated plan of action		
Parent Education	Standard Area Requirements	Detail location and/or process for data collector to access evidence of policy and/or practice as applicable:	1 = IN PLACE 0 = OPT OUT
Family Engagement and Partnerships Point #4 Have a parenting support and education program in place (e.g. Incredible Years, Triple P Parenting, CSEFEL Parenting Modules, Parents as Teachers, etc.)	Evidence based parent education program is in place	Name of Parent Education Program:	
	Parent educator has completed the training criteria recommended by the evidence-based parent education program		
	Evidence of implementation of the parent education program (e.g., login sheets, flyers, agendas)		
Community Resources	Standard Area Requirements	Detail location and/or process for data collector to access evidence of policy and/or practice as applicable:	1 = IN PLACE 0 = OPT OUT
Family Engagement and Partnerships Point #5 Information about community based programs is available in all languages represented in facility	Program shares Information about community based resources in all languages represented by enrolled families		
	At least three examples of community based resources are available in each language represented by enrolled families		
Transitions	Standard Area Requirements	Provide information about transition policy practice below and detail location of policy (if opting in):	1 = IN PLACE 0 = OPT OUT
Family Engagement and Partnerships Point #6 Evidence of transition policies in place for changes in setting and educators	Written policy or plan to support transitions, policy details how the program supports children through the following transitions:	<input type="radio"/> Transition policy in place <input type="radio"/> Opt Out Policy includes the following:	Location of transition policy:
	Transition into the program Transitions within program (between classes) Transition out of the program Transition to kindergarten	<input type="checkbox"/> Transition into the program <input type="checkbox"/> Transitions within program <input type="checkbox"/> Transition out of the program <input type="checkbox"/> Transition to kindergarten <input type="checkbox"/> Not Applicable	

Transitions	Standard Area Requirements	Detail location and/or process for data collector to access evidence of policy and/or practice as applicable:		1 = IN PLACE 0 = OPT OUT
Family Engagement and Partnerships Point #7 Evidence of transition practices in place for changes in setting and educators	Practices to support transitions are implemented (e.g., transition letter templates, transition documentation in child files)			
Transitions	Standard Area Requirements	Provide information about transition policy practice below and detail location of policy:		1 = IN PLACE 0 = OPT OUT
Family Engagement and Partnerships Point #8 Evidence of supportive transitions for children who are removed due to challenging behavior or developmental needs	Program has a no expulsion policy or children that the program asks to leave, due to behavioral or developmental concerns, are supported through the transition with at least three of the following supports: Parent meetings to discuss challenges Expert evaluations Documentation of challenges Visits to other programs	Type of policy in place: <input type="radio"/> No Expulsion <input type="radio"/> Expulsion with supports Which supports are in place for children that may be asked to leave due to behavioral or developmental concerns? <input type="checkbox"/> Expert Evaluations <input type="checkbox"/> Documentation of Challenges <input type="checkbox"/> Parent Meetings <input type="checkbox"/> Referrals to other programs	Location of policy:	
Family Partnership	Standard Area Requirements	Detail location and/or process for data collector to access evidence of policy and/or practice as applicable:		1 = IN PLACE 0 = OPT OUT
Family Engagement and Partnerships Point #9 Partner with families to determine perception of child strengths and needs	Teachers partner with families to determine child's strengths and needs through documentation (e.g., introducing me document, intake form filled out by parents that details child strengths and needs) for the majority of parents; one example is needed			
Family Partnership	Standard Area Requirements	Detail location and/or process for data collector to access evidence of policy and/or practice as applicable:		1 = IN PLACE 0 = OPT OUT
Family Engagement and Partnerships Point #10 Partner with families to determine perception of child strengths and needs	Teachers partner with families to determine child's strengths and needs through documentation; one additional example needed, different than the example given in Family Engagement and Partnerships Point #9			
Family Engagement and Partnership: Projected Point Total				0
Optional: Accreditation (5 additional points possible)				
Accreditation	Standard Area Requirements	Detail location and/or process for data collector to access evidence of policy and/or practice as applicable:		5 = IN PLACE 0 = OPT OUT
National accreditation by a program formally assessed by Early Achievers	Program is fully accredited by agencies that have been formally assessed by the Early Achievers Accreditation Review Team (e.g., current accreditation certificate on file)	<input type="checkbox"/> American Montessori Society <input type="checkbox"/> National Association of the Education of Young Children <input type="checkbox"/> National Association of Family Child Care		
Professional Development and Training/Total Points (10 points possible)				

Center Director or Program Supervisor		Points Possible	Enter Projected Points
AA in ECE or related field		1 point	
BA in ECE or related field		2 points	
MA in ECE or related Field		4 points	
Center Designated Lead Teaching Staff (at least one staff person per classroom must be designated lead) ☐		Points Possible	Enter Projected Points
25% have CDA or approved certificate or credential		1 point	
25% have AA or higher in ECE or related field		2 points	
25% have BA or higher in ECE or related field		3 points	
Center - All Other Teaching Staff (assistants and Aids)		Points Possible	Enter Projected Points
25% have CDA or approved certificate or credential		1 point	
50% have CDA or approved certificate or credential		2 points	
25% have AA or higher in ECE or related field		3 points	
Center Professional Development and Training: Projected Point Total			0
Family Childcare Educator or Primary Worker		Points Possible	Enter Projected Points
CDA or approved certificate or credential		3 points	
AA in ECE or related field		5 points	
BA in ECE or related field		7 points	
MA in ECE or related Field		10 points	
Family Childcare Professional Development and Training: Projected Point Total			
Classroom/FCC Home Environment (60 Points possible)			
Measure	Standard Area Requirements and Points Possible		Enter Projected Points
CLASS: Instructional Support/Engaged Support for Learning	2.0-3.4 (enter 10 points)	3.5-4.4 (enter 15 points) 4.5 & higher (enter 20 points)	
CLASS: Emotional Support/Classroom Organization	3.5-4.9 (enter 10 points)	5.0-5.9 (enter 15 points) 6.0 & higher (enter 20 points)	
Environment Rating Scale (ERS)	3.0-4.9 (enter 10 points)	5.0-5.9 (enter 15 points) 6.0 & higher (enter 20 points)	
Points Per Level Summary			
Points Per Level Summary	Points Possible Summary		Projected Point Summary
	Child Outcomes: Points Possible: 09		Child Outcomes Projected Point Total: 0
	Curriculum and Staff Supports: Points Possible: 11		Curriculum and Staff Supports Projected Point Total: 0
Level 5: 91-100 points	Family Engagement and Partnership: Points Possible: 10		Family Engagement and Partnership Projected Point Total: 0
Level 4: 70-90 points	CLASS Instructional Support/Engaged Support for Learning: Points Possible: 20		CLASS Instructional Support/Engaged Support for Learning Projected Point Total: 0
Level 3: 30-69 points	CLASS Emotional Support/Classroom Organization: Points Possible: 20		CLASS Emotional Support/Classroom Organization Projected Point Total: 0
Level 2: Professional Growth and Facility Management	Environment Rating Scale: Points Possible: 20		Environment Rating Scale Projected Point Total: 0
	Professional Development and Training: Points Possible: 10		Professional Development and Training Projected Point Total: 0
Level 1: Licensing or Certification			Optional: Accreditation (5 additional points possible): 0
	Total Points Possible: 100		Total Projected Points: 0