

BUSINESS ADMINISTRATION STANDARDS

The provider follows sound administrative and business practices in order to provide stable, consistent and good quality care for the children.

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The program has a written risk management plan.</p> <p style="text-align: center;">+</p> <p>The provider maintains files in compliance with Pinellas County Child Care Licensing regulations.</p>	<p>The program has a written risk management plan.</p> <p style="text-align: center;">+</p> <p>The provider maintains files in compliance with Pinellas County Child Care Licensing regulations.</p> <p style="text-align: center;">+</p> <p>There is a written parent-provider contract that includes information on hours, fees, payment schedule, vacation, sick leave and absence policies, responsibility for alternate care and the termination policy.</p>	<p>The program has a written risk management plan.</p> <p style="text-align: center;">+</p> <p>The provider maintains files in compliance with Pinellas County Child Care Licensing regulations.</p> <p style="text-align: center;">+</p> <p>There is a written parent-provider contract that includes information on hours, fees, payment schedule, vacation, sick leave and absence policies, responsibility for alternate care and the termination policy.</p> <p style="text-align: center;">+</p> <p>The provider has a functional computer and printer for administrative use that includes internet access and e-mail.</p>	<p>The program has a written risk management plan.</p> <p style="text-align: center;">+</p> <p>The provider maintains files in compliance with Pinellas County Child Care Licensing regulations.</p> <p style="text-align: center;">+</p> <p>There is a written parent-provider contract that includes information on hours, fees, payment schedule, vacation, sick leave and absence policies, responsibility for alternate care and the termination policy.</p> <p style="text-align: center;">+</p> <p>The provider has a functional computer and printer for administrative use that includes internet access and e-mail.</p> <p style="text-align: center;">+</p> <p>The provider has developed public relations materials which project a professional image to maximize enrollment.</p>	<p>The program has a written risk management plan.</p> <p style="text-align: center;">+</p> <p>The provider maintains files in compliance with Pinellas County Child Care Licensing regulations.</p> <p style="text-align: center;">+</p> <p>There is a written parent-provider contract that includes information on hours, fees, payment schedule, vacation, sick leave and absence policies, responsibility for alternate care and the termination policy.</p> <p style="text-align: center;">+</p> <p>The provider has a functional computer and printer for administrative use that includes internet access and e-mail.</p> <p style="text-align: center;">+</p> <p>The provider has developed public relations materials which project a professional image to maximize enrollment.</p> <p style="text-align: center;">+</p> <p>Records are kept as evidence of sound financial management.</p> <p style="text-align: center;">+</p> <p>The provider is committed to the continuous quality improvement of business practices. The administrator has completed training on the Business Administration Scale (BAS). The training has been approved by the Coalition.</p>

BUSINESS ADMINISTRATION DOCUMENTATION

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Risk management plan containing the following:</p> <ul style="list-style-type: none"> plans that designate how and when to either shelter in place or evacuate and specify a location for the evacuation plans for handling lost or missing children, security threats, utility failure, and natural disasters such as severe weather, hurricanes, flood and intruders arrangements for emergency transport and escort from the program monthly practice of evacuation procedures with at least yearly practice of other emergency procedures emergency care plans for children with known medical or developmental problems that might require special care in an emergency a written policy for reporting child abuse and neglect procedures to minimize the allegations of child abuse and/or neglect procedures to be followed if allegation of child abuse and/or neglect occur <p style="text-align: center;">+</p> <p>Files available for review at validation visit</p>	<p>Risk management plan and records that meet the requirements of Level 1</p> <p style="text-align: center;">+</p> <p>Copy of parent - provider contract provided</p> <p>Files available for review at validation visit</p>	<p>Risk management plan and records that meet the requirements of Level 1</p> <p style="text-align: center;">+</p> <p>Copy of parent - provider contract provided</p> <p>Files available for review at validation visit</p> <p style="text-align: center;">+</p> <p>Provider's e-mail address</p>	<p>Risk management plan and records that meet the requirements of Level 1</p> <p style="text-align: center;">+</p> <p>Copy of parent - provider contract provided</p> <p>Files available for review at validation visit</p> <p style="text-align: center;">+</p> <p>Provider's e-mail address</p> <p style="text-align: center;">+</p> <p>Copies of promotional materials such as</p> <ul style="list-style-type: none"> Letterhead Brochure Logo Business card Signage Newsletter Advertising copy Website 	<p>Risk management plan and records that meet the requirements of Level 1</p> <p style="text-align: center;">+</p> <p>Copy of parent - provider contract provided</p> <p>Files available for review at validation visit</p> <p style="text-align: center;">+</p> <p>Provider's e-mail address</p> <p style="text-align: center;">+</p> <p>Copies of promotional materials identified in Level 4</p> <p style="text-align: center;">+</p> <p>Evidence of financial planning</p> <ul style="list-style-type: none"> Copy of annual budget Record of income and expenses Sample reconciliation of income and expenses to budget <p style="text-align: center;">+</p> <p>Copy of training certificate from Business Administration Scale training</p>

CURRICULUM and INSTRUCTIONAL ASSESSMENT STANDARDS

The provider has a written curriculum or uses a dynamic curriculum framework (e.g. project web). The curriculum describes specific developmentally appropriate goals and experiences for children. On-going instructional assessment is used to meet the needs and interests of individual children.

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The provider can document that he/she uses a curriculum that has been approved by the Early Learning Coalition of Pinellas.</p>	<p>The provider can document that he/she uses a curriculum that has been approved by the Early Learning Coalition of Pinellas.</p> <p style="text-align: center;">+</p> <p>The provider has completed a 2 hour approved training to support the implementation of their chosen curriculum.</p>	<p>The provider can document that he/she uses a curriculum that has been approved by the Early Learning Coalition of Pinellas.</p> <p style="text-align: center;">+</p> <p>The provider has completed 6 hours of approved training to support the implementation of their chosen curriculum. <i>Beyond Cribs and Rattles meets this requirement.</i></p>	<p>The provider can document that he/she uses a curriculum that has been approved by the Early Learning Coalition of Pinellas.</p> <p style="text-align: center;">+</p> <p>The provider has completed 6 hours of approved training to support the implementation of their chosen curriculum. <i>Beyond Cribs and Rattles meets this requirement.</i></p> <p style="text-align: center;">+</p> <p>Written, age appropriate weekly plans are used to guide daily curriculum implementation.</p> <p style="text-align: center;">+</p> <p>The provider uses instructional assessment to individualize the curriculum. The provider uses at least one type of on-going assessment method for each child.</p>	<p>The provider can document that he/she uses a curriculum that has been approved by the Early Learning Coalition of Pinellas.</p> <p style="text-align: center;">+</p> <p>The provider has completed 6 hours of approved training to support the implementation of their chosen curriculum. <i>Beyond Cribs and Rattles meets this requirement.</i></p> <p style="text-align: center;">+</p> <p>Written, age appropriate weekly plans are used to guide daily curriculum implementation for individual children.</p> <p style="text-align: center;">+</p> <p>The provider uses instructional assessments to individualize the curriculum. The provider uses at least two types of on-going assessment methods for each child.</p>

CURRICULUM and INSTRUCTIONAL ASSESSMENT DOCUMENTATION

Level 1	Level 2	Level 3	Level 4	Level 5
Copy of cover of curriculum manual or guide or a copy of the approval letter from the Early Learning Coalition of Pinellas	Copy of cover of curriculum manual or guide or a copy of the approval letter from the Early Learning Coalition of Pinellas + Documentation of 2 hours of training on the provider's chosen curriculum	Copy of cover of curriculum manual or guide or a copy of the approval letter from the Early Learning Coalition of Pinellas + Training certificate	Copy of cover of curriculum manual or guide or a copy of the approval letter from the Early Learning Coalition of Pinellas + Training certificate + Copies of two weeks of written, age appropriate lesson plans + Samples of one on-going instructional assessment method for each child served (birth to five only)	Copy of cover of curriculum manual or guide or a copy of the approval letter from the Early Learning Coalition of Pinellas + Training certificate + Copies of two weeks of written, age appropriate lesson plans which include individualized learning goals based on child observations and assessment + Samples of two on-going instructional assessment methods

FAMILY ENGAGEMENT STANDARDS

The provider communicates regularly and effectively with families and encourages active two-way communication between families and the program. The provider offers regular opportunities for family involvement and works to build partnerships with families.

Level 1	Level 2	Level 3	Level 4	Level 5
A handbook is given to families at enrollment.	A handbook is given to families at enrollment.	A handbook is given to families at enrollment.	A handbook is given to families at enrollment.	A handbook is given to families at enrollment.
+	+	+	+	+
Enrollment forms solicit information about the child’s development, strengths, likes and dislikes, etc.	Enrollment forms solicit information about the child’s development, strengths, likes and dislikes, etc.	Enrollment forms solicit information about the child’s development, strengths, likes and dislikes, etc.	Enrollment forms solicit information about the child’s development, strengths, likes and dislikes, etc.	Enrollment forms solicit information about the child’s development, strengths, likes and dislikes, etc.
	+	+	+	+
	Two methods of communicating with families including the following: Individualized daily written communication is sent home with children under age three AND a weekly summary of activities is posted OR sent home with children over age three.	Two methods of communicating with families including the following: Individualized daily written communication is sent home with children under age three AND a weekly summary of activities is posted OR sent home with children over age three.	Three methods of communicating with families including the following: Individualized daily written communication is sent home with children under age three AND a weekly summary of activities is posted OR sent home with children over age three.	Three methods of communicating with families as identified in level 4.
	+	+	+	+
	A family meeting/social event/workshop is offered once per year.	A family meeting/social event/workshop is offered two times a year.	A family meeting/social event/workshop is offered three times a year.	A family meeting/social event/workshop is offered four times a year.
		+	+	+
		Parent conferences are held once per year.	Parent conferences are held twice per year.	Parent conferences are held twice per year.
			+	+
			Ideas and suggestions are regularly offered to families to support and continue learning activities at home.	Ideas and suggestions are regularly offered to families to support and continue learning activities at home.
				+
				Families have the opportunity to evaluate the provider’s program at least annually.
				+
				The provider has established methods of communicating with families in their primary language.
				+
				The family child care provider has established at least one method to support children and families transitioning into the FCCH and/or transitioning out of the FCCH into another program or kindergarten.

FAMILY ENGAGEMENT STANDARDS DOCUMENTATION

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Family handbook containing the following information:</p> <ul style="list-style-type: none"> • Schedule of operations including daily opening-closing hours, holidays, calendar • Program philosophy and goals • Discipline policy • Child sign-in/sign-out procedures • Information regarding parents having unlimited access to their children • Payment policies including payment due dates; fees for late pick-up (if any) • Nutrition policies concerning food provided by the FCCH, food brought from home, food allergy precautions, etc. • Illness and medication policies • Emergency procedures • Screening and assessment of children • Procedures regarding the reporting of child abuse and/or neglect • Family involvement or support opportunities if offered <p style="text-align: center;">+</p> <p>Enrollment forms</p>	<p>Family handbook and enrollment forms as required in Level 1</p> <p style="text-align: center;">+</p> <p>Two methods of communication strategies such as:</p> <ul style="list-style-type: none"> • Toddler –Gram • Pictures of bulletin boards (current) • Log of informal communications • Newsletter <p style="text-align: center;">+</p> <p>Fliers, announcements, invitations, etc. for any one of the following:*</p> <ul style="list-style-type: none"> • Open house • Holiday celebration • Family meetings or support groups • Seminars or trainings for parents such as positive discipline, nutrition, child development, parenting, medical or dental topics, etc. • Family book or toy lending library • Social functions for families • Information and referral to supportive services regarding family issues <p>*Supporting documentation may be required</p>	<p>Family handbook and enrollment forms as required in Level 1</p> <p style="text-align: center;">+</p> <p>Two methods of communication strategies such as:</p> <ul style="list-style-type: none"> • Toddler –Gram • Pictures of bulletin boards (current) • Log of informal communications • Newsletter <p style="text-align: center;">+</p> <p>Fliers, announcements, invitations, etc. for any two of the examples*</p> <p style="text-align: center;">+</p> <p>Conference sign-up sheets or logs, with dates for one parent conference</p> <p style="text-align: center;">+</p> <p>Sample parent conference form</p>	<p>Family handbook and enrollment forms as required in Level 1</p> <p style="text-align: center;">+</p> <p>Three methods of communication strategies such as:</p> <ul style="list-style-type: none"> • Toddler –Gram • Pictures of bulletin boards (current) • Log of informal communications • Newsletters <p style="text-align: center;">+</p> <p>Fliers, announcements, invitations, etc. for any three of the examples *</p> <p style="text-align: center;">+</p> <p>Conference sign-up sheets or logs, with dates for two parent conferences</p> <p style="text-align: center;">+</p> <p>Sample parent conference form</p> <p style="text-align: center;">+</p> <p>Examples of ideas and suggestions for learning extension that are shared with parents</p>	<p>Family handbook and enrollment forms as required in Level 1</p> <p style="text-align: center;">+</p> <p>Three methods of communication strategies such as:</p> <ul style="list-style-type: none"> • Toddler –Gram • Pictures of bulletin boards (current) • Log of informal communications • Newsletters <p style="text-align: center;">+</p> <p>Fliers, announcements, invitations, etc. for any four of the examples *</p> <p style="text-align: center;">+</p> <p>Conference sign-up sheets or logs, with dates for two parent conferences</p> <p style="text-align: center;">+</p> <p>Sample parent conference form</p> <p style="text-align: center;">+</p> <p>Examples of ideas and suggestions for learning extension that are shared with parents</p> <p style="text-align: center;">+</p> <p>Copy of evaluation form or survey used and summary data of evaluation/survey results completed for the past two consecutive years</p> <p style="text-align: center;">+</p> <p>List of community agencies or community members available to translate and written materials and forms in families’ primary language</p> <p style="text-align: center;">+</p> <p>Copy of information from parent handbook or flyer; sample parent information on kindergarten registration</p>

LEARNING ENVIRONMENT STANDARDS – PROVIDER TRAINING AND ACTION PLANS

Daily activities and interactions show that the provider is providing a safe, healthy and stimulating environment. Daily interactions demonstrate that staff respect, care for and enjoy working with children. The provider offers many opportunities for children to learn and practice skills across a broad range of developmental areas including social, emotional, physical, cognitive, and language. The provider supports the inclusion of children with disabilities, responds to the cultural and linguistic diversity of the population served, and promotes the acceptance of diversity among staff, families, and children.

Level 1	Level 2	Level 3	Level 4	Level 5
The provider attends training on the Family Child Care Environment Rating Scale- Revised and completes a self assessment.	The provider attends training on the Family Child Care Environment Rating Scale- Revised and completes a self assessment.	The provider attends training on the Family Child Care Environment Rating Scale- Revised and completes a self assessment	The provider attends training on the Family Child Care Environment Rating Scale- Revised and completes a self assessment.	The provider attends training on the Family Child Care Environment Rating Scale- Revised and completes a self assessment.
+	+	+	+	+
A formal FCCERS-R observation is conducted by Quality Counts for Children to establish baseline information about the learning environment.	A formal FCCERS-R observation is conducted by Quality Counts for Children. The provider uses the information to guide program improvements.	A formal FCCERS-R observation is conducted by Quality Counts for Children. The provider uses the information to guide program improvements.	A formal FCCERS-R observation is conducted by Quality Counts for Children. The provider uses the information to guide program improvements.	A formal FCCERS- R observation is conducted by Quality Counts for Children. The provider uses the information to guide program improvements.
	+	+	+	+
	A Quality Action Plan is developed based on the provider’s self assessment.	A Quality Action Plan is developed for any subcategory scoring below 3.0.	A Quality Action Plan is developed for any subcategory scoring below 3.5.	A Quality Action Plan is developed for any subcategory scoring below 4.0.

LEARNING ENVIRONMENT STANDARDS DOCUMENTATION – PROVIDER TRAINING AND ACTION PLANS

Level 1	Level 2	Level 3	Level 4	Level 5
Provider’s training certificate	Provider’s training certificate	Provider’s training certificate	Provider’s training certificate	Provider’s training certificate
+	+	+	+	+
Copies of learning environment self - assessment	Copies of learning environment self- assessment	Copies of learning environment self- assessment	Copies of learning environment self- assessment	Copies of learning environment self- assessment
	+	+	+	+
	Copy of the Quality Action Plan based on the provider’s FCH self - assessment checklist	Copy of the Quality Action Plan for any subcategory scoring below 3.0	Copy of the Quality Action Plan for any subcategory scoring below 3.5	Copy of the Quality Action Plan for any subcategory scoring below 4.0

PROVIDER QUALIFICATIONS STANDARDS

EDUCATIONAL QUALIFICATIONS

The provider has been formally educated and is professionally prepared to work with children in their care. The provider is professionally prepared to manage the program.

Level 1	Level 2	Level 3	Level 4	Level 5
The provider meets licensing requirements for educational qualifications. The provider has completed the 30 hour Family Child Care training and the required 5 hour training in early literacy.	The provider meets licensing requirements for educational qualifications. The provider has completed the 30 hour Family Child Care training and the required 5 hour training in early literacy. +	The provider meets licensing requirements for educational qualifications. The provider has completed the 30 hour Family Child Care training and the required 5 hour training in early literacy. +	The provider meets licensing requirements for educational qualifications. The provider has completed the 30 hour Family Child Care training and the required 5 hour training in early literacy. +	The provider meets licensing requirements for educational qualifications. The provider has completed the 30 hour Family Child Care training and the required 5 hour training in early literacy. +
	The provider has a H.S. diploma or GED.	The provider has a H.S. diploma or GED.	The provider has a H.S. diploma or GED.	The provider has a H.S. diploma or GED.
		+	+	+
		The provider is enrolled in training for the DCF Staff Credential or higher	The provider has earned a DCF Staff Credential or higher	The provider has earned a DCF Staff Credential or higher
				+
				The provider has earned an AA/AS or higher in ECE or related field, or an AA/AS or higher out of field with 12 credits in ECE.

PROFESSIONAL DEVELOPMENT

Ongoing professional development of the family child care provider: The provider maintains and improves their professional practice through an array of effective professional development activities.

Level 1	Level 2	Level 3	Level 4	Level 5
The provider completes 10 hours of in-service annually.	The provider completes 15 hours of in-service annually.	The provider completes 20 hours of in-service annually.	The provider completes 25 hours of in-service annually, which includes a minimum of 5 clock hours of business or management training. +	The provider completes 30 hours of in-service annually, which includes a minimum of 10 clock hours of business or management training. +
			The provider is a member of a formal network of providers or a family child care association.	The provider is a member of a formal network of providers or a family child care association

SUBSTITUTE QUALIFICATIONS

Level 1	Level 2	Level 3	Level 4	Level 5
There is a written plan in place for a substitute who meets licensing requirements. The plan includes the substitute's name, address and telephone number. +	There is a written plan in place for a substitute who meets licensing requirements. The plan includes the substitute's name, address and telephone number. +	There is a written plan in place for a substitute who meets licensing requirements. The plan includes the substitute's name, address and telephone number. +	There is a written plan in place for a substitute who meets licensing requirements. The plan includes the substitute's name, address and telephone number. +	There is a written plan in place for a substitute who meets licensing requirements. The plan includes the substitute's name, address and telephone number. +
The substitute meets licensing requirements for training. The substitute has been screened and fingerprinted and has completed the 6 hour FCCH training on Rules and Regulations prior to caring for children.	The substitute meets licensing requirements for training. The substitute has been screened and fingerprinted and has completed the 6 hour FCCH training on Rules and Regulations prior to caring for children. +	The substitute meets licensing requirements for training. The substitute has been screened and fingerprinted and has completed the 6 hour FCCH training on Rules and Regulations prior to caring for children. +	The substitute meets licensing requirements for training. The substitute has been screened and fingerprinted and has completed the 6 hour FCCH training on Rules and Regulations prior to caring for children. +	The substitute meets licensing requirements for training. The substitute has been screened and fingerprinted and has completed the 6 hour FCCH training on Rules and Regulations prior to caring for children. +
	The substitute completes 5 hours of in-service annually.	The substitute completes 10 hours of in-service annually.	The substitute completes 15 hours of in-service annually. +	The substitute completes 20 hours of in-service annually. +
			The substitute is enrolled in training for the DCF Staff Credential or higher.	The substitute has completed training for the DCF Staff Credential or higher.

SCREENING AND IDENTIFICATION OF SPECIAL NEEDS

The provider works collaboratively with families to identify and seek services for children with developmental delays or disabilities. Developmental screening is a systematic process designed to identify children who may have a developmental delay or disability and require further evaluation. Developmental screenings are conducted regularly to provide multiple snapshots of development over time.

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The provider has received training on Ages & Stages Questionnaire (ASQ) from an Early Learning Coalition of Pinellas approved training agency.</p> <p style="text-align: center;">+</p> <p>The ASQ is completed on every School Readiness child within the agreed upon time frame. Parents participate in the completion of the Ages and Stages Questionnaire (ASQ) and are informed of the results.</p>	<p>The provider has received training on Ages & Stages Questionnaire (ASQ) that meets the requirements of Level 1.</p> <p style="text-align: center;">+</p> <p>The ASQ is completed on every School Readiness child within the agreed upon time frame. Parents participate in the completion of the Ages and Stages Questionnaire (ASQ) and are informed of the results.</p> <p style="text-align: center;">.</p> <p style="text-align: center;">+</p> <p>The ASQ is completed on all other children (birth to five) enrolled in the program.</p>	<p>The provider has received training on Ages & Stages Questionnaire (ASQ) that meets the requirements of Level 1.</p> <p style="text-align: center;">+</p> <p>The ASQ is completed on every School Readiness child within the agreed upon time frame. Parents participate in the completion of the Ages and Stages Questionnaire (ASQ) and are informed of the results.</p> <p style="text-align: center;">+</p> <p>The ASQ is completed on all other children (birth to five) enrolled in the program.</p> <p style="text-align: center;">+</p> <p>The provider gives written information to all parents regarding developmental milestones.</p>	<p>The provider has received training on Ages & Stages Questionnaire (ASQ) that meets the requirements of Level 1.</p> <p style="text-align: center;">+</p> <p>The ASQ is completed on every School Readiness child within the agreed upon time frame. Parents participate in the completion of the Ages and Stages Questionnaire (ASQ) and are informed of the results.</p> <p style="text-align: center;">+</p> <p>The ASQ is completed on all other children (birth to five) enrolled in the program.</p> <p style="text-align: center;">+</p> <p>The provider gives written information to all parents regarding developmental milestones.</p> <p style="text-align: center;">+</p> <p>The provider has completed a minimum of 3 hours of training on working with children with special needs. This training may include training on inclusion, positive behavior support and/or medical issues, etc.</p>	<p>The provider has received training on Ages & Stages Questionnaire (ASQ) that meets the requirements of Level 1.</p> <p style="text-align: center;">+</p> <p>The ASQ is completed on every School Readiness child within the agreed upon time frame. Parents participate in the completion of the Ages and Stages Questionnaire (ASQ) and are informed of the results.</p> <p style="text-align: center;">+</p> <p>The ASQ is completed on all other children (birth to five) enrolled in the program.</p> <p style="text-align: center;">+</p> <p>The provider gives written information to all parents regarding developmental milestones.</p> <p style="text-align: center;">+</p> <p>The provider has completed a minimum of 3 hours of training annually on working with children with special needs. This training may include training on inclusion, positive behavior support and/or medical issues, etc.</p>

SCREENING AND IDENTIFICATION OF SPECIAL NEEDS DOCUMENTATION

Level 1	Level 2	Level 3	Level 4	Level 5
Training certificate +	Training certificate +	Training certificate +	Training certificate +	Training certificate +
Signed copies of the ASQ for 100% of the children enrolled in the School Readiness Program (parent/guardian signature)	Signed copies of the ASQ for 100% of the children enrolled	Signed copies of the ASQ for 100% of the children	Signed copies of the ASQ for 100% of the children enrolled	Signed copies of the ASQ for 100% of the children enrolled
+	+	+	+	+
Samples of referral forms	Samples of referral forms	Samples of referral forms	Samples of referral forms	Samples of referral forms
	+	+	+	+
	Signed ASQs for parents who have indicated a concern about their child's development	Samples of information shared with parents	Samples of information shared with parents	Samples of information shared with parents
			+	+
			Training certificate(s)	Training certificates from the past consecutive 3 years

PROVIDER AS EMPLOYER STANDARDS

Providers who are employers of child care assistants supervise their work and ensure that the employee meets licensing requirements and is paid at least the minimum wage. Provider and employees work together to maintain continuity of care. This standard may be scored N/A if the provider does not have any employees.

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The employee meets licensing requirements for educational qualifications. The employee has completed the 30 hour Family Child Care training and the required 5 hour training in early literacy.</p> <p style="text-align: center;">+</p> <p>The provider maintains personnel records that include employment applications, background screening information, and documentation of educational credentials and staff trainings.</p>	<p>The employee meets licensing requirements for educational qualifications. The employee has completed the 30 hour Family Child Care training and the required 5 hour training in early literacy.</p> <p style="text-align: center;">+</p> <p>The provider maintains personnel records that include employment applications, background screening information, and documentation of educational credentials and staff trainings.</p> <p style="text-align: center;">+</p> <p>The provider pays employee(s) at least the federal minimum wage, withholds federal taxes, and pays the Social Security and Medicare taxes.</p>	<p>The employee meets licensing requirements for educational qualifications. The employee has completed the 30 hour Family Child Care training and the required 5 hour training in early literacy.</p> <p style="text-align: center;">+</p> <p>The provider maintains personnel records that include employment applications, background screening information, and documentation of educational credentials and staff trainings.</p> <p style="text-align: center;">+</p> <p>The provider pays employee(s) at least the federal minimum wage, withholds federal taxes, and pays the Social Security and Medicare taxes.</p> <p style="text-align: center;">+</p> <p>The provider and employee(s) meet at least quarterly to share observations and plan activities together.</p>	<p>The employee meets licensing requirements for educational qualifications. The employee has completed the 30 hour Family Child Care training and the required 5 hour training in early literacy.</p> <p style="text-align: center;">+</p> <p>The provider maintains personnel records that include employment applications, background screening information, and documentation of educational credentials and staff trainings.</p> <p style="text-align: center;">+</p> <p>The provider pays employee(s) at least the federal minimum wage, withholds federal taxes, and pays the Social Security and Medicare taxes.</p> <p style="text-align: center;">+</p> <p>The provider and employee(s) meet at least monthly to share observations and plan activities together.</p>	<p>The employee meets licensing requirements for educational qualifications. The employee has completed the 30 hour Family Child Care training and the required 5 hour training in early literacy.</p> <p style="text-align: center;">+</p> <p>The provider maintains personnel records that include employment applications, background screening information, and documentation of educational credentials and staff trainings.</p> <p style="text-align: center;">+</p> <p>The provider pays employee(s) at least the federal minimum wage, withholds federal taxes, and pays the Social Security and Medicare taxes.</p> <p style="text-align: center;">+</p> <p>The provider and employee(s) meet at least monthly to share observations and plan activities together.</p> <p style="text-align: center;">+</p> <p>There is a signed written employment agreement for employee(s) identifying wages, job responsibilities and educational and training requirements.</p>

PROVIDER AS EMPLOYER DOCUMENTATION

Level 1	Level 2	Level 3	Level 4	Level 5
Files will be reviewed at validation visit	<p>Files will be reviewed at validation visit</p> <p style="text-align: center;">+</p> <p>Copies of employee's pay records and copies of provider's quarterly tax returns (IRS Form 941)</p>	<p>Files will be reviewed at validation visit</p> <p style="text-align: center;">+</p> <p>Copies of employee's pay records and copies of provider's quarterly tax returns (IRS Form 941)</p> <p style="text-align: center;">+</p> <p>Documentation from quarterly planning meeting including schedule of meeting and report of topics discussed/activities planned</p>	<p>Files will be reviewed at validation visit</p> <p style="text-align: center;">+</p> <p>Copies of employee's pay records and copies of provider's quarterly tax returns (IRS Form 941)</p> <p style="text-align: center;">+</p> <p>Documentation from monthly planning meeting including schedule of meeting and report of topics discussed/activities planned</p>	<p>Files will be reviewed at validation visit</p> <p style="text-align: center;">+</p> <p>Copies of employee's pay records and copies of provider's quarterly tax returns (IRS Form 941)</p> <p style="text-align: center;">+</p> <p>Documentation from monthly planning meeting including schedule of meeting and report of topics discussed/activities planned</p> <p style="text-align: center;">+</p> <p>Copy of agreement provided</p>