



Please note: This document includes updated [Colorado Shines QRIS standards](#) effective January 2022. Participation in Project Include: Early Access through Adaptive Technology does not guarantee earning points in the listed standards. Programs would still need to show the evidence required for that standard as described in the [Evidence Document for Centers](#) or [Evidence Document for Family Child Care Homes](#).

Connections: Project Include: Early Childhood Access through Adaptive Technology and Colorado Shines Quality Rating Improvement System (QRIS)

CHILD CARE CENTERS:

2. Family Partnerships - Connecting Families to Resources Meaningful engagement of families in their children’s early learning experiences supports children’s school readiness and later academic success. Two-way communication is the basis for strong relationships and advances family engagement.		
May improve score in...	Evidence Required for Standard See Evidence Document for Centers for more information	How Project Include may help:
2.15 - Partnering with Families to Meet Children’s Special Needs	Policy/procedure on how the program supports all children and families for inclusion throughout the program and classroom (i.e. defined as the practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those who have physical or mental disabilities and members of other minority groups). If the program currently has no children in care, then a policy on how they will support inclusion will be accepted.	Project Include team will provide inclusion related resources for programs to support all children and families throughout the program and craft a draft policy and procedure during Customized Coaching and Materials Support.
2.16 - The program partners with families of children with special needs to meet their learning and development goals.	Policy/procedure/IEP/IFSP goal setting, etc. to partner with families to support learning and development goals specifically within IEP’s, IFSP’s or 504’s. (i.e. therapist within the program, special accommodations requested within the IEP, etc.) If a program currently has no children in care, then a policy on how the program will support children and families will be accepted.	Throughout Customized Coaching and Materials Support, Project Include team will provide special education related resources for programs to support families who have children with special needs to help the program have the knowledge to craft a policy or procedure.

3. Leadership, Management, and Administration - Continuous Quality Improvement

Strong administrative practices are supported through a cycle of continuous quality improvements, which leads to a more stable business and contributes to staff retention.

May improve score in...	Evidence Required for Standard See Evidence Document for Centers for more information	How Project Include may help:
3.2 - The program has a playground quality improvement goal(s) such as: ensuring inclusion of all enrolled children, improved teacher/child interactions, expansion of outdoor learning environment, increasing opportunities for gross motor play, health and safety, etc.	QIP (Quality Improvement Plan) reviewed by QAS Data Team. QIP needs to document what change has been made/adopted within the past 12 months. The goal and the improvement must be documented in the QRIS data system QIP.	Throughout the Universal Design training and Customized Coaching and Materials Support, Project Include team will provide resources related to playground quality improvement for programs to include all children in their care and help program articulate a QIP.
3.3 The program pursues continuous quality improvement in one or more strategic areas: <u>Inclusive Teaching and Learning</u> ; Health Promotion; <u>Culturally Responsive Practices</u> ; <u>Reducing Bias</u> ; trauma informed programming; and/or implementing reliable/certified classroom assessments. 3.3c Program demonstrates progress in at least one quality improvement goal developed from the self assessment or classroom observation.	1. Self Assessment or classroom assessment 2. Goal(s) documented in the QRIS Quality Improvement Plan 3. Documented progress noted in the QRIS Quality Improvement Plan	If a provider has utilized an inclusion-focused self assessment for this indicator, Project Include team will provide training and resources for child care programs to continuously improve their inclusion during the Universal Design training and Customized Coaching and Materials Support.

4. Learning Environment

A well supported learning environment helps to support children's growth and development; provides a safe and stable learning space, and gives children the freedom to explore and care for their space. Curricula, assessment, ratios, inclusion, and language development are all part of a supportive environment for children.

May improve score in...	Evidence Required for Standard See Evidence Document for Centers for more information	How Project Include may help:
4.1b - Provider implements curriculum to address all domains and in a manner that supports individualization for children.	Observable standard when the Assessment team on site. (observe use of curriculum and the domains are documented/question). Curriculum crosswalk showing the curriculum in use addresses all learning domains included in the CO Early Learning & Development Guidelines	Throughout Customized Coaching and Materials Support, Project Include team will provide resources to implement curriculum that supports individualized practices that include all children, especially children with disabilities or language/cultural differences.

4.6 - The program supports dual-language learners through practices that strengthen children’s home language.	Observable standard when Assessment team on site. (observe use of books/materials/visual schedules/ that support language are documented)	Project Include team will share inclusive materials and resources to support all children, including dual-language learners. Resources will be available through Universal Design and Inclusion Kits and Customized Coaching and Materials Support.
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5. Child Health - Physical Activity
 Children’s health is the foundation of growth and development. Children who are exposed to healthy eating, exercise, and regular care routines are more likely to continue these healthy practices through their growing years and into adulthood.

May improve score in...	Evidence Required for Standard See Evidence Document for Centers for more information	How Project Include may help:
5.4 Classroom teachers lead children in structured physical activities daily.	<ul style="list-style-type: none"> · Observed during assessment visit AND/OR · Curriculum crosswalk 	Project Include team will share inclusive materials and resources to support all children, including those with delays and disabilities. Resources will be available through Universal Design and Inclusion Kits and Customized Coaching and Materials Support. All resources include the “how?” and “why?” for each suggestion.

FAMILY CHILD CARE HOMES:

2. Family Partnerships - Connecting Families to Resources
 Meaningful engagement of families in their children’s early learning experiences supports children’s school readiness and later academic success. Two-way communication is the basis for strong relationships.

May improve score in...¹	Evidence Required for Standard See Evidence Document for Family Child Care Homes for more information	How Project Include may help:
2.12 The family child care provider has policies and procedures related to collaborating with families to plan for meeting children’s identified special needs, including them fully in program activities and maximizing opportunities to meet their individual learning and development goals.	Policy/procedure/IEP/IFSP goal setting, etc. to partner with families to support learning and development goals specifically within IEP's, IFSP's or 504's. (i.e. therapist within the program, special accommodations requested within the IEP, etc.) If a program currently has no children in care, then a	Project Include team will provide inclusion related materials and resources for programs during Customized Coaching and Materials Support to include all children, especially those with delays and disabilities. This knowledge will help the program be able to craft a draft policy and procedure.

policy on how the program will support children and families will be accepted.

3. Leadership, Management, and Administration - Continuous Quality Improvement

Strong administrative practices are supported through a cycle of continuous quality improvements, which leads to a more stable child care business.

3.2 The family child care provider has playground quality improvement goal(s) such as: ensuring inclusion of all children, enhancing teacher/child interaction, expanding the outdoor learning environment, increasing opportunities for gross motor play, health and safety, etc.

QIP reviewed by QAS Data Team. QIP needs to document what change has been made/adopted within the past 12 months. The goal and the improvement must be documented in the QRIS data system QIP.

Throughout the Universal Design training and Customized Coaching and Materials Support, Project Include team will provide resources related to playground quality improvement for programs to include all children in their care and help program articulate a QIP.

3.3 The family child care provider pursues continuous quality improvement in one or more strategic areas: Inclusive Teaching and Learning; Health Promotion; Culturally Responsive Practices; Reducing Bias; trauma informed programming; implementing reliable/certified classroom assessments.

3.3c The family child care provider demonstrates progress in at least one quality improvement goal developed from the self-assessment or learning environment observation.

1. Self Assessment or classroom assessment
2. Goal(s) documented in the QRIS Quality Improvement Plan
3. Documented progress noted in the QRIS Quality Improvement Plan

If a provider has utilized an inclusion-focused self assessment for this indicator, Project Include team will provide training and resources for child care programs to continuously improve their inclusion during the Universal Design training and Customized Coaching and Materials Support.

5. Child Health - Physical Activity

A Child's health is the foundation of growth and development. Children who are exposed to healthy eating, exercise, and regular care routines are more likely to continue these healthy practices through their growing years and into adulthood.

5.3 The family child care provider leads children in structured physical activities daily.

- Observed during assessment visit
- AND/OR
- Curriculum crosswalk

Project Include team will share inclusive materials and resources to support all children, including those with delays and disabilities. Resources will be available through Universal Design and Inclusion Kits and Customized Coaching and Materials Support. All resources include the "how?" and "why?" for each suggestion.