

PQQA

Program Quality Assessment

Form B — Agency Items

for Infant-Toddler and Preschool Programs

PQA

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Form B – Agency Items **for Infant-Toddler and Preschool Programs**

Instrument Developers

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INTRODUCTION

The infant-toddler and preschool versions of the Program Quality Assessment (PQA) measure seven domains of curriculum implementation and program operations in child care settings: learning environment; schedules and routines; adult-child interaction; curriculum planning and child observation; parent involvement and family services; staff qualifications and staff development; and program management. The first four domains are covered in Form A: Observation Items in the Infant-Toddler PQA, and Form A: Classroom Items in the Preschool PQA. This part of the instrument, Form B: Agency Items for Infant-Toddler and Preschool Programs, covers the last three domains for programs serving infants and toddlers and/or preschoolers. This combined form enables staff or raters to use a single form to assess agency practices in programs serving either or both age groups.

Within each domain is a series of items based on best practices acknowledged in the field. Form B uses staff or rater interviews as evidence to objectively score items on a 5-point scale from lower to higher levels of quality. Each item contains descriptors that anchor the scoring decision and make it clear what types of agency practices and policies contribute to a high-quality setting. While some of the indicators pertain to a specific age range, the majority are applicable to all age groups served.

Unlike many compliance measures, which typically permit only yes-no scores on items, the PQA defines quality along a continuum. These multiple levels allow raters to indicate with greater specificity a program's current status and needs for improvement.

A note on terminology. Form B covers agency items that involve both preschool “teachers” and infant and toddler “caregivers.” The terms “caregiver” and “teacher” are interchangeably used in the field of infant and toddler care. They describe two very important roles played by adults who work with very young children. As the term “caregiver” implies, the primary role of adults who spend time with infants and toddlers is to establish strong and secure relationships through the everyday caregiving routines and interactions they provide. Yet those who care for infants and toddlers inevitably educate them as well. However, for simplicity’s sake, this form uses the term “teacher” to identify the adults who work with preschoolers and/or infants and toddlers, except when referring to “primary caregivers.”

**Program Quality Assessment (PQA)
Form B: Agency Items (Sections V–VII) for Infant-Toddler and Preschool Programs**

PROGRAM/RATER INFORMATION

I. PROGRAM INFORMATION

Name of agency _____

Name of center/site _____

Name of program/care setting(s) being observed _____

Program director/administrator or contact person

Name _____

Position/Title _____

Phone () Ext. Fax () _____

E-mail _____

Address and phone of program/care setting being observed

Street _____

City/State/Zip _____

Phone () Ext. Fax () _____

E-mail _____

Children

Number of children in program/care setting _____

Age range of children in program/care setting _____

Hours program/care setting is in session

Days of week (circle all that apply):

MON TUE WED THU FRI SAT SUN

Time session begins each day _____ Time session ends each day _____

PQA AGENCY ITEMS

for Infant-Toddler and Preschool Programs

Agency Items (Form B)

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SCORING INSTRUCTIONS

Step 1.

Conduct interview with the program director or other knowledgeable staff members. Record supporting evidence in the spaces provided in each row of boxes.

What you see, hear, and write down provides the evidence for the level of quality you select in step 3. Use the clarifying questions (CQ), which appear to the right of the indicators, to elicit information. Supporting evidence for the indicator level you choose includes any of the following, as needed, for each item:

- Anecdotes: brief notes on what children and/or staff actually do and/or communicate
- Quotations: what children and/or staff actually say
- Materials lists
- Diagrams of the room, space, area, and/or outdoor play yard, sketches and notations
- Sequences of daily events and routines
- Answers to clarifying questions (CQ) (see specific wording of questions under relevant items)

Step 2.

Read each row of indicators. Check one box per row.

Once you have gathered supporting evidence for an item, read the rows of indicators that follow it. Based on the evidence you have gathered in Step 1, place a checkmark (✓) in *one and only one* box (1, 3, or 5) of each row of indicators. *Try to complete every row for every item.* Note that some rows pertain to preschoolers while others apply to infants and toddlers; but the majority of the indicators refer to all age groups served. If a row of boxes does not apply (for example, the row pertains only to infants and toddlers or only to preschoolers), place a checkmark (✓) in the “N/A” box in the evidence space and do not check any boxes in that row. Then follow the scoring criteria according to the rows that have been completed as directed in Step 3.

Step 3.

Determine the quality level. Circle the corresponding level at the top of the form: 1, 2, 3, 4, or 5.

Determine the quality level for the item using the following criteria:

*For items with **three or more rows** of boxes*

- Level 1: Half or more of the level 1 boxes are checked (regardless of the level 3 or level 5 boxes that may be checked).
- Level 2: Fewer than half of the level 1 boxes are checked, and some of the level 3 and/or level 5 boxes are checked.
- Level 3: Half or more of the level 3 boxes are checked, and no level 1 boxes are checked.
- Level 4: Fewer than half of the level 3 boxes are checked, and the remaining boxes are checked at level 5.
- Level 5: All the level 5 boxes are checked, and no level 1 boxes or level 3 boxes are checked.

*For items with **two rows** of boxes*

- Level 1: Both level 1 boxes are checked.
- Level 2: One level 1 box and either one level 3 box or one level 5 box are checked.
- Level 3: Both level 3 boxes are checked.
- Level 4: One level 3 box and one level 5 box are checked.
- Level 5: Both level 5 boxes are checked.

If a row of boxes is “not applicable,” compute the quality level based on the number of rows that are completed for that item. If an item cannot be observed or determined by interview, check “Not observed or reported” for the overall score and enter “NR” on the Summary Sheet.

V. PARENT INVOLVEMENT AND FAMILY SERVICES

Circle one indicator level for this item based on the scoring rules on page ix.

V-A. The program provides a welcoming environment for families and a variety of opportunities for parents to become involved in the program.

1 2 3 4 5
 Check here if not observed or reported.

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	<input type="checkbox"/> There is no place in the room or center where family members can gather. Example: – Families are asked to wait in the hallway or drop their children off and leave.	<input type="checkbox"/> There is some space in the room or center where family members can gather. Example: – Parents stand at the door and talk.	<input type="checkbox"/> There is a comfortably furnished family-oriented place in the room or center where family members can gather. Examples: – Family members and teachers congregate with children in the block area or book area. – Teachers have created a greeting area where families can read stories or do puzzles with children as they arrive and/or get ready to depart. – There is a separate family resource room equipped with computers, games, toys, books, etc.	
Row 2	<input type="checkbox"/> There are no activities or materials to help parents become involved in the program.	<input type="checkbox"/> The program provides some parent-oriented activities or materials to help parents become involved in the program.	<input type="checkbox"/> There are many parent involvement options consistent with a variety of parent interests and time constraints. Examples: – Attending parent meetings, workshops, and family activities. – Serving on parent advisory councils. – Meeting with teachers to discuss children's progress. – Participating in program-related service projects. – Supporting children's learning at home. – Reading or contributing to a parent newsletter.	CQ: How do you encourage parents to participate in your center?

V. PARENT INVOLVEMENT AND FAMILY SERVICES

V-A. (continued)

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	<input type="checkbox"/> The program does not encourage parent participation.	<input type="checkbox"/> The program sometimes encourages parent participation.	<input type="checkbox"/> The program encourages parent participation. Examples: <ul style="list-style-type: none">- Providing child care.- Arranging transportation.- Scheduling events at times convenient for parents.- Making reminder phone calls the day before an event.- Networking parents with one another.	CQ: Does the program encourage parent participation? (If yes) How?

V. PARENT INVOLVEMENT AND FAMILY SERVICES

Circle one indicator level for this item based on the scoring rules on page ix.

V-B. Parents are represented on program advisory and/or policymaking committees.

1 2 3 4 5
 Check here if not observed or reported.

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	<input type="checkbox"/> There are no program advisory or policymaking committees.	<input type="checkbox"/> Program advisory or policymaking committee(s) exist but do not meet regularly.	<input type="checkbox"/> Program advisory or policy committee(s) exist and meet according to a regular schedule.	<p>CQ: Does the program have an advisory council or other policymaking group? (If yes):</p> <p>a. Who is on the council/committee?</p> <p>b. How often does it meet?</p> <p>c. What role(s) do the members play?</p>
Row 2	<input type="checkbox"/> Parents are not represented on program advisory or policymaking committees.	<input type="checkbox"/> Parents have some representation on program advisory or policymaking committee(s).	<input type="checkbox"/> Parents have full representation on program advisory and policymaking committee(s).	
Row 3	<input type="checkbox"/> Parents have no voice in program policies.	<input type="checkbox"/> Parents sometimes speak up or vote on program policies.	<input type="checkbox"/> Parents attend meetings and have a say in establishing program policies.	

V. PARENT INVOLVEMENT AND FAMILY SERVICES

Circle one indicator level for this item based on the scoring rules on page ix.

V-C. Parents are encouraged to participate in program activities with children.

1 2 3 4 5

Check here if not observed or reported.

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	<input type="checkbox"/> Parents are not encouraged to volunteer in the children's room, go on field trips, or participate in other activities with children. Examples: – Parents are not allowed beyond a certain point when they drop off or pick up children. – There is no sign-up list for parents who want to volunteer.	<input type="checkbox"/> Parents are sometimes invited or encouraged to participate in some activities with children. Example: – Parents volunteer in the children's room but perform primarily custodial roles.	<input type="checkbox"/> Parents are often invited or encouraged to participate in a variety of activities with children. Examples: – Parents volunteer in the children's room. – Parents play an active role in the day's activities and/or caregiving routines. – Parents plan and/or participate in special events and field trips. – Parents bring in materials such as recyclables and/or help to make play materials.	CQ: Are parents informed about and involved in activities with their children? (If yes) How?
Row 2	<input type="checkbox"/> Program staff tend to avoid or ignore family members when they ask about children's program activities.	<input type="checkbox"/> Program staff respond positively to questions from family members about children's program activities.	<input type="checkbox"/> Program staff seek out and approach family members to initiate conversations about children's program activities.	CQ: Do you inform parents about children's program activities? (If yes) How?

V. PARENT INVOLVEMENT AND FAMILY SERVICES

Circle one indicator level for this item based on the scoring rules on page ix.

V-D. Staff and parents exchange information about the curriculum and its relationship to children's development.

1 2 3 4 5

Check here if not observed or reported.

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	<input type="checkbox"/> Staff and parents do not exchange information about the curriculum and its relationship to children's development.	<input type="checkbox"/> Staff provide parents with information about the curriculum and its relationship to children's development. Examples: <ul style="list-style-type: none"> - An information packet is given or mailed to parents. - Staff tell parents how the program works. 	<input type="checkbox"/> Staff and parents exchange information about the curriculum and its relationship to children's development. Examples: <ul style="list-style-type: none"> - Staff send parents regular mailings or newsletters about the program and invite their reactions. - Staff and parents interact during program workshops. - Staff and parents exchange frequent informal comments about activities. - Staff invite observations and answer questions from parents about the program. 	CQ: Do you inform parents about the curriculum and its relationship to children's development? (If yes) How?
Row 2	<input type="checkbox"/> Staff do not seek input from parents about the program and its relationship to their children's development.	<input type="checkbox"/> Staff sometimes seek input from parents about the program and its relationship to their children's development.	<input type="checkbox"/> Staff seek input from parents about the program and its relationship to their children's development.	CQ: Do parents provide input about the program and its relationship to their children's development? (If yes) How?
Row 3	<input type="checkbox"/> Teachers rarely share written child observations with parents. Example: <ul style="list-style-type: none"> - Written information is only shared once or twice a year or when there are concerns about behavior. 	<input type="checkbox"/> Teachers sometimes share written child observations with parents. Examples: <ul style="list-style-type: none"> - Notes are sent home weekly or biweekly. - Notes or e-mails are sent upon parent request. 	<input type="checkbox"/> Teachers <i>regularly exchange</i> written child observations with parents in the form of daily notes, anecdotes, and/or e-mails.	CQ: How often do you share <i>written</i> child observations with parents?

V. PARENT INVOLVEMENT AND FAMILY SERVICES

V-D. (continued)

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 4	<p>In rooms for infants and/or toddlers</p> <p><input type="checkbox"/> Teachers do not share daily logs with parents about their children’s caregiving routines.</p>	<p>In rooms for infants and/or toddlers</p> <p><input type="checkbox"/> Teachers sometimes share daily logs with parents about their children’s caregiving routines.</p>	<p>In rooms for infants and/or toddlers</p> <p><input type="checkbox"/> Teachers consistently share daily logs with parents about their children’s caregiving routines (i.e., feeding, napping, diaper changes).</p>	<p><input type="checkbox"/> Mark “NA” if the program has only preschool room(s).</p> <p>CQ: How often do you share a daily log with parents about their children’s caregiving routines?</p>
Row 5	<p>In rooms for infants and/or toddlers</p> <p><input type="checkbox"/> Teachers inform parents when they have seen or heard children’s “firsts,” (e.g., first steps, first words).</p>	<p>In rooms for infants and/or toddlers</p> <p><input type="checkbox"/> Teachers have no consistent policy about informing parents about their children’s “firsts.”</p>	<p>In rooms for infants and/or toddlers</p> <p><input type="checkbox"/> Teachers regularly leave children’s “firsts” for parents to see or hear “first.”</p> <p>Example:</p> <ul style="list-style-type: none"> – Teachers says, “Tell me about what you see Marcus doing at home with you.” 	<p><input type="checkbox"/> Mark “NA” if the program has only preschool room(s).</p> <p>CQ: Do you have a policy about sharing children’s “firsts” with parents?</p> <p>CQ: (If no) What do you typically do when you see a child’s first step or hear a child’s first word?</p>

V. PARENT INVOLVEMENT AND FAMILY SERVICES

Circle one indicator level for this item based on the scoring rules on page ix.

V-E. Staff form partnerships with parents and interact informally to share information about the day's activities and children's experiences.

1 2 3 4 5

Check here if not observed or reported.

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	<input type="checkbox"/> Staff and parents do not interact informally. Examples: <ul style="list-style-type: none"> - Family members are ignored or avoided. - Teachers are busy with routine tasks when parents are present. 	<input type="checkbox"/> Staff and parents sometimes interact informally.	<input type="checkbox"/> Staff and parents frequently interact informally to update each other about the child's recent experiences. Examples: <ul style="list-style-type: none"> - Staff greet family members by name. - Staff converse with family members during dropoff and pickup times. - Staff send home or encourage parents to bring in things the child has made. - Staff exchange notes, phone calls, e-mails, text messages, and so forth with parents. 	<p><i>CQ:</i> Do you interact informally with parents about their children's day-to-day experiences? (If yes) How? How often?</p>
Row 2	<input type="checkbox"/> Staff rarely communicate with parents in a give-and-take manner. Examples: <ul style="list-style-type: none"> - Staff interact with parents in a blunt, distracted, impatient, or disinterested manner. - Staff ignore or avoid parents. - Staff speak negatively about parents when they are not present. 	<input type="checkbox"/> Staff sometimes communicate with parents in a give-and-take manner. Example: <ul style="list-style-type: none"> - Staff are respectful but cursory and businesslike in their interactions with parents. 	<input type="checkbox"/> Each day staff communicate with parents in a give-and-take manner. Staff use an interested, unhurried, friendly manner to communicate clearly, honestly, and respectfully with parents about the program, their children, and issues of interest or concern. Examples: <ul style="list-style-type: none"> - Teachers and parents exchange information about the child. - When staff talk with parents they listen attentively, take turns in conversation, and offer comments and observations. - Staff speak positively about parents even when they are not present. 	<p><i>CQ:</i> When you speak with a parent, who tends to carry the conversation?</p>

V. PARENT INVOLVEMENT AND FAMILY SERVICES

V-E. (continued)

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	<input type="checkbox"/> Staff compete with parents for children's attention.	<input type="checkbox"/> Staff sometimes encourage parents' attention to their children.	<input type="checkbox"/> Staff regularly encourage parents' attention to their children. They <ul style="list-style-type: none"> • Wait to be invited into parent-child exchanges • Respect children's preferences for parents over staff • At pickup time, encourage children to talk directly with parents about their day 	<p>CQ: Would you say that you encourage parents' attention to their children?</p> <p>CQ: If so, do you wait to be invited into parent-child exchanges?</p> <p>CQ: What do you do when children show preferences for parents over staff?</p>
Row 4	<input type="checkbox"/> Staff avoid dealing with conflicts with parents and/or argue with parents.	<input type="checkbox"/> Staff sometimes handle conflicts with parents in a nonconfrontational manner.	<input type="checkbox"/> Staff and parents use a problem-solving approach when they are in conflict. <p>Staff</p> <ul style="list-style-type: none"> • Approach parents calmly • Acknowledge parents' feelings <p>Staff and parents</p> <ul style="list-style-type: none"> • Exchange information • Look at the problem from the child's viewpoint • Restate the problem • Generate ideas for solutions and choose one together • Are prepared to follow up on the problem 	<p>CQ: How do you handle conflicts with parents?</p>

V. PARENT INVOLVEMENT AND FAMILY SERVICES

Circle one indicator level for this item based on the scoring rules on page ix.

V-F. Staff and parents exchange information about how to promote and extend children's learning and social development at home.

1 2 3 4 5

Check here if not observed or reported.

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	<input type="checkbox"/> Staff and parents do not exchange ideas or materials to support children's learning and social development at home.	<input type="checkbox"/> Staff and parents exchange some ideas or materials to support children's learning and social development at home.	<input type="checkbox"/> Staff and parents exchange many ideas and materials to support children's learning and social development at home. Examples: <ul style="list-style-type: none"> - Sharing ideas and materials about the educational potential of ordinary household objects. - Discussing how everyday family activities can be social learning experiences. - Discussing how to promote language development. 	CQ: Do you exchange information with parents about supporting children's learning at home? (If yes) How?
Row 2	<input type="checkbox"/> Staff do not seek input from parents about how they are supporting children's development at home.	<input type="checkbox"/> Staff sometimes seek input from parents about how they are supporting children's development at home.	<input type="checkbox"/> Staff seek input from parents about how they are supporting children's development at home and offer parents additional related resources.	CQ: How do you seek input from parents on how they are supporting their children's development at home?

V. PARENT INVOLVEMENT AND FAMILY SERVICES

Circle one indicator level for this item based on the scoring rules on page ix.

V-G. Staff members schedule home visits and formal parent conferences to share information with parents and seek input from parents about the program and their children's development.

1 2 3 4 5
 Check here if not observed or reported.

Note: Do not count meetings that are specially called by teachers or parents because of problems in the program.

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	<input type="checkbox"/> Staff do not conduct home visits.	<input type="checkbox"/> Staff conduct home visits as needed.	<input type="checkbox"/> Staff conduct home visits for every child and family.	CQ: Do you schedule home visits? (If yes) How often? CQ: What happens during home visits?
Row 2	<input type="checkbox"/> Staff do not schedule conferences with each child's parent/guardian.	<input type="checkbox"/> Staff schedule one conference per year with each child's parent/guardian.	<input type="checkbox"/> Staff schedule two or more conferences per year with each child's parent/guardian.	CQ: Do you schedule parent-teacher conferences? (If yes) How often? CQ: What happens during conferences?
Row 3	<input type="checkbox"/> Staff do not use visits/conferences to share information about the program and children's development.	<input type="checkbox"/> Staff use visits/conferences to share information about the program and children's development.	<input type="checkbox"/> Staff use visits/conferences to share information and seek input from parents about the program and children's development.	

V. PARENT INVOLVEMENT AND FAMILY SERVICES

Circle one indicator level for this item based on the scoring rules on page ix.

V-H. The program or its host agency provides diagnostic and special education services for children with special needs.

1 2 3 4 5

Check here if not observed or reported.

Note: Services may be provided directly or through referrals to other community agencies.

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	<input type="checkbox"/> Children are neither provided with nor referred for diagnostic and special education services.	<input type="checkbox"/> Children are provided with/referred for diagnostic and special education services in some areas of development.	<input type="checkbox"/> Children are provided with/referred for diagnostic and/or special education services as needed for suspected or diagnosed disabilities in speech, language, physical, visual, audiological, and social development (and in other areas as needed).	<p>CQ: Does the program provide diagnostic and/or special education services for children? (If yes):</p> <p>a. What services?</p> <p>b. How are the services provided?</p> <p>CQ: Does the program provide referrals for diagnostic and/or special education services for children? (If yes):</p> <p>a. What kinds of referrals?</p> <p>b. How are the referrals made?</p>
Row 2	<input type="checkbox"/> Staff do not provide parents with information on locating or accessing special education services needed by the child.	<input type="checkbox"/> Staff give parents information on locating and accessing special education services needed by the child.	<input type="checkbox"/> Staff work together with parents to locate and access any special education services needed by the child.	<p>CQ: If a child needs special education services, does the program provide the parents with help in locating or accessing the services? (If yes) How do you work with parents to locate the services?</p>

V. PARENT INVOLVEMENT AND FAMILY SERVICES

Circle one indicator level for this item based on the scoring rules on page ix.

V-I. Staff provide parents with referrals and access to supportive services as needed.

1 2 3 4 5
 Check here if not observed or reported.

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	<input type="checkbox"/> Staff are not aware of family needs.	<input type="checkbox"/> Staff have some knowledge of family needs.	<input type="checkbox"/> Staff are familiar with family needs. Example: – Staff conduct or have access to needs assessments, intake interviews, or other information-gathering activities with families.	CQ: How familiar are you (or someone else on staff) with your families' needs? For example, would you say "not familiar," "somewhat familiar," or "very familiar"? CQ: How do you (or someone else on staff) gather information about your families' needs?
Row 2	<input type="checkbox"/> Staff are not aware of community resources available to families.	<input type="checkbox"/> Staff have some knowledge of community resources available to families.	<input type="checkbox"/> Staff are familiar with community resources available to families. Examples: – Staff maintain a library of services and referral procedures. – Staff attend community service workshops.	CQ: How familiar are you (or someone else on staff) with the community resources related to your families' needs? For example, would you say "not familiar," "somewhat familiar," or "very familiar"? CQ: How do you (or someone else on staff) familiarize yourself with community resources?

V. PARENT INVOLVEMENT AND FAMILY SERVICES

V-I. (continued)

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	<input type="checkbox"/> Staff do not make referrals to needed family services.	<input type="checkbox"/> Staff sometimes make referrals to needed family services.	<input type="checkbox"/> Staff make referrals to needed family services. Examples: <ul style="list-style-type: none">- Brochures and other information are readily available to parents.- Staff keep lists of local service providers.	<i>CQ:</i> Do you (or does someone else on staff) refer families for services or help them access services?
Row 4	<input type="checkbox"/> Staff do not facilitate access to family services.	<input type="checkbox"/> Staff sometimes facilitate access to family services.	<input type="checkbox"/> Staff facilitate access to family services. Examples: <ul style="list-style-type: none">- Staff provide documentation for parents to share with service providers.- Staff make the initial phone call to help arrange the first appointment with a provider.- Staff help families find child care or transportation so they can use community resources.	<i>CQ:</i> How are referrals or access to services handled?

V. PARENT INVOLVEMENT AND FAMILY SERVICES

Circle one indicator level for this item based on the scoring rules on page ix.

V-J. Program activities are coordinated within the program and/or with community agencies and/or public schools to facilitate children's smooth transitions at each age level.

1 2 3 4 5

Check here if not observed or reported.

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	<p>Transitions to another room</p> <p><input type="checkbox"/> Children transition to another room with no warning.</p> <p>Example:</p> <ul style="list-style-type: none"> Children are moved to another room without being told that they will be moving. 	<p>Transitions to another room</p> <p><input type="checkbox"/> Children transition to another room with some warning.</p> <p>Example:</p> <ul style="list-style-type: none"> Children are told they will be moving to another room a few days ahead of time. 	<p>Transitions to another room</p> <p><input type="checkbox"/> Teachers talk with children who are transitioning to another room.</p> <p>Examples:</p> <ul style="list-style-type: none"> Long before a move, teachers spend considerable time talking with children about going to another room. Teachers talk with parents about their child moving to another room. 	<p><input type="checkbox"/> Mark "NA" if no children transition to another room.</p> <p>CQ: Describe how children transition to another room.</p>
Row 2	<p>Transitions to another room</p> <p><input type="checkbox"/> Children are not given time to adjust to moving to another room and set of teachers.</p> <p>Examples:</p> <ul style="list-style-type: none"> Children do not visit the next room. Children do not meet the new set of teachers. 	<p>Transitions to another room</p> <p><input type="checkbox"/> Children are given some time to adjust to moving to another room and set of teachers.</p> <p>Example:</p> <ul style="list-style-type: none"> Children visit once or twice before they move to the next room. 	<p>Transitions to another room</p> <p><input type="checkbox"/> Children are given ample time to adjust to moving to another room and set of teachers.</p> <p>Examples:</p> <ul style="list-style-type: none"> Children visit the next room often; children visit and have a snack with the next age group. Children spend free-choice time with the next age group before the move. Children meet the new teachers and children in the next room. Parents are welcome to visit the next room with their child. Parents meet the new teachers. 	<p><input type="checkbox"/> Mark "NA" if no children transition to another room.</p> <p>CQ: How long are children given to adjust to moving to another room?</p>

V. PARENT INVOLVEMENT AND FAMILY SERVICES

V-J. (continued)

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	<p>Transitions to another setting for part of the day</p> <p><input type="checkbox"/> Program activities are not coordinated with other setting(s) where children spend part of the day.</p>	<p>Transitions to another setting for part of the day</p> <p><input type="checkbox"/> Program activities are sometimes coordinated with other setting(s) where children spend part of the day.</p>	<p>Transitions to another setting for part of the day</p> <p><input type="checkbox"/> Program activities are regularly coordinated with other setting(s) where children spend part of the day.</p> <p>Examples:</p> <ul style="list-style-type: none">To insure curriculum consistency, staff– Synchronize dropoff and pickup times and procedures.– Transfer children’s personal belongings.– Share documentation about daily care routines.	<p><i>Note:</i> This and the next indicator row pertain to situations where children transition daily between settings, for example between a half-day Head Start program and a part-day center- or home-based child care program (also called wrap-around care).</p> <p><input type="checkbox"/> Mark “NA” if children remain in the same setting for the entire program day.</p> <p><i>CQ:</i> Are program activities coordinated with other setting(s) where children spend part of the day? (If yes) How?</p>
Row 4	<p>Transitions to another setting for part of the day</p> <p><input type="checkbox"/> Staff do not work with parents to share information with other setting(s) where children spend part of the day.</p>	<p>Transitions to another setting for part of the day</p> <p><input type="checkbox"/> Staff sometimes work with parents to share information with other setting(s) where children spend part of the day.</p>	<p>Transitions to another setting for part of the day</p> <p><input type="checkbox"/> Staff and parents work together to share information with other setting(s) where children spend part of the day.</p> <p>Examples:</p> <ul style="list-style-type: none">– Staff provide parents with anecdotal notes, health records, or other information to share with staff at the other settings.– Staff meet together with parents and staff at the other setting to discuss children’s development and to coordinate other services, if needed.	<p><input type="checkbox"/> Mark “NA” if children remain in the same setting for the entire program day.</p> <p><i>CQ:</i> Is information shared and discussed together with parents and staff at other setting(s) where children spend part of the day? (If yes) How?</p>

V. PARENT INVOLVEMENT AND FAMILY SERVICES

V-J. (continued)

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 5	<p>Transitions to kindergarten</p> <p><input type="checkbox"/> Program activities are not coordinated with community agencies and/or the public schools.</p>	<p>Transitions to kindergarten</p> <p><input type="checkbox"/> Program activities are sometimes coordinated with community agencies and/or the public schools.</p>	<p>Transitions to kindergarten</p> <p><input type="checkbox"/> Program activities are regularly coordinated with community agencies and/or the public schools through a variety of channels.</p> <p>Examples:</p> <ul style="list-style-type: none"> - Mutual referrals. - Telephone and written contacts. - Staff participation on community advisory boards. - Exchanges of information about program goals and activities. 	<p><input type="checkbox"/> Mark "NA" if the program has only infant/toddler rooms.</p> <p><i>CQ:</i> Are program activities coordinated with community agencies and/or the public schools to facilitate service delivery and/or children's transition to kindergarten? (If yes) How?</p>
Row 6	<p>Transitions to kindergarten</p> <p><input type="checkbox"/> Staff do not involve parents in kindergarten transition activities with community agencies and/or public schools.</p>	<p>Transitions to kindergarten</p> <p><input type="checkbox"/> Staff sometimes involve parents in kindergarten transition activities with community agencies and/or public schools.</p>	<p>Transitions to kindergarten</p> <p><input type="checkbox"/> Staff and parents work together to coordinate kindergarten transition activities with community agencies and/or public schools.</p> <p>Example:</p> <ul style="list-style-type: none"> - Staff provide parents with anecdotal notes or other records to share with kindergarten teachers and service providers. 	<p><input type="checkbox"/> Mark "NA" if the program has only infant/toddler rooms.</p> <p><i>CQ:</i> Are parents involved in the coordination and/or transition? (If yes) How?</p>

VI. STAFF QUALIFICATIONS AND STAFF DEVELOPMENT

Circle one indicator level for this item based on the scoring rules on page ix.

1 2 3 4 5

VI-A. The program director has the appropriate education, training, and experience.

Check here if not observed or reported.

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	<input type="checkbox"/> The program director does not have a bachelor's degree in early childhood education or child development.	<input type="checkbox"/> The program director has a bachelor's degree in early childhood education or child development.	<input type="checkbox"/> The program director has a graduate degree in early childhood education or child development, including program management.	<p>CQ: Please describe your education, training, and experience. For example: Do you have a degree? (If yes) In what?</p> <p>CQ: Please describe any course work covered in program management.</p>
Row 2	<input type="checkbox"/> The program director does not have additional course work or training relevant to early childhood education or child development.	<input type="checkbox"/> The program director has some additional course work or training relevant to early childhood education or child development.	<input type="checkbox"/> The program director has additional course work or training in 2 or more relevant areas, such as <ul style="list-style-type: none"> • Curriculum development • Child assessment • Parenting and family relationships • Program evaluation • Program management • Staff development • Early childhood policy and advocacy 	CQ: Have you taken courses or attended other training in child development and/or early childhood education? (If yes) What courses/training?
Row 3	<input type="checkbox"/> The program director has 1 year or less of relevant job experience.	<input type="checkbox"/> The program director has 2–4 years of relevant job experience.	<input type="checkbox"/> The program director has 5 or more years of relevant job experience that includes <ul style="list-style-type: none"> • Working with young children in a group setting (birth to age 5) • Program planning and implementation • Program evaluation • Staff supervision and development • Working with parents and families • Program management 	<p>CQ: What relevant work experiences have you had in working with young children birth to age 5? For example,</p> <ol style="list-style-type: none"> a. Implementing curriculum? b. Evaluating early childhood programs? c. Supervising early childhood staff? d. Working with parents and families? e. Managing early childhood programs?

VI. STAFF QUALIFICATIONS AND STAFF DEVELOPMENT

Circle one indicator level for this item based on the scoring rules on page ix.

1 2 3 4 5

Check here if not observed or reported.

VI-B. Instructional staff have the appropriate education, training, and experience for the age group they are working with.

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	<input type="checkbox"/> Fewer than half of the teachers have the appropriate education.	<input type="checkbox"/> Half or more of the teachers have the appropriate education.	<input type="checkbox"/> All the teachers have a bachelor's degree or higher in early childhood education, child development, or a related field, with appropriate course work. Examples: <ul style="list-style-type: none"> - Preschool teachers have course content specific to preschoolers; infant and toddler caregivers have course content specific to infants and toddlers. - Lead caregivers have achieved and maintained an endorsement at Level 2 or higher from the Association for Infant Mental Health [AIMH]. 	<p>CQ: Please describe the education and training of your teachers.</p> <p>CQ: Do they have degrees or credentials?</p> <p>CQ: (If yes) In what field(s)?</p>
Row 2	<input type="checkbox"/> Fewer than half of the assistants, aides, or paraprofessionals have the appropriate education.	<input type="checkbox"/> Half or more of the assistants, aides, or paraprofessionals have the appropriate education.	<input type="checkbox"/> All the assistants, aides, and paraprofessionals have an associate's degree, CDA, or comparable early childhood certification, with appropriate course work. Examples: <ul style="list-style-type: none"> - Preschool assistants have course content specific to preschoolers. - Infant and toddler assistants have course content specific to infants and toddlers. - Assistant caregivers have achieved and maintained an endorsement at Level 1 or higher from the Association for Infant Mental Health [AIMH]. 	<p>CQ: Please describe the education and training of your assistant teachers and aides.</p> <p>CQ: Do they have degrees or credentials?</p> <p>CQ: (If yes) In what field(s)?</p>

VI. STAFF QUALIFICATIONS AND STAFF DEVELOPMENT

VI-B. (continued)

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	<input type="checkbox"/> Head/lead teachers average 1 year or less of relevant job experience.	<input type="checkbox"/> Head/lead teachers average 2–4 years of relevant job experience.	<input type="checkbox"/> Head/lead teachers average 5 or more years of relevant job experience with young children including <ul style="list-style-type: none">• Curriculum (preschool/infant-toddler)• Program planning and implementation• Child observation and evaluation• Mentoring other staff• Partnering with parents/families	CQ: How many years of early childhood experience does each of your head/lead teachers have?

VI. STAFF QUALIFICATIONS AND STAFF DEVELOPMENT

Circle one indicator level for this item based on the scoring rules on page ix.

1 2 3 4 5

Check here if not observed or reported.

VI-C. Support staff (e.g., cook, bus driver, secretary) and volunteers receive the appropriate orientation and supervision.

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	<input type="checkbox"/> Support staff are not screened.	<input type="checkbox"/> Support staff are sometimes screened.	<input type="checkbox"/> Support staff are screened with background checks and interviews.	CQ: Do you screen support staff? (If yes) How?
Row 2	<input type="checkbox"/> Support staff are not assigned duties appropriate to their background and skills.	<input type="checkbox"/> Support staff are sometimes assigned duties appropriate to their background and skills.	<input type="checkbox"/> Support staff are assigned duties appropriate to their background and skills.	CQ: How do you decide what duties to assign support staff?
Row 3	<input type="checkbox"/> Support staff and volunteers are not oriented and trained in program procedures relevant to their roles.	<input type="checkbox"/> Support staff and volunteers are sometimes oriented and trained in program procedures relevant to their roles.	<input type="checkbox"/> Support staff and volunteers are oriented and trained in program procedures relevant to their roles.	CQ: Do support staff and volunteers receive any orientation and training? (If yes) What?
Row 4	<input type="checkbox"/> Support staff and volunteers do not receive ongoing supervision.	<input type="checkbox"/> Support staff and volunteers sometimes receive ongoing supervision.	<input type="checkbox"/> Support staff and volunteers receive ongoing supervision.	CQ: Do you supervise support staff and volunteers? (If yes) How?

VI. STAFF QUALIFICATIONS AND STAFF DEVELOPMENT

Circle one indicator level for this item based on the scoring rules on page ix.

1 2 3 4 5

Check here if not observed or reported.

VI-D. Staff participate in ongoing professional development activities such as conferences, inservice training, professional workshops, college-level courses and seminars, online training, compiling or consulting a resource library, teacher exchanges, observation, mentoring, and coaching.

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	<input type="checkbox"/> Teachers do not participate in professional development activities.	<input type="checkbox"/> Some or all teachers participate in 1–4 professional development activities per year.	<input type="checkbox"/> All teachers participate in 5 or more professional development activities per year.	<p>CQ: Do teachers participate in professional development activities? (If yes):</p> <p>a. What activities?</p> <p>b. How many participate?</p> <p>c. How many times per year?</p>
Row 2	<input type="checkbox"/> Director(s) do not participate in professional development activities.	<input type="checkbox"/> Director(s) participate in 1–4 professional development activities per year.	<input type="checkbox"/> Director(s) participate in 5 or more professional development activities per year.	<p>CQ: Do you participate in professional development activities? (If yes):</p> <p>a. What activities?</p> <p>b. How many times per year?</p>
Row 3	<input type="checkbox"/> Support staff do not participate in professional development activities.	<input type="checkbox"/> Some or all support staff participate in 1–4 professional development activities per year.	<input type="checkbox"/> All support staff participate in 5 or more professional development activities per year.	<p>CQ: Do support staff participate in professional development activities? (If yes):</p> <p>a. What activities?</p> <p>b. How many participate?</p> <p>c. How many times per year?</p>

VI. STAFF QUALIFICATIONS AND STAFF DEVELOPMENT

Circle one indicator level for this item based on the scoring rules on page ix.

1 2 3 4 5

Check here if not observed or reported.

VI-E. Inservice training involves participants in topics specific to young children's development and practice.

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	<input type="checkbox"/> Inservice training is not offered.	<input type="checkbox"/> Inservice training is offered 1–4 times a year.	<input type="checkbox"/> Inservice training is offered 5 times a year.	<p>Note: If indicator Level 1 is checked in this row, do not complete the other rows. Score the entire item as “1.”</p> <p>CQ: Does the agency offer inservice training? (If yes) How many times per year?</p>
Row 2	<input type="checkbox"/> Inservice training addresses topics unrelated to early childhood development and program practices. Example: – Topics include how to prepare a resume, making holiday decorations.	<input type="checkbox"/> Inservice training sometimes addresses topics specific to early childhood development and program practices.	<input type="checkbox"/> Inservice training consistently addresses topics specific to early childhood development and program practices. Example: – Topics include social development, promoting early literacy, small-group time, attachment, sensory materials.	CQ: What topic(s) have been addressed?
Row 3	<input type="checkbox"/> Inservice training is not based on a curriculum model.	<input type="checkbox"/> Inservice training is based on more than one curriculum model.	<input type="checkbox"/> Inservice training is based on a consistent curriculum model that integrates theory and practice.	<p>CQ: Is inservice training based on one or more curriculum model(s)?</p> <p>CQ: (If one) Does the model provide theory? practice?</p>
Row 4	<input type="checkbox"/> Inservice training is not based on teachers' concerns and interests.	<input type="checkbox"/> Inservice training is sometimes based on teachers' concerns and interests.	<input type="checkbox"/> Inservice training is consistently based on teachers' concerns and interests. Examples: – Teachers complete a needs assessment. – Supervisors and teachers identify topics while discussing classroom observations. – Teachers request workshops based on topics they have heard or read about. – Teachers suggest follow-up sessions at the end of workshops.	CQ: How often is inservice training based on teachers' concerns and interests?

VI. STAFF QUALIFICATIONS AND STAFF DEVELOPMENT

VI-E. (continued)

Row 5 Staff do not have ongoing relationships with the same trainer(s).

Staff sometimes have ongoing relationships with the same trainer(s).

Staff have ongoing relationships with the same trainer(s) that provide continuity and build on staff's cumulative knowledge.

CQ: Who provides training?

CQ: What is the relationship of staff to the trainer(s)?

Row 6 Inservice trainings are primarily trainer-directed lectures.

Inservice trainings sometimes involve staff members actively.

Inservice trainings regularly involve staff members actively through hands-on workshops, group discussions, and practice activities.

CQ: How would you characterize the inservice trainings? For example, are they lectures?

CQ: Do they involve hands-on activities, discussion, practice?

Row 7 Staff receiving inservice training do not reflect on what they are doing or share their experiences.

Staff receiving inservice training occasionally reflect on what they are doing or share their experiences.

Staff receiving inservice training regularly reflect on what they are doing and share their experiences.

CQ: Do staff reflect on and share their training and practice experiences? (If yes) How?

VI. STAFF QUALIFICATIONS AND STAFF DEVELOPMENT

Circle one indicator level for this item based on the scoring rules on page ix.

1 2 3 4 5

Check here if not observed or reported.

VI-F. Instructional staff are regularly observed in the program setting and provided with feedback by someone familiar with the curriculum's goals, objectives, and methods for working with each age group of children in the program.

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	<input type="checkbox"/> Instructional staff are not observed or given feedback.	<input type="checkbox"/> Instructional staff are observed and given feedback 1–2 times per year.	<input type="checkbox"/> Instructional staff are observed and given feedback 3 or more times per year.	CQ: Are instructional staff observed in the program and given feedback? (If yes) How often?
Row 2	<input type="checkbox"/> The person responsible for evaluating staff is not familiar with the curriculum for any age level in the program.	<input type="checkbox"/> The person responsible for evaluating staff is moderately familiar with the curriculum used at each age level in the program. Example: – The person evaluating the program understands its preschool curriculum but is unfamiliar with its infant and toddler curriculum.	<input type="checkbox"/> The person responsible for evaluating staff is very familiar with the curriculum used at each age level in the program.	CQ: Is the person responsible for evaluating staff unfamiliar, moderately familiar, or very familiar with the curriculum (for each age group served)?
Row 3	<input type="checkbox"/> Staff do not participate in the evaluation process.	<input type="checkbox"/> Staff sometimes participate in the evaluation process.	<input type="checkbox"/> Staff participate as equals in the evaluation process and discuss ways to build on their strengths and improve the quality of the program based on the curriculum.	CQ: Do staff participate in the evaluation process? (If yes) How?

VI. STAFF QUALIFICATIONS AND STAFF DEVELOPMENT

Circle one indicator level for this item based on the scoring rules on page ix.

1 2 3 4 5

Check here if not observed or reported.

VI-G. The director and teachers are affiliated with a local, state, and/or national early childhood professional organization.

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	<input type="checkbox"/> The director is not a member of an early childhood professional organization.	<input type="checkbox"/> The director is a member of an early childhood professional organization and occasionally reads its publications or attends its meetings.	<input type="checkbox"/> The director is a member of an early childhood professional organization, regularly reads its publications, and attends its meetings.	<p>CQ: What professional organization do you, the director, belong to?</p> <p>CQ: How often do you read its publications/attend its meetings?</p>
Row 2	<input type="checkbox"/> None of the teachers are members of an early childhood professional organization.	<input type="checkbox"/> Some of the teachers are members of an early childhood professional organization.	<input type="checkbox"/> All the teachers are members of an early childhood professional organization, receive its publications, and/or attend its meetings.	<p>CQ: What professional organization do the teachers belong to?</p> <p>CQ: How often do they read its publications/attend its meetings?</p>
Row 3	<input type="checkbox"/> The agency does not reimburse any of the costs of a membership or attendance at meetings.	<input type="checkbox"/> The agency reimburses some of the costs of one membership or attendance at one meeting.	<input type="checkbox"/> The agency reimburses all of the costs of at least one membership and attendance at one meeting.	<p>CQ: Does the agency reimburse any of the costs of your membership or attendance at meetings?</p>

VII. PROGRAM MANAGEMENT

Circle one indicator level for this item based on the scoring rules on page ix.

VII-A. The program is licensed based on regulations passed by the state and/or local licensing agencies.

1 **2** **3** **4** **5**
 Check here if not observed or reported.

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	<input type="checkbox"/> The program is not licensed.	<input type="checkbox"/> The program is provisionally licensed.	<input type="checkbox"/> The program is licensed.	CQ: Does your program have a license or a provisional license?
Row 2	<input type="checkbox"/> The program does not comply with state and/or local licensing standards for the building and facilities; fires; safety; health and sanitation; natural disasters and emergencies; and other policies and procedures for the protection of children, families, and staff.	<input type="checkbox"/> The program complies with and/or is actively working toward compliance with some state and/or local licensing standards and other policies and procedures for the protection of children, families, and staff.	<input type="checkbox"/> The program complies with state and/or local licensing standards for the building and facilities; fires; safety; health and sanitation; natural disasters and emergencies; and other policies and procedures for the protection of children, families, and staff.	CQ: (If no license or a provisional license): What standards are not met by your program? CQ: Are you working on meeting these standards? (If yes) How?

VII. PROGRAM MANAGEMENT

Circle one indicator level for this item based on the scoring rules on page ix.

VII-B. Program policies promote continuity of care by classroom adults (paid staff who work directly with children).

1 2 3 4 5
 Check here if not observed or reported.

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	<p>In preschool rooms</p> <p><input type="checkbox"/> Based on enrollment, there are 21 or more children per classroom.</p>	<p>In preschool rooms</p> <p><input type="checkbox"/> Based on enrollment, there are 19–20 children per classroom.</p>	<p>In preschool rooms</p> <p><input type="checkbox"/> Based on enrollment, there are 18 or fewer children per classroom.</p>	<p><input type="checkbox"/> Mark “NA” if the program has only infant/toddler room(s).</p> <p>CQ: How many children are enrolled in the classroom(s) being observed?</p>
Row 2	<p>In preschool rooms</p> <p><input type="checkbox"/> Based on enrollment, there are 11 or more children per classroom adult.</p>	<p>In preschool rooms</p> <p><input type="checkbox"/> Based on enrollment, there are 10 children per classroom adult.</p>	<p>In preschool rooms</p> <p><input type="checkbox"/> Based on enrollment, there are 9 or fewer children per classroom adult.</p>	<p><input type="checkbox"/> Mark “NA” if the program has only infant/toddler room(s).</p> <p>CQ: How many enrolled children per adult are in the classroom(s) being observed?</p>
Row 3	<p>In rooms for infants and/or young toddlers (0–24 months)</p> <p><input type="checkbox"/> Children are cared for in groups of 10 or more, and 5 or more children share the same primary caregiver.</p>	<p>In rooms for infants and/or young toddlers (0–24 months)</p> <p><input type="checkbox"/> Children are cared for in groups of 9 children, with no more than 4 children sharing the same primary caregiver.</p>	<p>In rooms for infants and/or young toddlers (0–24 months)</p> <p><input type="checkbox"/> Children are cared for in groups of 8 or fewer children, with no more than 3 infants or 4 young toddlers sharing the same primary caregiver.</p>	<p><input type="checkbox"/> Mark “NA” if the program has only preschool room(s) or only one teacher per room.</p> <p>CQ: How many children are cared for together in one group?</p> <p>CQ: For children with primary caregivers, how many children share the same primary caregiver? For infants? For young toddlers?</p>

VII. PROGRAM MANAGEMENT

VII-B. (continued)

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 4	<p>In rooms for older toddlers (24–36 months)</p> <p><input type="checkbox"/> Children are cared for in groups of 17 or more, and 7 toddlers or more share the same primary caregiver.</p>	<p>In rooms for older toddlers (24–36 months)</p> <p><input type="checkbox"/> Children are cared for in groups of 16 or fewer, and no more than 6 toddlers share the same primary caregiver.</p>	<p>In rooms for older toddlers (24–36 months)</p> <p><input type="checkbox"/> Children are cared for in groups no larger than 12, and no more than 4 toddlers share the same primary caregiver.</p>	<p><input type="checkbox"/> Mark “NA” if the program has only preschool room(s) or only one teacher per room.</p> <p>CQ: How many children are cared for together in one group?</p> <p>CQ: For children with primary caregivers, how many children share the same primary caregiver? For infants? For toddlers?</p>
Row 5	<p><input type="checkbox"/> Teacher turnover is high at 40% or more in the past 12 months.</p>	<p><input type="checkbox"/> Teacher turnover is moderate at 16%–39% in the past 12 months.</p>	<p><input type="checkbox"/> Teacher turnover is low at 15% or less in the past 12 months.</p>	<p>CQ: How many teaching staff are in the program? How many have left or been replaced in the past 12 months?</p>

VII. PROGRAM MANAGEMENT

Circle one indicator level for this item based on the scoring rules on page ix.

VII-D. The program has a child recruitment and enrollment plan.

1 2 3 4 5
 Check here if not observed or reported.

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	<input type="checkbox"/> The program has no child recruitment and enrollment plan. Children are recruited at random.	<input type="checkbox"/> The program has a partially developed child recruitment and enrollment plan.	<input type="checkbox"/> The program has a fully developed and documented child recruitment and enrollment plan that includes procedures for selection and placement.	<p>CQ: Do you have a plan for recruiting and enrolling children? (If yes):</p> <p>a. What does the plan cover?</p> <p>b. Is the plan written down or otherwise documented?</p>
Row 2	<input type="checkbox"/> Parents do not receive enrollment materials.	<input type="checkbox"/> Parents receive some enrollment materials.	<input type="checkbox"/> Parents receive enrollment materials, including <ul style="list-style-type: none">• Program overview• Program calendar• Information and permission forms• Program policies• Payment schedule• Enrollment procedures• Withdrawal procedures	<p>CQ: Do parents receive enrollment materials? (If yes) What materials?</p>

VII. PROGRAM MANAGEMENT

VII-D. (continued)

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	<p><input type="checkbox"/> Parents and children do not spend time at the program prior to the child's first day.</p> <p>Examples:</p> <ul style="list-style-type: none">- Before child starts, parent speaks to program staff only over the phone.- Child starts program without any visit.- Children are bussed in.- Program does not give tours.	<p><input type="checkbox"/> Parents and children spend 1 hour at the program prior to the child's first day.</p> <p>Example:</p> <ul style="list-style-type: none">- While the parent talks with the director, the child plays in the room.	<p><input type="checkbox"/> Parents and children spend 2 or more hours at the program prior to the child's first day.</p> <p>Examples:</p> <ul style="list-style-type: none">- Parents and child observe, talk to teachers, meet other parents and classmates, visit and play in the classroom.- Infants and toddlers are given time to settle in prior to the child's first day.- Infants and toddlers visit the classroom with their parent for 1 or more hours over a period of 2 or more days before the child is left there.	<p>CQ: Do parents and children spend time in the program before the child's first day? (If yes):</p> <ol style="list-style-type: none">a. How much time? b. What do they do during this time?
Row 4	<p><input type="checkbox"/> No effort is made to make program information available to parents who speak other languages or have disabilities.</p>	<p><input type="checkbox"/> Limited efforts are made to make program information available to parents who speak other languages or have disabilities.</p>	<p><input type="checkbox"/> A variety of efforts are made to make program information available to parents who speak other languages or have disabilities.</p> <p>Example:</p> <ul style="list-style-type: none">- Parent handbook is translated or printed in large type.	<p><input type="checkbox"/> Mark "NA" if the program does not serve any children whose parents do not speak English or who have disabilities.</p> <p>CQ: Are there non-English-speaking parents or parents with disabilities in your program?</p> <p>CQ: How do you make program information and materials available to them?</p>

VII. PROGRAM MANAGEMENT

Circle one indicator level for this item based on the scoring rules on page ix.

VII-E. The program has a fully developed set of operating policies and procedures.

1 2 3 4 5
 Check here if not observed or reported.

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	<input type="checkbox"/> There is no attendance policy.	<input type="checkbox"/> There is an unwritten (informal) attendance policy.	<input type="checkbox"/> There is a written attendance policy that is known by staff and parents and is consistently implemented.	CQ: Does your agency have a written attendance policy? (If yes) Is there a procedure for implementing the policy consistently?
Row 2	<input type="checkbox"/> There is no weather policy.	<input type="checkbox"/> There is an unwritten (informal) weather policy.	<input type="checkbox"/> There is a written weather policy that is known by staff and parents and is consistently implemented.	CQ: Does your agency have a written weather policy? (If yes) Is there a procedure for implementing the policy consistently?
Row 3	<input type="checkbox"/> There is no illness policy.	<input type="checkbox"/> There is an unwritten (informal) illness policy.	<input type="checkbox"/> There is a written illness policy that is known by staff and parents and is consistently implemented.	CQ: Does your agency have a written illness policy? (If yes) Is there a procedure for implementing the policy consistently?

VII. PROGRAM MANAGEMENT

VII-E. (continued)

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 4	<input type="checkbox"/> There is no medication policy.	<input type="checkbox"/> There is an unwritten (informal) medication policy.	<input type="checkbox"/> There is a written medication policy that is known by staff and parents and is consistently implemented.	CQ: Does your agency have a written policy for dispensing medication? (If yes) Is there a procedure for implementing the policy consistently?
Row 5	<input type="checkbox"/> There is no discipline policy.	<input type="checkbox"/> There is an unwritten (informal) discipline policy.	<input type="checkbox"/> There is a written discipline policy that is known by staff and parents and is consistently implemented.	CQ: Does your agency have a written discipline policy? (If yes) Is there a procedure for implementing the policy consistently?
Row 6	<input type="checkbox"/> There is no accident and emergency policy.	<input type="checkbox"/> There is an unwritten (informal) accident and emergency policy.	<input type="checkbox"/> There is a written accident and emergency policy that is known by staff and parents and is consistently implemented.	CQ: Does your agency have a written accident and emergency policy? (If yes) Is there a procedure for implementing the policy consistently?

VII. PROGRAM MANAGEMENT

VII-E. (continued)

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 7	<input type="checkbox"/> There is no policy for reporting child abuse and neglect.	<input type="checkbox"/> There is an unwritten (informal) policy for reporting child abuse and neglect.	<input type="checkbox"/> There is a written policy for reporting child abuse and neglect that is known by staff and parents and is consistently implemented.	CQ: Does your agency have a written policy for reporting child abuse and neglect? (If yes) Is there a procedure for implementing the policy consistently?
Row 8	<input type="checkbox"/> There is no confidentiality policy.	<input type="checkbox"/> There is an unwritten (informal) confidentiality policy.	<input type="checkbox"/> There is a written confidentiality policy that is known by staff and parents and is consistently implemented.	CQ: Does your agency have a written confidentiality policy? (If yes) Is there a procedure for implementing the policy consistently?
Row 9	<input type="checkbox"/> There is no grievance policy.	<input type="checkbox"/> There is an unwritten (informal) grievance policy.	<input type="checkbox"/> There is a written grievance policy that is known by staff and parents and is consistently implemented.	CQ: Does your agency have a written grievance policy? (If yes) Is there a procedure for implementing the policy consistently?

VII. PROGRAM MANAGEMENT

Circle one indicator level for this item based on the scoring rules on page ix.

VII-F. The program is accessible to those with disabilities.

1 2 3 4 5

Check here if not observed or reported.

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	<input type="checkbox"/> Program facilities are not barrier-free and accessible to persons with disabilities.	<input type="checkbox"/> Some program facilities are barrier-free and accessible to persons with disabilities.	<input type="checkbox"/> Program facilities are barrier-free and accessible to persons with disabilities; included are <ul style="list-style-type: none"> • Ramps • Wide doors • Accessible bathrooms • Accessible storage (shelves, hooks) • Handicapped parking 	<p>CQ: Does your program have the following facilities to make it accessible to those with disabilities?</p> <p>a. Ramps?</p> <p>b. Wide doors?</p> <p>c. Accessible bathrooms and bathroom fixtures?</p> <p>d. Accessible storage (shelves, hooks)?</p> <p>e. Handicapped parking?</p>
Row 2	<input type="checkbox"/> There are no plans to make the facility barrier-free.	<input type="checkbox"/> There are specific plans to make the facility barrier-free.	<input type="checkbox"/> Barrier-free features are well maintained.	<p>CQ: (If yes to any/all of the above) Are these facilities well maintained?</p> <p>CQ: (If no to any of the above) Are there plans to make these facilities available? (If yes) What?</p>

VII. PROGRAM MANAGEMENT

Circle one indicator level for this item based on the scoring rules on page ix.

VII-G. The program is adequately funded.

1 2 3 4 5
 Check here if not observed or reported.

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	<input type="checkbox"/> Funds are not adequate to correct unsafe conditions or to alleviate shortages of equipment and supplies for each age group.	<input type="checkbox"/> Funds are adequate to provide for some but not all aspects of safety, equipment, and supplies for each age group.	<input type="checkbox"/> Funds are adequate to keep the classroom(s) safe and well supplied with developmentally appropriate equipment and materials for each age group.	CQ: Is your program funded inadequately, partially, or fully to keep the classroom(s) safe and well supplied with instructional equipment and materials?
Row 2	<input type="checkbox"/> Funds are not adequate to attract and employ qualified staff at all levels.	<input type="checkbox"/> Funds are adequate to attract and employ qualified staff at some but not all levels.	<input type="checkbox"/> Funds are adequate to attract and employ qualified staff at all levels. Salaries and benefits match or exceed those at comparable agencies.	CQ: Is your program funded inadequately, partially, or fully to attract and employ qualified staff at all levels?
Row 3	<input type="checkbox"/> Funds are not adequate to provide teaching teams with paid planning time. Example: – Teachers do not plan, or they plan on their own time.	<input type="checkbox"/> Funds are adequate to provide teaching teams with paid planning time 1–2 times a week, and/or teachers plan daily but not together. Example: – Teams plan on Fridays. – The lead teacher plans for all children. – One teacher plans one week while the other plans the next week.	<input type="checkbox"/> Funds are adequate to provide teaching teams with daily paid planning time. Example: – Both preschool teachers plan together each day while children nap or without children present (before or after program day). – Infant and toddler caregiving teams plan together each day while children nap or without children present (before or after program day).	CQ: Is your program funded inadequately, partially, or fully to pay for teachers' planning time? If so, how often do teachers plan?

VII. PROGRAM MANAGEMENT

VII-G. (continued)

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 4	<input type="checkbox"/> Staff development funds are not adequate to pay authorized expenses for any staff.	<input type="checkbox"/> Staff development funds are adequate to pay authorized expenses for some staff.	<input type="checkbox"/> Staff development funds are adequate to pay authorized expenses for all staff, including workshop and conference fees, transportation, per diem, and substitute-teacher costs.	CQ: Is your program funded inadequately, partially, or fully to cover staff development expenses?
Row 5	<input type="checkbox"/> Funds are not adequate to cover any of the expenses associated with parent involvement and family-oriented activities.	<input type="checkbox"/> Funds are adequate to cover some of the expenses associated with parent involvement and family-oriented activities.	<input type="checkbox"/> Funds are adequate to cover all of the expenses associated with parent involvement and family-oriented activities, including child care during meetings; materials and refreshments; and publication and distribution of manuals, newsletters, and other resources.	CQ: Is your program funded inadequately, partially, or fully to cover family involvement expenses?

Program Quality Assessment (PQA)
Form B: Agency Items for Infant-Toddler and Preschool Programs
SUMMARY SHEET

Director's Name _____

Program Name _____

Rater's Name _____

Date of Assessment _____

Enter the numerical level (1, 2, 3, 4, or 5) for each item. Refer to the Scoring Instructions on page ix. If an item was not rated, enter "NR."

V. Parent Involvement and Family Services

- ___ A. Opportunities for involvement
- ___ B. Parents on policymaking committees
- ___ C. Parent participation in children's activities
- ___ D. Sharing curriculum information
- ___ E. Communication with parents
- ___ F. Extending learning at home
- ___ G. Formal meetings with parents
- ___ H. Diagnostic/special education services
- ___ I. Service referrals as needed
- ___ J. Transitions

VI. Staff Qualifications and Staff Development

- ___ A. Program director's background
- ___ B. Teachers' background
- ___ C. Support staff orientation and supervision
- ___ D. Ongoing professional development
- ___ E. Inservice training content and methods
- ___ F. Observation and feedback
- ___ G. Professional organization affiliations

VII. Program Management

- ___ A. Program license
- ___ B. Continuity of care
- ___ C. Program assessment
- ___ D. Family-centered enrollment
- ___ E. Operating policies and procedures
- ___ F. Accessibility for those with disabilities
- ___ G. Adequacy of program funding

___ NUMBER OF AGENCY ITEMS NOT RATED
 (Number of items marked "NR")

___ NUMBER OF AGENCY ITEMS RATED
 (24 minus the number not rated)

___ TOTAL AGENCY SCORE
 (Sum of scores on rated items)

___ AVERAGE AGENCY SCORE
 (Total score ÷ Number of items rated)

PQA

Form B — Agency Items for Infant-Toddler and Preschool Programs

This form accompanies the infant-toddler and preschool versions of the **Program Quality Assessment (PQA)**, a set of authentic instruments designed to measure program quality and identify provider training needs in child care and early education programs. The instruments consist of standards for best practices that may be scored by outside raters or used by providers as self-assessment tools. **Form B: Agency Items for Infant-Toddler and Preschool Programs** has 24 assessment items that measure the following three domains of curriculum implementation and program operations: *parent involvement and family services, staff qualifications and staff development, and program management.*

Developed by the HighScope Educational Research Foundation, the PQA instruments are appropriate for use in programs with a broad child development focus, including but not limited to child care settings using the HighScope Curriculum. This combined version of Form B is appropriate either for infant-toddler or preschool programs, as well as for programs serving both age groups.

Form B has the following features:

- Assesses key aspects of program quality using evidence collected through interviews and observations in the care setting
- Provides specific, easy-to-understand quality indicators for each item with objective 5-point rating scales that define quality on a continuum
- Includes detailed examples and explanations for the quality indicators, so users have at their fingertips all the information they need to score the instrument
- Reflects research-based and field-tested best practices in child development
- Can be used as a basis for reporting, monitoring, and training

Training results in the most effective use of the PQA. To arrange PQA training for providers or independent raters who will be completing this instrument, please contact the Training Coordinator, HighScope Educational Research Foundation, 600 North River Street, Ypsilanti, MI 48198-2898; phone: 734.485.2000, extensions 224, 237; FAX: 734.485.4467; e-mail: training@highscope.org. For more information on HighScope's curriculum or assessment products or training offerings, visit the HighScope website at highscope.org.



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