

ATTACHMENT C

**San José Early Education Quality Standards
Summary of Quality Standard Areas**

Program Quality Standards Areas	Program Quality Standards Guidelines Overview	Page #'s
1. Health and Safety	<p>The program promotes the nutrition and health of children and protects children and staff from illness and injury. Children must be healthy and safe in order to learn and grow. Programs must be healthy and safe to support children's healthy development.</p>	C.4-5
2. Child Learning and Development	<p>The program is informed by ongoing systematic, formal, and informal assessment approaches to provide information on children's learning and development. These assessments occur within the context of reciprocal communications with families and with sensitivity to the cultural contexts in which children develop.</p> <p>Assessment results benefit children by informing sound decisions, teaching, and program improvement.</p>	C.6-7
3. Curriculum and Teaching Practices	<p>The program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive. The program uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child's learning and development in the context of the curriculum goals.</p> <p>Children have different learning styles, needs, capacities, interests, and backgrounds. By recognizing these differences and using instructional approaches that are appropriate for each child, teachers and staff help all children learn.</p>	C.8-9
4. Learning Environment	<p>The program has a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments. The environment includes facilities, equipment, and materials to facilitate child and staff learning and development.</p>	C.10

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Summary of Quality Standard Areas *(Continued)***

Program Quality Standards Areas	Program Quality Standards Guidelines Overview	Page #'s
5. Staffing and Professional Development	The program employs and supports staff with the educational qualifications, knowledge, and professional commitment necessary to promote children’s learning and development and to support families’ diverse needs and interests.	C.11-12
6. Program Leadership and Management	<p>The program effectively implements policies, procedures, and systems that support stable staff and strong personnel, and fiscal, and program management so all children, families, and staff have high-quality experiences.</p> <p>Effective management and operations, knowledgeable leaders, and sensible policies and procedures are essential to building a quality program and maintaining the quality over time.</p>	C.13-15
7. Family Engagement & Partnerships	The program establishes and maintains collaborative relationships with families to foster children’s development in all settings. These relationships are sensitive to family composition, language, and culture. To support children’s optimal learning and development, programs need to establish relationships with families based on mutual trust and respect, involve families in their children’s educational growth, and encourage families to fully participate in the program.	C.16-17
8. Diversity, Inclusion, and Equity	The program is committed to ensuring that all children have the right to equitable learning opportunities that help them achieve their full potential as engaged learners and valued members of society. Early childhood educators have a professional and moral obligation to advance equity and diversity. They can do this best in early learning settings that reflect fundamental principles of fairness and justice and that implement the goals of anti-bias education.	C.18-20

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Rubric

The diagram illustrates the structure of the rubric. A callout box labeled "Focus Areas" points to the first column of the table. A callout box labeled "Quality Standards" points to the header of the first row. A callout box labeled "Quality Continuum" points to the second, third, and fourth columns of the first row. A callout box labeled "Quality Indicators" points to the content cells of the first two rows.

Program Quality Standard Area #1: Health and Safety				
Focus Areas	Basic Quality Not Met	Basic Standards	Proficient Quality	Advanced Quality
Facility Safety				
Staff Training and Certification				

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Program Quality Standard Area #1: Health and Safety

Focus Areas	Basic Quality Not Met	Basic Standards	Proficient Quality	Advanced Quality
Child Supervision	<input type="checkbox"/>	<p><i>Program with the Parent/Caregiver Participating:</i></p> <p>The program has enough adults/educators to support and maintain an adult-to-child ratio of no more than 1-12 on a consistent basis.</p>	<p><i>Program with the Parent/Caregiver Participating:</i></p> <p>The program has enough adults/educators to support an adult-to-child ratio of no more than 1-10 on a consistent basis.</p> <p>While mixed-age groupings may be provided, programs are comprised of similar ages.</p>	<p><i>Program with the Parent/Caregiver Participating:</i></p> <p>The program has enough adults/educators to support an adult-to-child ratio of no more than 1-8 on a consistent basis.</p>
	<input type="checkbox"/>	<p><i>Program without the Parent/Caregiver Participating:</i></p> <p>Adults/Educators have procedures in place to account for the children through a check-in/check-out system.</p> <p>Children are always in sight and sound of adults/educators.</p>	<p><i>Program without the Parent/Caregiver Participating:</i></p> <p>In addition to Basic Standards, adults/educators perform hourly headcount.</p>	<p><i>Program without the Parent/Caregiver Participating:</i></p> <p>In addition to Basic Standards, adults/educators perform headcounts every 30 min.</p>
Facility Safety	<input type="checkbox"/>	<p>The program operates within a safe environment; facility has adequate entrance security and fire exits; there</p>	<p>In addition to Basic Standard, each site's parent organization is responsible for the development of a comprehensive</p>	<p>In addition to Proficient Quality Standards, each site has a written emergency plan, and a written disaster</p>

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	are written emergency plans; basic first aid supplies are on hand; good sanitary conditions; comfortable climate (heat and air) and appropriate lighting;	safety plan that includes: Fire, Earthquake, and Code Red plans.	and drill log. Drills must be conducted a minimum of one (1) time a month.
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C.4

Program Quality Standard Area #1: Health and Safety (Continued)

Focus Areas	Basic Quality Not Met	Basic Standards	Proficient Quality	Advanced Quality
Facility Safety <i>(continued)</i>		<p>all equipment is clean, sanitary, and free of hazardous conditions.</p> <p>Each site has a written emergency plan, and a written disaster and drill log. Drills must be conducted a minimum of two (2) times a year.</p>	<p>Parents/Caregivers have access to written safety policies and procedures.</p> <p>Each site has a written emergency plan, and a written disaster and drill log. Drills must be conducted a minimum of one (1) time a quarter.</p>	
Staff Training and Certification	☐	<p>All adults/educators and volunteers are trained on the program's health and safety practices and emergency procedures.</p> <p>All persons working must submit fingerprinting for a criminal record review.</p> <p>At least one (1) adult/educator must be trained in:</p> <ul style="list-style-type: none"> • CPR and • Pediatric First Aid (AED), and • Epi Pen Administration, 	<p>In addition to Basic Standards:</p> <p>At least one (1) adult/educator must have:</p> <ul style="list-style-type: none"> • Fifteen (15) hours of health and safety training. 	<p>In addition to Basic and Proficient Quality Standards:</p> <p>At least one (1) adult/educator must be trained in one or more of the following:</p> <ul style="list-style-type: none"> • Hazardous Materials Training • Food Handling

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	<ul style="list-style-type: none"> Water safety (if applicable). <p>At least one (1) staff member must be trained in Mandated Reporting.</p>		
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C.5

Program Quality Standard Area #2: Child Learning and Development				
Focus Areas	Basic Quality Not Met	Basic Standards	Proficient Quality	Advanced Quality
Evaluation with children	□	<p><i>Program without the Parent/Caregiver Participating:</i></p> <p>Program regularly assesses individual child's learning and development by use of an assessment.</p>	<p><i>Program without the Parent/Caregiver Participating:</i></p> <p>Program regularly assesses individual child's learning and development using an evidenced-based evaluation tool.</p>	<p><i>Program without the Parent/Caregiver Participating:</i></p> <p>Program regularly assesses individual child's learning and development using an evidenced-based evaluation tool and uses findings to guide programmatic change.</p>
	□	<p><i>Program with the Parent/Caregiver Participating:</i></p> <p>Program regularly assesses parent/caregiver's opinion of child's learning and development.</p>	<p><i>Program with the Parent/Caregiver Participating:</i></p> <p>Program regularly assesses parent/caregiver's opinion of child's learning and development by use of an assessment tool.</p>	<p><i>Program with the Parent/Caregiver Participating:</i></p> <p>Program regularly assesses parent/caregiver's opinion of child's learning and development by use of a formal assessment and uses findings to guide programmatic change.</p>

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<p>Adult/Educator/ Child Interactions</p>	<p><input type="checkbox"/></p>	<p>Program adults/educators administer a yearly self-assessment using a validated tool that measures the overall quality of the adult-child interaction. (Example: Classroom Assessment Scoring System, Early Childhood Environment Rating Scale, and Preschool Quality Assessment, Inclusive Classroom Profile.)</p>	<p>Program adults/educators administer a yearly self-assessment using a validated tool that measures the overall quality of the adult-child interaction. (Example: Classroom Assessment Scoring System, Early Childhood Environment Rating Scale, and Preschool Quality Assessment, Inclusive Classroom Profile.)</p>	<p>Program partners with an outside party to conduct a yearly assessment using a validated tool that measures the overall quality of the adult-child interaction. (Example: Classroom Assessment Scoring System, Early Childhood Environment Rating Scale, and Preschool Quality Assessment, Inclusive Classroom Profile.) Self-assessment rating must meet the tools specified level for “Advanced Standard”.</p>
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C.6

Program Quality Standard Area #2: Child Learning and Development (Continued)

Focus Areas	Basic Quality Not Met	Basic Standards	Proficient Quality	Advanced Quality
<p>Adult/Educator/ Child Interactions (continued)</p>		<p>Self-assessment rating must meet the tools specified level for “Basic Standard”. For example, ECERS-R = level 5. Assessment findings are shared with program staff.</p>	<p>Self-assessment rating must meet the tools specified level for “Proficient Standard”. For example, ECERS-R = level 6.</p> <p>Assessment findings are used to guide professional development and programmatic changes to the environment.</p>	<p>For example, ECERS-R = level 7.</p> <p>Assessment findings are used to guide professional development and programmatic changes to the environment.</p>
<p>Developmentally Appropriate Practices</p>	<p><input type="checkbox"/></p>	<p>Program conducts annual review of how the curriculum aligns with the chosen developmental tool.</p>	<p>Program implements a formal developmental tool to inform curriculum that promotes learning.</p> <p>Program develops a continuous quality</p>	<p>Program prepares lesson plans that are based on input from children, families, and staff.</p> <p>Program works with families on</p>

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			<p>improvement plan of identified areas in need.</p> <p>Program utilizes a formal developmental tool that informs adult/educator planning and implementation practices that promote learning.</p>	<p>strategies for creating consistency between the home and program relating to developmentally appropriate child practices.</p>
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C.7

Program Quality Standard Area #3: Curriculum and Teaching Practices

Focus Areas	Basic Quality Not Met	Basic Standards	Proficient Quality	Advanced Quality
Evidence Based Curriculum	<input type="checkbox"/>	<p><i>Program without the Parent/Caregiver Participating:</i></p> <p>Program develops daily lesson plans informed by multiple evidence-based curriculums.</p>	<p><i>Program without the Parent/Caregiver Participating:</i></p> <p>Program implements an age-appropriate, evidence-based, formal curriculum. (Example: SEEDS, Creative Curriculum, Preschool Learning Foundations)</p>	<p><i>Program without the Parent/Caregiver Participating:</i></p> <p>Program adults/educators regularly document and monitor individual child progress toward kindergarten readiness and integrates this information into program curriculum.</p>
	<input type="checkbox"/>	<p><i>Program with the Parent/Caregiver Participating:</i></p>	<p><i>Program with the Parent/Caregiver Participating:</i></p>	<p><i>Program with the Parent/Caregiver Participating:</i></p>

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		Program develops activity plans informed by multiple evidence-based sources.	Program implements an age-appropriate curriculum that aligns to an evidence-based source.	Program adults/educators regularly solicit parent/caregiver feedback regarding kindergarten readiness and integrate this information into program curriculum.
Adaptive Teaching Strategies (Universal Design Learning)	<input type="checkbox"/>	<p>The program staff have a basic understanding of the three main concepts of Universal Design Learning:</p> <ul style="list-style-type: none"> Multiple means of representation-give learners various ways of acquiring information and knowledge. 	<p>The program occasionally utilizes multiple means of representation- give learners various ways of acquiring information and knowledge.</p> <p>The program occasionally utilizes multiple means of expression-provide learners alternatives for demonstrating what they know.</p>	<p>The program utilizes multiple means of representation- give learners various ways of acquiring information and knowledge.</p> <p>The program utilizes multiple means of expression-provide learners alternatives for demonstrating what they know.</p>

C.8

Program Quality Standard Area #3: Curriculum and Teaching Practices (Continued)

Focus Areas	Basic Quality Not Met	Basic Standards	Proficient Quality	Advanced Quality
Adaptive Teaching Strategies (continued)		<ul style="list-style-type: none"> Multiple means of expression-provide learners alternatives for demonstrating what they know. Multiple means of engagement-tap into learners' interests, offer appropriate challenges, and increase motivation. 	The program occasionally utilizes multiple means of engagement-tap into learners' interests, offer appropriate challenges, and increase motivation.	The program utilizes multiple means of engagement-tap into learners' interests, offer appropriate challenges, and increase motivation.
Outcomes-Based Program Evaluation	<input type="checkbox"/>	The program has a formal mechanism to review its goals and objectives and make necessary changes for continuous	The program assesses progress toward goals and objectives for continuous quality improvement biannually, and	The program assesses progress toward goals and objectives for continuous quality improvement, and

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		quality improvement annually.	adults/educators meet quarterly to discuss results.	adults/educators meet quarterly to discuss results. The program employs formal strategies for program improvement that are based on regular assessment of progress toward goals and objectives and adults/educators meet monthly to discuss results (regular assessment, adults/educators performance, and/or program quality using validated self-assessment tools and rubrics. Adults/educators are involved in interpreting and making decisions regarding what steps should be taken to improve the program.
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C.9

Program Quality Standard Area #4: Learning Environment

Focus Areas	Basic Quality Not Met	Basic Standards	Proficient Quality	Advanced Quality
Physical Environment (Indoor and Outdoor Furnishings & Equipment)	<input type="checkbox"/>	Program adults/educators administer a yearly self-assessment using a validated tool that measures the overall quality of the ECE setting. (Example: ECERS-R and Preschool Quality Assessment.) Self-assessment rating must meet the tools specified level for "Advanced Standard". For example, ECERS-R = level 5. Assessment findings are shared with	Program adults/educators administer a yearly self-assessment using a validated tool that measures the overall quality of the ECE setting. (Example: ECERS-R and Preschool Quality Assessment.) Self-assessment rating must meet the tools specified level for "Advanced Standard". For example, ECERS-R = level 6. Assessment findings are used to guide	Program partners with an outside party to conduct an annual assessment using a validated tool that measures the overall quality of the ECE setting. (Example: ECERS-R and Preschool Quality Assessment.) Self-assessment rating must meet the tools specified level for "Advanced Standard". For example, ECERS-R = level 7.

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		program adults/educators.	professional development and programmatic changes to the environment.	Assessment findings are used to guide professional development and programmatic changes to the environment.
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C.10

Program Quality Standard Area #5: Staffing and Professional Development

Focus Areas	Basic Quality Not Met	Basic Standards	Proficient Quality	Advanced Quality
Qualifications & Expertise	<input type="checkbox"/>	<p>Program guidelines are in place that define qualifications of adults/educators and outline basic requirements for experience and/or education.</p> <p>Minimum qualifications of staff and basic requirements for experience and/or education are regularly reviewed</p>	<p>Some staff have advanced qualifications to work with children that directly relate to the specific programming area in which they work.</p> <p>Program activities inform the development of guidelines for staff qualifications. Staff qualifications and</p>	<p>Staff members have specific training and experience in the field. There is diversity among staff in the type of qualifications and a structure in place that allows cross-disciplinary experience.</p>

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		and are directly aligned to program offerings and goals. Staff has some specialized expertise in specific program areas.	basic requirements are reviewed annually.	
Training & Professional Development	<input type="checkbox"/>	<p>Program staff participate in a minimum of twenty (20) hours a year of professional development in the following areas:</p> <ul style="list-style-type: none"> • Health and Safety • Cultural Competency • Child Development/Theory • Program Implementation • Developmentally Appropriate Practices • Family & Community Engagement • Inclusion • Leadership • Any closely related topics 	<p>Program staff participate in a minimum of twenty-five (25) hours a year of professional development in the following areas:</p> <ul style="list-style-type: none"> • Health and Safety • Cultural Competency • Child Development/Theory • Program Implementation • Developmentally Appropriate Practices • Family & Community Engagement • Inclusion • Leadership • Any closely related topics 	<p>Program staff participate in a minimum of twenty-five plus (25+) hours a year of professional development in the following areas:</p> <ul style="list-style-type: none"> • Health and Safety • Cultural Competency • Child Development/Theory • Program Implementation • Developmentally Appropriate Practices • Family & Community Engagement • Inclusion • Leadership • Any closely related topics

C.11

Program Quality Standard Area #5: Staffing and Professional Development (Continued)

Focus Areas	Basic Quality Not Met	Basic Standards	Proficient Quality	Advanced Quality
Training & Professional Development (continued)		A process is in place for continuous review of staff's development plans.	A process is in place for continuous review of staff's development plans.	A process is in place for continuous review of staff's development plans.

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Program Quality Standard Area #6: Program Leadership and Management

Focus Areas	Basic Quality Not Met	Basic Standards	Proficient Quality	Advanced Quality
Ethical Standards	<input type="checkbox"/>	Organization has adopted ethical standards that are fully implemented and shared.	Organization has adopted ethical standards with an early education focus that incorporate some or all of the following:	Ethical standards are reviewed yearly. Ethical standards are reviewed during the decision-making process to ensure

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			<ul style="list-style-type: none"> • Appreciating childhood as a unique and valuable stage of the human life cycle. • Basing our work with children on knowledge of child development. • Appreciating and supporting the close ties between the child and family. • Recognizing that children are best understood in the context of family culture and society. • Respecting the dignity, worth, and uniqueness of each individual (child, family member, and colleague). • Helping children and adults achieve their full potential in the context of relationships that are based on trust respect and positive regard. 	adherence to best practices.
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C.13

Program Quality Standard Area #6: Program Leadership and Management <i>(Continued)</i>				
Focus Areas	Basic Quality Not Met	Basic Standards	Proficient Quality	Advanced Quality
Practices, Policies, and	<input type="checkbox"/>	The program has policies and practices	Program management and leadership	Program management and leadership stays current on literature and research

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<p>Procedures (Children, Families, Staff)</p>		<p>that are clearly and consistently communicated to adults/educators and community stakeholders.</p> <p>Policies and procedures are documented and readily available for the community stakeholders.</p> <p>The program has policies and a service delivery approach that reflects the culture, linguistic, and traditions of children and their families.</p>	<p>develop program policies and practices that reflect a strong foundation in developmental theory, inclusivity and current research. Engages adults/educators, colleagues, and stakeholders to analyze developmental theory for relevance to practice and cultural sensitivity.</p> <p>Policies and practices are regularly reviewed by program adults/educators and administrators to ensure that they support a positive program climate.</p> <p>Program leadership regularly monitors adults/educators to ensure consistent delivery across adult/educators and determine areas for professional development.</p>	<p>about developmental theory, inclusivity and cultural sensitivity; uses that knowledge to inform decisions and provides professional development opportunities for early childhood educators that focus on implications for practice in a variety of early education settings.</p> <p>The program conducts an evaluation at least once every two years using an outside observer to review policies and practices. Policy and procedural changes are implemented, and supportive training is planned with staff based on results.</p> <p>The community stakeholders are solicited to provide input in determining practices, policies and procedures.</p>
<p>Vision, Mission, and Values</p>	<p><input type="checkbox"/></p>	<p>Organization has an adopted vision, mission, and values statement that is shared throughout the organization and with community stakeholders.</p>	<p>Organization has an adopted vision, mission, and values statement that has an education focus and is shared throughout the organization and with community stakeholders.</p>	<p>A yearly meeting is held to evaluate the organization's alignment to their education vision, mission, and values.</p>

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Program Quality Standard Area #6: Program Leadership and Management (Continued)

Focus Areas	Basic Quality Not Met	Basic Standards	Proficient Quality	Advanced Quality
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<p>Vision, Mission, and Values <i>(continued)</i></p>				<p>The vision, mission and values are reviewed during the decision-making process to ensure adherence to best practices and are shared with the organization and with community stakeholders.</p>
<p>Community Stakeholder Connections/ Partnerships Engagement</p>	<p>□</p>	<p>Program management and leadership host partners to provide information and resources related to a child’s learning and development.</p> <p>Program goals are both informally and formally communicated to community stakeholders (conversations, letters, newsletters, etc.).</p> <p>Community stakeholder feedback on program goals and activities are informally solicited (e.g., surveys, focus groups, etc.).</p>	<p>Program management and leadership establish effective relationships with partners to ensure continuity of children’s health, learning and development utilizing the whole-child approach.</p> <p>A system is in place for formal feedback (e.g., surveys, focus groups, etc.) from community stakeholders to inform changes in program goals. These changes are reviewed to address any emerging needs within the program and community.</p>	<p>The program has a reciprocal relationship with other organizations throughout the community (i.e., library, community centers, Family Resource Centers) to support the child’s success within the context of their family.</p> <p>To promote the children’s well-being, development, and long-term success in school and in life, program management engages stakeholders, local leaders, business representatives, and elected officials to review and provide recommendation for continuous quality improvement planning.</p>

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Program Quality Standard Area #7: Family Engagement and Partnerships

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Focus Areas	Basic Quality Not Met	Basic Standards	Proficient Quality	Advanced Quality
Parent/Caregiver Voice/ Decision Making	<input type="checkbox"/>	<p>The program management provides opportunities for parents/caregivers to give occasional, informal feedback on activities.</p> <p>A formal process is in place to address parent/caregiver needs and concerns.</p>	<p>The program management provides opportunities for parents/caregivers to give formal feedback on activities. (e.g., surveys, activity planning meetings).</p> <p>Practices, policies and procedures exist to incorporate parent/caregiver feedback into program design and delivery.</p>	<p>The program management engages the parents/caregivers voice in an annual and on-going basis in programmatic decisions. The recommendations are reviewed for continuous quality improvement.</p> <p>Practices, policies and procedures exist to incorporate parent/caregiver feedback into program design and delivery.</p>
Balanced Communication	<input type="checkbox"/>	<p>The program utilizes resources (e.g., interpretation, translation, language line) to facilitate communication with parents/caregivers and children in their home/preferred language.</p>	<p>The program creates strategies to engage and support implementation of parents/caregivers from diverse linguistic and cultural backgrounds.</p>	<p>The program engages with parents/caregivers, early childhood educators, community leaders and service providers to identify and address systemic and emerging barriers to effective communication.</p> <p>The program collaborates with partners to increase the availability of information and services in the home/preferred languages of families in the community.</p>

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Program Quality Standard Area #7: Family Engagement and Partnerships <i>(Continued)</i>				
Focus Areas	Basic Quality Not Met	Basic Standards	Proficient Quality	Advanced Quality
Strengthening Families	<input type="checkbox"/>	The program management administers an annual self-assessment using the Strengthening Families Framework.	The program management administers an annual self-assessment using the Strengthening Families Framework to guide programmatic changes and continuous quality improvement.	<p>The program management administers an annual self-assessment using the Strengthening Families Framework to guide programmatic changes.</p> <p>Parents/caregivers are involved in the review of assessment findings and provide recommendations for annual quality improvement plans.</p>

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Program Quality Standard Area #8: Equity, Diversity, Inclusion

Focus Areas	Basic Quality Not Met	Basic Standards	Proficient Quality	Advanced Quality
<p>Inclusive and Supportive Practices</p>	<p>☐</p>	<p>Program abides by Americans Disability Act (ADA).</p> <p>Program has a documented process for receiving and assessing request for reasonable accommodation.</p> <p>Adults/educators are aware of children needing inclusion support services. (Ex. English Language Learners, varying abilities, and behavioral concerns.)</p>	<p>Program abides by ADA and regularly evaluates their efforts in creating inclusive and supportive environment.</p> <p>Program annually reviews documented process for receiving and assessing request for reasonable accommodation to include a tracking system to best serve the needs of children and families efficiently.</p> <p>The environment intentionally promotes engagement through dynamic spaces, equipment, materials and facilitation practices.</p> <p>Adults/educators have identified strategies and/or documented inclusion plans for children needing inclusion support services. (Ex. English Language Learners, varying abilities, and behavioral concerns.)</p>	<p>Program has policies and practices that advance inclusion.</p> <p>Program annually reviews documented process for receiving and assessing requests for reasonable accommodation through community and stakeholder feedback.</p> <p>Program partners with an outside party to conduct a yearly assessment using a validated tool that measures the overall quality of the ECE setting. (Example: ECCERS-R, Inclusive Classroom.) Adult/educators have identified strategies and/or documented inclusion plans for children needing inclusion support services. (Ex. English Language Learners, varying abilities, and behavioral concerns.)</p> <p>Adults/educators review documented inclusion plan and meet regularly to discussion progress toward inclusive practices.</p> <p>Program environment is flexible enough</p>

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				to allow adults/educators to continuously modify their space to meet the needs of children and families.
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Program Quality Standard Area #8: Equity, Diversity, Inclusion (Continued)

Focus Areas	Basic Quality Not Met	Basic Standards	Proficient Quality	Advanced Quality
Inclusive and Supportive Practices <i>(continued)</i>	<input type="checkbox"/>			Adults/educators create activities and /or curriculum to include children/youth with special needs in program activities.
Physical, Behavioral, and Developmental Screenings and Referrals	<input type="checkbox"/>	Program offers opportunities for evidence-based screenings for children.	Program offers opportunities for evidence-based screenings for children and utilizes screening information to strengthen program activities and practices.	<p>Program continuously schedules evidence-based screenings for children and utilizes the screening information to guide and strengthen the program activities and practices.</p> <p>Program refers and connects families to appropriate agencies and resources for further assessment and/or support services based on screening results and emerging needs.</p>

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<p>Promoting Racial Equity</p>	<p><input type="checkbox"/></p>	<p>Early childhood educators must recognize and support each child's unique strengths without imposing cultural biases (explicitly or implicitly).</p> <p>Program creates an environment that promotes equity, learning, and development for all children, families, and adults/educators.</p>	<p>Program leadership regularly monitors staff, programs, and policies through a racial equity lens to promote anti-bias education/programming.</p>	<p>The program conducts an evaluation at least once every two years using an outside observer to review racial equity policies and practices. Policy and procedural changes are implemented, and supportive training is planned with adult/educator based on results.</p>
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Program Quality Standard Area #8: Equity, Diversity, Inclusion (Continued)

Focus Areas	Basic Quality Not Met	Basic Standards	Proficient Quality	Advanced Quality
<p>Promoting Racial Equity <i>(continued)</i></p>	<p><input type="checkbox"/></p>	<p>Program has policies and practices regarding race, equity and culture that are clearly and consistently communicated to all.</p> <p>Program collects racial, ethnic, and language data about communities served to better understand current needs.</p> <p>Offer early education programming in each council district.</p>	<p>Program collects racial, social economic, and language data about communities served to better understand barriers to access.</p> <p>Program reviews and analyzes data to inform decisions on location of programs/services offered to increase access.</p>	<p>Program collects racial, ethnic, and language data about communities served to better understand current needs. Program reviews and utilizes data for continuous quality program improvement practices. Engage community stakeholders.</p> <p>Formal practices to engage community stakeholders to provide input in determining policies, procedures and protocols regarding racial equity and access of underserved communities.</p> <p>Reviews collected data to inform</p>

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				<p>practices and develop for continued quality improvement, training hiring of adults/educators that reflect the community.</p> <p>Program reviews collected data and utilizes it as part of an ongoing racial equity plan to inform decisions:</p> <ul style="list-style-type: none">• on location of programs/services offered• pricing (if applicable)• staff placement and recruitment• marketing/outreach
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