

V. PARENT INVOLVEMENT AND FAMILY SERVICES

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

Circle one indicator level for this item based on the scoring rules on page 1x.

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

There is no place in the room or center where family members can gather.

There is some space in the room or center where family members can gather.

There is a comfortably furnished family-oriented 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.

Example:

- Parents stand at the door and talk.

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.

IN classrooms families stand near door + talk to teachers
- At meetings for parents there is a large room w/some chairs

Row 2

There are no activities or materials to help parents become involved in the program.

The program provides some parent-oriented activities or materials to help parents become involved in the program.

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?

- Parent meetings are held monthly
- There is a parent advisory council
- Teachers meet w/ parents at a year

V. PARENT INVOLVEMENT AND FAMILY SERVICES

V-A. (continued)

Level 1 Indicators

Level 3 Indicators

Level 5 Indicators

Supporting Evidence/Anecdotes

Row 3 The program does not encourage parent participation.

The program sometimes encourages parent participation.

The program encourages parent participation.

Examples:

- 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?

- Parent meetings are held during the day, so children are in their classrooms

- Family events are typically later + go past regular hours, so parents can attend

- Reminders for events are posted + parents are verbally reminded at pick-up

V. PARENT INVOLVEMENT AND FAMILY SERVICES

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

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.

Level 1 Indicators

Row 1 Staff and parents do not interact informally.

Examples:

- Family members are ignored or avoided.
- Teachers are busy with routine tasks when parents are present.

Level 3 Indicators

Staff and parents sometimes interact informally.

Level 5 Indicators

Staff and parents frequently interact informally to update each other about the child's recent experiences.

Examples:

- 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.

Supporting Evidence/Anecdotes

CQ: Do you interact informally with parents about their children's day-to-day experiences? (If yes) How? How often?

- Office staff greet families near the entry ways. Teachers welcome parents into classroom

- Teachers converse about child's play + send home artwork
- Daily sheets completed for parents in Toddler rooms

CQ: When you speak with a parent, who tends to carry the conversation?

- see row 1

Row 2 Staff rarely communicate with parents in a give-and-take manner.

Examples:

- 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.

Staff sometimes communicate with parents in a give-and-take manner.

Example:

- Staff are respectful but cursory and businesslike in their interactions with parents.

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:

- 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.

CQ: Center manager answered - parent carries conversation.

whether I go to them w/something or they come to me w/ question. I try to make sure that I am clear,

listen + answer any questions or concerns

continued on next page

V. PARENT INVOLVEMENT AND FAMILY SERVICES

V-E. (continued)

Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
<p>Row 3</p> <p><input type="checkbox"/> Staff compete with parents for children's attention.</p>	<p><input type="checkbox"/> Staff sometimes encourage parents' attention to their children.</p>	<p><input type="checkbox"/> Staff regularly encourage parents' attention to their children. They</p> <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>Row 4</p> <p><input type="checkbox"/> Staff avoid dealing with conflicts with parents and/or argue with parents.</p>	<p><input type="checkbox"/> Staff sometimes handle conflicts with parents in a nonconfrontational manner.</p>	<p><input checked="" type="checkbox"/> Staff and parents use a problem-solving approach when they are in conflict.</p> <p>Staff</p> <ul style="list-style-type: none"> • Approach parents calmly • Acknowledge parents' feelings • Staff and parents • 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: What do you do when children show preferences for parents over staff?</p> <p>- At pickup teacher says to child "look your dad is here!"</p> <p>"here show him what you made today"</p> <p>CQ: How do you handle conflicts with parents?</p> <p>No Center manager.</p> <p>"Stay calm, listen & repeat back, so I can make sure understand problem + then see if we can find a solution"</p>

- A parent helps put coat in cubby & talks to her child. then says to teacher A is ready for breakfast.

V. PARENT INVOLVEMENT AND FAMILY SERVICES

V-1. Staff provide parents with referrals and access to supportive services as needed.

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.

Level 1 Indicators

Level 3 Indicators

Level 5 Indicators

Supporting Evidence/Anecdotes

Row 1 Staff are not aware of family needs. Staff have some knowledge of family needs.

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 do you (or someone else on staff) gather information about your families' needs?

CO: INFO. IS PUT INTO CP DURING INTAKE SO WE HAVE ACCESS. THEN FA CONNECTS w/ FAMILIES. ALL INFORMATION IS DOCUMENTED IN CHILD PLUS INCLUDING WHAT WE HAVE DONE TO HELP THAT FAMILY

- Family advocate connects w/ each family she provides resources & helps make sure needs are being met. Teachers can also share w/ FA to help families when needed.

Row 2 Staff are not aware of community resources available to families.

Staff have some knowledge of community resources available to families.

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 do you (or someone else on staff) familiarize yourself with community resources?

FA IS VERY FAMILIAR w/ resources for families TEACHERS + OTHER STAFF REFER TO HER IF THEY NEED OUT A RECOMMENDATION ON NEXT PAGE

V. PARENT INVOLVEMENT AND FAMILY SERVICES

V-I. (continued)

Level 1 Indicators

Level 3 Indicators

Level 5 Indicators

Row 3 Staff do not make referrals to needed family services.

Staff sometimes make referrals to needed family services.

Staff make referrals to needed family services.
Examples:
 - Brochures and other information are readily available to parents.
 - Staff keep lists of local service providers.

Row 4 Staff do not facilitate access to family services.

Staff sometimes facilitate access to family services.

Staff facilitate access to family services.
Examples:
 - 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.

Supporting Evidence/Anecdotes

CQ: Do you (or does someone else on staff) refer families for services or help them access services?

Family has current list of family services. She can also reach out to her manager for additional support. FA's walk families through applications + showing how/where to access other services

CQ: How are referrals or access to services handled?

- Family advocate provides families w/ documentation of how to access family services. Often set-up first appointment or sit w/parent as they make calls.

- Parents are able to use phone + have access to computers if needed.

VI. STAFF QUALIFICATIONS AND STAFF DEVELOPMENT

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

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.

Level 1 Indicators

Row 1 The program director does not have a bachelor's degree in early childhood education or child development.

Level 3 Indicators

The program director has a bachelor's degree in early childhood education or child development.

Level 5 Indicators

The program director has a graduate degree in early childhood education or child development, including program management.

GM HAS DOCTORAL IN ECE

Supporting Evidence/Anecdotes

CQ: Please describe your education, training, and experience. For example: Do you have a degree? (If yes) In what?

CQ: Please describe any course work covered in program management.

Row 2 The program director does not have additional course work or training relevant to early childhood education or child development.

The program director has some additional course work or training relevant to early childhood education or child development.

The program director has additional course work or training in 2 or more relevant areas, such as

- 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?
CO YES. Had training in staff development + parenting + family relationships through WORK

Row 3 The program director has 1 year or less of relevant job experience.

The program director has 2-4 years of relevant job experience.

The program director has 5 or more years of relevant job experience that includes

- 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

- CQ: What relevant work experiences have you had in working with young children birth to age 5? For example,
- a. Implementing curriculum?
 - b. Evaluating early childhood programs?
 - c. Supervising early childhood staff?
 - d. Working with parents and families?
 - e. Managing early childhood programs?

- Started as a teacher for 6 years then worked on Edu. team for 4 years as an EHS coach before moving into current position

VI. STAFF QUALIFICATIONS AND STAFF DEVELOPMENT

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.

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.

Level 1 Indicators Level 3 Indicators Level 5 Indicators Supporting Evidence/Anecdotes

Row 1 Teachers do not participate in professional development activities. Some or all teachers participate in 1-4 professional development activities per year. All teachers participate in 5 or more professional development activities per year. CQ: Do teachers participate in professional development activities? (If yes):
a. What activities?

- Trauma Smart for teachers started in Oct + happens monthly through June
- Other trainings happen 3x per year

b. How many participate?
c. How many times per year?

Row 2 Director(s) do not participate in professional development activities. Director(s) participate in 1-4 professional development activities per year. Director(s) participate in 5 or more professional development activities per year. CQ: Do you participate in professional development activities? (If yes):
a. What activities?
b. How many times per year?

= center managers are also going through trauma smart + have trainings at least 3x per year

Row 3 Support staff do not participate in professional development activities. Some or all support staff participate in 1-4 professional development activities per year. All support staff participate in 5 or more professional development activities per year. CQ: Do support staff participate in professional development activities? (If yes):
a. What activities?
b. How many participate?
c. How many times per year?

- Support staff are in Trauma Smart + have PD at least 3x per year

VI. STAFF QUALIFICATIONS AND STAFF DEVELOPMENT

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

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.

Level 1 Indicators

Level 3 Indicators

Level 5 Indicators

Supporting Evidence/Anecdotes

Row 1 Inservice training is not offered.

Inservice training is offered 1-4 times a year.

Inservice training is offered 5 times a year.

Note: If indicator Level 1 is checked in this row, do not complete the other rows. Score the entire item as "1."

CQ: Does the agency offer inservice training? (If yes) How many times per year?

- HAS in-service training, typically 3x/year

Row 2 Inservice training addresses topics unrelated to early childhood development and program practices.

Inservice training sometimes addresses topics specific to early childhood development and program practices.

Inservice training consistently addresses topics specific to early childhood development and program practices.

CQ: What topic(s) have been addressed?

- Topics include how to prepare a resume, making holiday decorations.

Example:

- Topics include social development, promoting early literacy, small-group time, attachment, sensory materials.

- Topics have included dealing w/challenging behavior focus on literacy + math per young children, social development

Row 3 Inservice training is not based on a curriculum model.

Inservice training is based on more than one curriculum model.

Inservice training is based on a consistent curriculum model that integrates theory and practice.

CQ: Is inservice training based on one or more curriculum model(s)?

- Inservice has had some focus on High scope + on conscious discipline + TraumaSmart

CQ: (If one) Does the model provide theory? practice?

Row 4 Inservice training is not based on teachers' concerns and interests.

Inservice training is sometimes based on teachers' concerns and interests.

Inservice training is consistently based on teachers' concerns and interests.

CQ: How often is inservice training 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.

- Teachers complete needs assessment at the year beginning of help
- Supervisors identify topics based on classroom observations

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)?
- Sometimes other presenters are provided in

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?

- trainings held through zoom are lecture with questions at the end

- In-service trainings in person are hands-on + promote 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?

- In trauma Smart since trainings are ongoing teachers are asked to reflect + can share experiences

- In education team trainings coaches are available to help teachers + reflect on practices

VII. PROGRAM MANAGEMENT

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

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.

Level 1 Indicators

Level 3 Indicators

Level 5 Indicators

Supporting Evidence/Anecdotes

Row 1

In preschool rooms

- Based on enrollment, there are 21 or more children per classroom.

In preschool rooms

- Based on enrollment, there are 19-20 children per classroom.

In preschool rooms

- Based on enrollment, there are 18 or fewer children per classroom.

- Mark "NA" if the program has only infant/toddler room(s).

CQ: How many children are enrolled in the classroom(s) being observed?

Head start classroom
are enrolled to 10
+ early to 8 children

Row 2

In preschool rooms

- Based on enrollment, there are 11 or more children per classroom adult.

In preschool rooms

- Based on enrollment, there are 10 children per classroom adult.

In preschool rooms

- Based on enrollment, there are 9 or fewer children per classroom adult.

- Mark "NA" if the program has only infant/toddler room(s).

CQ: How many enrolled children per adult are in the classroom(s) being observed?

There are always
9 teachers per classroom
based on enrollment & adult

Row 3

In rooms for infants and/or young toddlers (0-24 months)

- Children are cared for in groups of 10 or more, and 5 or more children share the same primary caregiver.

In rooms for infants and/or young toddlers (0-24 months)

- Children are cared for in groups of 9 children, with no more than 4 children sharing the same primary caregiver.

In rooms for infants and/or young toddlers (0-24 months)

- 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.

- Mark "NA" if the program has only preschool room(s) or only one teacher per room.

CQ: How many children are cared for together in one group?

CQ: For children with primary caregivers, how many children share the same primary caregiver? For infants? For young toddlers?

-max in early classroom
(under 3yrs)
is 8 w/ 2 teachers,
infants included.

VII. PROGRAM MANAGEMENT

VII-B. (continued)

Level 1 Indicators

Row 4
In rooms for older toddlers (24-36 months)

Children are cared for in groups of 17 or more, and 7 toddlers or more share the same primary caregiver.

Level 3 Indicators

In rooms for older toddlers (24-36 months)

Children are cared for in groups of 16 or fewer, and no more than 6 toddlers share the same primary caregiver.

Level 5 Indicators

In rooms for older toddlers (24-36 months)

Children are cared for in groups no larger than 12, and no more than 4 toddlers share the same primary caregiver.

24-36 months
 classrooms capped
 at 8 with
 2 teachers

Supporting Evidence/Anecdotes

Mark "NA" if the program has only preschool room(s) or only one teacher per room.

CQ: How many children are cared for together in one group?

CQ: For children with primary caregivers, how many children share the same primary caregiver? For infants? For toddlers?

Row 5
 Teacher turnover is high at 40% or more in the past 12 months.

Teacher turnover is moderate at 16%-39% in the past 12 months.

Teacher turnover is low at 15% or less in the past 12 months.

CQ: How many teaching staff are in the program? How many have left or been replaced in the past 12 months?

-CO: center manager
 "At this center, this year there a 7 on teaching staff, we lost one teacher this year"

VII. PROGRAM MANAGEMENT

VII-C. Staff regularly conduct a program assessment and use the results to improve the program.

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.

Level 1 Indicators

Row 1 Staff have not assessed the program within the last year.

Level 3 Indicators

Staff have assessed the program once within the last year.

Level 5 Indicators

Staff have assessed the program two or more times within the last year.

Supporting Evidence/Anecdotes

CQ: Do staff assess the program?

Yes, yearly

CQ: (If yes) How many times has the program been assessed within the last year?

Row 2 Program assessment is not used to measure implementation.

Program assessment measures some aspects of implementation.

Program assessment measures all aspects of implementation, including

- Classroom practices
- Planning and evaluation procedures
- Parent involvement
- Administrative procedures

CQ: What aspects of the program have been assessed?

Staff assess classroom + center practices, parent involvement, + management policies

Row 3 There is no systematic procedure to build on strengths and improve the program.

Results of the assessment are sometimes used to build on strengths and improve the program.

Results of the assessment are systematically used to build on strengths and improve the program, including

- Identifying inservice training needs
- Revising management practices
- Seeking additional resources

CQ: How are the results of the program assessment used?

Results are looked at to identify where revisions may be needed and trainings may be needed

VII. PROGRAM MANAGEMENT

VII-G. The program is adequately funded.

Circle one indicator level for this item based on the scoring rules on page 36.

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 Funds are not adequate to correct unsafe conditions or to alleviate shortages of equipment and supplies for each age group.

Funds are adequate to provide for some but not all aspects of safety, equipment, and supplies for each age group.

Funds are adequate to keep the classroom(s) safe and well supplied with developmentally appropriate equipment and materials for each age group.

CO: Is your program funded inadequately, partially, or fully to keep the classroom(s) safe and well supplied with instructional equipment and materials?
CO: Edu. manager
- Yes able to keep classrooms safe + supplied w/ needed materials

Row 2 Funds are not adequate to attract and employ qualified staff at all levels.

Funds are adequate to attract and employ qualified staff at some but not all levels.

Funds are adequate to attract and employ qualified staff at all levels. Salaries and benefits match or exceed those at comparable agencies.

CO: Is your program funded inadequately, partially, or fully to attract and employ qualified staff at all levels?
- Salaries match or exceed those at comparable agencies

Row 3 Funds are not adequate to provide teaching teams with paid planning time.
Example:
- Teachers do not plan, or they plan on their own time.

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.

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).

CO: Is your program funded inadequately, partially, or fully to pay for teachers' planning time? If so, how often do teachers plan?
- Daily planning time is paid w/ time during naptime + 15 mins at start of day + 45 mins at the end of day

VII. PROGRAM MANAGEMENT

VII-G. (continued)

Level 1 Indicators

Level 3 Indicators

Level 5 Indicators

Supporting Evidence/Anecdotes

Row 4 Staff development funds are not adequate to pay authorized expenses for any staff.

Staff development funds are adequate to pay authorized expenses for some staff.

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?

- All training required is covered by agency. mileage is also covered

- Trainings happen when children are not in the program

CQ: Is your program funded inadequately, partially, or fully to cover family involvement expenses?

- CQ's Education manager - there is a budget so family events are covered. this would include refreshment, drink of snack + juice always depending on the event

Row 5 Funds are not adequate to cover any of the expenses associated with parent involvement and family-oriented activities.

Funds are adequate to cover some of the expenses associated with parent involvement and family-oriented activities.

Funds are adequate to cover all of the expenses associated with parent involvement and family-oriented activities, including child care during meetings; materials and distribution of manuals, newsletters, and other resources.