

# Try It Out: Assignment Instructions

## To begin your assignment, please follow these initial directions:

First, save this file to your computer.

To save your work, click on “File” and then select “Save As.” Type your name as the file name (e.g., “Wk2JaneDoe.PDF”).

You **must** save your file as a .PDF or it will not be accepted.

## Next, to complete the assignment, follow these directions:

1. Type your name in the box in the lower left corner of the next page.
2. Fill out the assigned items from the PQA:
  - Type your evidence in the space indicated.
  - Select the row scores by clicking in the appropriate box for each row.
  - Select the overall score for the item by clicking the circle above the score.
3. Then, save the file again. (If you don't, you will lose all your work.)
4. To upload your finished assignment, click on the Dropbox tab, then click the text that says “Upload File.” Click “Browse” to select the file from your computer, then click “Submit.”

# POQA

## Program Quality Assessment

### **Form B — Agency Items**

for Infant-Toddler and Preschool Programs

Your Name

## 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.  <b>Example:</b> – 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.  <b>Example:</b> – 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.  <b>Examples:</b> – 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.  <b>Examples:</b> – 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. <b>Examples:</b> <ul style="list-style-type: none"><li>- Providing child care.</li><li>- Arranging transportation.</li><li>- Scheduling events at times convenient for parents.</li><li>- Making reminder phone calls the day before an event.</li><li>- Networking parents with one another.</li></ul>	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-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. <b>Examples:</b> <ul style="list-style-type: none"> <li>– Family members are ignored or avoided.</li> <li>– Teachers are busy with routine tasks when parents are present.</li> </ul>	<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. <b>Examples:</b> <ul style="list-style-type: none"> <li>– Staff greet family members by name.</li> <li>– Staff converse with family members during dropoff and pickup times.</li> <li>– Staff send home or encourage parents to bring in things the child has made.</li> <li>– Staff exchange notes, phone calls, e-mails, text messages, and so forth with parents.</li> </ul>	CQ: Do you interact informally with parents about their children's day-to-day experiences? (If yes) How? How often?
Row 2	<input type="checkbox"/> Staff rarely communicate with parents in a give-and-take manner. <b>Examples:</b> <ul style="list-style-type: none"> <li>– Staff interact with parents in a blunt, distracted, impatient, or disinterested manner.</li> <li>– Staff ignore or avoid parents.</li> <li>– Staff speak negatively about parents when they are not present.</li> </ul>	<input type="checkbox"/> Staff sometimes communicate with parents in a give-and-take manner. <b>Example:</b> <ul style="list-style-type: none"> <li>– Staff are respectful but cursory and businesslike in their interactions with parents.</li> </ul>	<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. <b>Examples:</b> <ul style="list-style-type: none"> <li>– Teachers and parents exchange information about the child.</li> <li>– When staff talk with parents they listen attentively, take turns in conversation, and offer comments and observations.</li> <li>– Staff speak positively about parents even when they are not present.</li> </ul>	CQ: When you speak with a parent, who tends to carry the conversation?

# 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"> <li>• Wait to be invited into parent-child exchanges</li> <li>• Respect children's preferences for parents over staff</li> <li>• At pickup time, encourage children to talk directly with parents about their day</li> </ul>	<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"> <li>• Approach parents calmly</li> <li>• Acknowledge parents' feelings</li> </ul> <p>Staff and parents</p> <ul style="list-style-type: none"> <li>• Exchange information</li> <li>• Look at the problem from the child's viewpoint</li> <li>• Restate the problem</li> <li>• Generate ideas for solutions and choose one together</li> <li>• Are prepared to follow up on the problem</li> </ul>	<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-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. <b>Example:</b> - 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. <b>Examples:</b> - 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-1. (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. <b>Examples:</b> <ul style="list-style-type: none"><li>- Brochures and other information are readily available to parents.</li><li>- Staff keep lists of local service providers.</li></ul>	<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. <b>Examples:</b> <ul style="list-style-type: none"><li>- Staff provide documentation for parents to share with service providers.</li><li>- Staff make the initial phone call to help arrange the first appointment with a provider.</li><li>- Staff help families find child care or transportation so they can use community resources.</li></ul>	<i>CQ:</i> How are referrals or access to services handled?

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

	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"> <li>• Curriculum development</li> <li>• Child assessment</li> <li>• Parenting and family relationships</li> <li>• Program evaluation</li> <li>• Program management</li> <li>• Staff development</li> <li>• Early childhood policy and advocacy</li> </ul>	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"> <li>• Working with young children in a group setting (birth to age 5)</li> <li>• Program planning and implementation</li> <li>• Program evaluation</li> <li>• Staff supervision and development</li> <li>• Working with parents and families</li> <li>• Program management</li> </ul>	<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"> <li>a. Implementing curriculum?</li> <li>b. Evaluating early childhood programs?</li> <li>c. Supervising early childhood staff?</li> <li>d. Working with parents and families?</li> <li>e. Managing early childhood programs?</li> </ol>

## 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.  <b>Example:</b> – 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.  <b>Example:</b> – 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.  <b>Examples:</b> – 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?

# 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><b>In preschool rooms</b></p> <p><input type="checkbox"/> Based on enrollment, there are 21 or more children per classroom.</p>	<p><b>In preschool rooms</b></p> <p><input type="checkbox"/> Based on enrollment, there are 19–20 children per classroom.</p>	<p><b>In preschool rooms</b></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><b>In preschool rooms</b></p> <p><input type="checkbox"/> Based on enrollment, there are 11 or more children per classroom adult.</p>	<p><b>In preschool rooms</b></p> <p><input type="checkbox"/> Based on enrollment, there are 10 children per classroom adult.</p>	<p><b>In preschool rooms</b></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><b>In rooms for infants and/or young toddlers (0–24 months)</b></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><b>In rooms for infants and/or young toddlers (0–24 months)</b></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><b>In rooms for infants and/or young toddlers (0–24 months)</b></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

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.	<p>CQ: Is your program funded inadequately, partially, or fully to keep the classroom(s) safe and well supplied with instructional equipment and materials?</p>
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.	<p>CQ: Is your program funded inadequately, partially, or fully to attract and employ qualified staff at all levels?</p>
Row 3	<input type="checkbox"/> Funds are not adequate to provide teaching teams with paid planning time.  <b>Example:</b> – 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.  <b>Example:</b> – 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.  <b>Example:</b> – 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).	<p>CQ: Is your program funded inadequately, partially, or fully to pay for teachers' planning time? If so, how often do teachers plan?</p>

## 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?