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First, save this file to your computer.

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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.)
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PQA
Program Quality Assessment

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

Your Name
Yalonda Parson

HighScope® Educational Research Foundation

V. PARENT INVOLVEMENT AND FAMILY SERVICES

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.

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

	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. **Example:** – Families are asked to wait in the hallway or drop their children off and leave.	☐ There is some space in the room or center where family members can gather. **Example:** – Parents stand at the door and talk.	☐ 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.	At this time there is no area for family members to gather.
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 Policy Council Meetings Parent Teacher Conferences Monthly Newsletters Family Connection Sheets Ready Rosie Parent Workshops

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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? Yes. Parent Workshop, Parent Meetings and activites are set for times that are good for parent schedules. During Parent Meetings there is a time set aside for parents to network.

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V. PARENT INVOLVEMENT AND FAMILY SERVICES

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.

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

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
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.	☒ Staff and parents sometimes interact informally.	☐ 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.	*CQ:* Do you interact informally with parents about their children's day-to-day experiences? (If yes) How? How often? Staff sometimes to interact with families at pickup time. Staff greet families by their name
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:* When you speak with a parent, who tends to carry the conversation? It was reported that parents tend to carry thye conversation asking the teachers questions about their child.

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V. PARENT INVOLVEMENT AND FAMILY SERVICES

V-E. *(continued)*

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 3	☐ Staff compete with parents for children's attention.	☒ Staff sometimes encourage parents' attention to their children.	☐ Staff regularly encourage parents' attention to their children. They • 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	*CQ:* Would you say that you encourage parents' attention to their children? It was reported : Yes sometimes *CQ:* If so, do you wait to be invited into parent-child exchanges? Families are encouraged to ask their child how was their day or what did they do today if the are able to communicate *CQ:* What do you do when children show preferences for parents over staff? Praise that behavior
Row 4	☐ Staff avoid dealing with conflicts with parents and/or argue with parents.	☒ Staff sometimes handle conflicts with parents in a nonconfrontational manner.	☐ Staff and parents use a problem-solving approach when they are in conflict. Staff • 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	*CQ:* How do you handle conflicts with parents? It was reported that the following steps are followed. Furst remain calm try to hear parent out and solve the conflict if they are not able to solve the conflict then staff will ask supervisor to help out.

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V. PARENT INVOLVEMENT AND FAMILY SERVICES

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.

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

	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 familiar are you (or someone else on staff) with your families' needs? For example, would you say "not familiar," "somewhat familiar," or "very familiar"? Very Familiar *CQ:* How do you (or someone else on staff) gather information about your families' needs? Family Advocate weekly talk to each family about family needs the formthat is completed weekly is called family needs assesment
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 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"? Very Familiar *CQ:* How do you (or someone else on staff) familiarize yourself with community resources? Family Advocate attends community workshops and she is also on community netwiork email list to be informed daily about any community resources.

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V. PARENT INVOLVEMENT AND FAMILY SERVICES

V-1. *(continued)*

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
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.	*CQ:* Do you (or does someone else on staff) refer families for services or help them access services? Yes
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.	*CQ:* How are referrals or access to services handled? Family Advocate notes in the Child Plus data system for the agency phone log, resource log adn family advocates often make calls to community resources to get the ball rolling example; homeless shelter, food banks,etc..

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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	☐ The program director does not have a bachelor's degree in early childhood education or child development.	☐ The program director has a bachelor's degree in early childhood education or child development.	☒ The program director has a graduate degree in early childhood education or child development, including program management.	*CQ:* Please describe your education, training, and experience. For example: Do you have a degree? (If yes) In what? Yes early Childhood Education *CQ:* Please describe any course work covered in program management. Ongoing Training in Program Managemnt and Leadership
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? Yes Leadership/Managment Training Infant Toddler Currcuilum COR Training PQA Training NAEYC Highscope Curriculm
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? Highscope b. Evaluating early childhood programs? PQA and COR c. Supervising early childhood staff? Leadership Training d. Working with parents and families? CCEI Parent Involvement Training e. Managing early childhood programs? Management Training

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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	☐ 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? Professional Workshops b. How many participate? 6 c. How many times per year? 8
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? Professional Workshops b. How many times per year? 8
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? Professional Workshops b. How many participate? 2 c. How many times per year? 8

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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	☐ 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? Yes 8
Row 2	☐ Inservice training addresses topics unrelated to early childhood development and program practices. **Example:** – Topics include how to prepare a resume, making holiday decorations.	☐ 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. **Example:** – Topics include social development, promoting early literacy, small-group time, attachment, sensory materials.	*CQ:* What topic(s) have been addressed? Literacy, Group Time w/ Music and Movement , Ancedotal Writing, Lesson Plan, Small Group, Adult -Child Interaction, Active Supervision, PTC and HV , Health, and Nutrition
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)? Yes *CQ:* (If one) Does the model provide theory? practice? Yes
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. **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? Training is based on teacher insterst from what they said on their professional development plan, supervisor observation, and coaching assesment needs.

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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? Highscope trainer her name is Tiffany O. *CQ:* What is the relationship of staff to the trainer(s)? None- She is a Highscope Trainer
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? Both lecture and hands on *CQ:* Do they involve hands-on activities, discussion, practice? Some do 3 out of the 8
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? Sometimes satff is asked to share their training experience to the group by speaking about what they learned. After each training staff completes an evalution for the trainer

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VII. PROGRAM MANAGEMENT

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.

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

	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?
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?
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? 8 *CQ:* For children with primary caregivers, how many children share the same primary caregiver? For infants? For young toddlers? 4

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VII. PROGRAM MANAGEMENT

VII-B. *(continued)*

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
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.	**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.	**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.	☐ 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? 8 *CQ:* For children with primary caregivers, how many children share the same primary caregiver? For infants? For toddlers? 4
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? 9 are in the center and in the past 12 months non has been replaced

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VII. PROGRAM MANAGEMENT

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.**

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

	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	☐ Staff have not assessed the program within the last year.	☒ Staff have assessed the program once within the last year.	☐ Staff have assessed the program two or more times within the last year.	*CQ*: Do staff assess the program? yes *CQ*: (If yes) How many times has the program been assessed within the last year? 1
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? The entire program has been we use a self assesment tool that is conducted once a year
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? It used to show where areas of improvement is need. For example this year results showed that more degree teachers are needed and some managment practices need to be changed a little for better results.

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VII. PROGRAM MANAGEMENT

VII-G. The program is adequately funded.

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	☐ 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.	*CQ*: Is your program funded inadequately, partially, or fully to keep the classroom(s) safe and well supplied with instructional equipment and materials? Yes
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.	*CQ*: Is your program funded inadequately, partially, or fully to attract and employ qualified staff at all levels? Fully to attract qualified staff
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).	*CQ*: Is your program funded inadequately, partially, or fully to pay for teachers' planning time? If so, how often do teachers plan? Fully to pay teachers to plan. Planning Time is built in teachers schedule during nap time and when the children leave for the day.

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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? Fully Covered
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 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? Fully Covered

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