

**Alignment between Michigan's Quality Program Standards for
Preschool and Prekindergarten Programs from the
Early Childhood Standards of Quality for Prekindergarten (ECSQ-PK)
and HighScope's *Preschool Program Quality Assessment (PQA)***

STANDARD	ECSQ-PK Program Standard	Characteristics of a Quality Program	HighScope's Preschool (PQA) Program Quality Assessment
THE PROGRAM'S STATEMENT OF PHILOSOPHY	<p>1. A written philosophy statement for the early childhood education and care program is developed and utilized as the basis for making program decisions and establishing program goals and objectives</p>	<ol style="list-style-type: none"> 1. Develops a philosophy statement that incorporates suggestions from the program's staff, governing board, families, and community representatives 2. Reviews the philosophy statement at least every five years 3. Uses input from staff, the governing board, families, and community representatives; new legislation; research findings; and/or significant factors which impact early childhood education to inform the revision of the philosophy statement 4. If applicable, recommends adoption of the philosophy statement by the governing or advisory board of the program 	<p>-----</p>
	<p>2. The philosophy statement includes the rationale for the program</p>	<ol style="list-style-type: none"> 1. Aligns the philosophy statement with state and local goals, standards, and guidelines for early childhood education programs 2. Assures that the philosophy statement reflects applicable legislation 3. Aligns the philosophy statement with the values of high quality early childhood education program 4. Addresses the social, economic, cultural, linguistic, and familial needs of the community in the philosophy statement 5. Includes an evidence-based bibliography used in developing or revising the philosophy as a part of the statement 	<p>-----</p>
	<p>3. The program promotes broad knowledge about its philosophy</p>	<ol style="list-style-type: none"> 1. Disseminates copies of the philosophy statement to program staff, governing board members, families, and other interested persons 2. Includes discussion of how the philosophy affects the operation of the program in staff development and information sessions for families, other agencies, and community members 	<p>-----</p>
	<p>4. The program uses the philosophy statement in making decisions about the design and operation of the program</p>	<ol style="list-style-type: none"> 1. Uses its philosophy to identify the program's goals and objectives 2. Assures that the philosophy is visible in the program plan, development, and implementation 3. Applies the philosophy in the evaluation and revision of the program 4. Uses the philosophy statement in the development of staff job descriptions, personnel evaluations, and development activities 	<p>-----</p>

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COMMUNITY COLLABORATION AND FINANCIAL SUPPORT	<p>1. The program shows evidence of participation in collaborative efforts within the community and has membership on the community's early childhood collaborative council</p>	<ol style="list-style-type: none"> 1. Participates in the development of a common community philosophy of early childhood expectations 2. Shares information on available community services and eligibility requirements for services with administrators, the teaching staff, and all early childhood providers 3. Plans with other community programs/agencies for coordination of a comprehensive, seamless system of services for all children and families 4. Explores and, to the extent possible, employs joint funding of the program 5. Encourages joint and/or cooperative professional development opportunities 6. Promotes outreach efforts in the community to develop and extend early childhood knowledge as part of ongoing public relations 7. Participates in a community early childhood collaborative council, if available 	<p>V. Parent Involvement and Family Services</p> <p>V-H. The program or its host agency provides diagnostic and special education services for special needs children</p> <p>V-I. Staff provide parents with referrals and access to supportive services as needed</p> <p>V-J. Program activities are coordinated with community agencies and/or the public schools to facilitate the delivery of services to families and/or children's transition to kindergarten</p> <p>VI. Staff Qualifications and Staff Development</p> <p>VI-D. Staff participate in ongoing professional development activities such as conferences, workshops, college-level courses and seminars, compiling or consulting a resource library, teacher exchanges, observations, mentoring, and coaching</p> <p>VI-E. Inservice training sessions are specific to early childhood and apply the principles of adult learning</p>
	<p>2. The program works cooperatively and collaboratively with other early childhood programs in the community in order to facilitate children's transition into and out of programs and from one program to another</p>	<ol style="list-style-type: none"> 1. Collaborates to ensure a smooth transition for children and families into preschool and from preschool to elementary school 2. Promotes an awareness of all early childhood programs in the community and an identification of commonalities 3. Shares appropriate printed materials and activities for families and children to facilitate transition 4. Participates in the establishment and implementation of a system for sharing information about specific children between and among programs, agencies, and schools 5. Cooperates with the special education personnel from school districts in the area to address the transition needs of children with disabilities 6. Participates in joint funding and professional development opportunities for staff regarding transitions for children and families 	<p>V. Parent Involvement and Family Services</p> <p>V-H. The program or its host agency provides diagnostic and special education services for special needs children</p> <p>V-J. Program activities are coordinated with community agencies and/or the public schools to facilitate the delivery of services to families and/or children's transition to kindergarten</p> <p>VII. Program Management</p> <p>VII-D. The program has a child recruitment and enrollment plan</p> <p>VII-E. The program has a fully developed set of operating policies and procedures</p> <p>VII-G. The program is adequately funded</p>
	<p>3. The program works with public and private community agencies and educational institutions to meet the comprehensive needs of children and families, to assist one another in the delivery of services, increase resources, and to strengthen advocacy efforts</p>	<ol style="list-style-type: none"> 1. Streamlines the process for making and receiving referrals 2. Reduces barriers by working with collaborating entities to expand existing support services for young children 3. Shares available community resources to achieve specific objectives with the entire early childhood community 4. Has knowledge of various program eligibility requirements 5. Shares physical space as possible 6. Encourages professional organizations and local districts to share information about training, conferences, and other staff development opportunities with all early care and education programs in the community 7. Participates in the preparation and implementation of contracts or memoranda of agreement between participating agencies 8. Advocates for young children and supports quality early childhood education programs in the community 	<p>VI. Staff Qualifications and Staff Development</p> <p>VI-D. Staff participate in ongoing professional development activities such as conferences, college-level courses, seminars, compiling or consulting a resource library, teacher exchanges, observation, mentoring, and coaching</p> <p>VI-E. Inservice training sessions are specific to early childhood and apply the principles of adult learning</p> <p>VI-G. The director or teachers are affiliated with a local, state, and/or national early childhood professional organization</p> <p>VII. Program Management</p> <p>VII-B. Program policies promote continuity of care by classroom adults</p> <p>VII-G. The program is adequately funded</p>

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COMMUNITY COLLABORATION AND FINANCIAL SUPPORT	4. The program works with community volunteer groups, agencies, and the business community	<ol style="list-style-type: none"> 1. Invites members from community groups/agencies to participate in the program 2. Invites members from community groups/agencies to be part of the interagency advisory committee 3. Provides opportunities for co-sponsorship of community programs for families 4. Identifies strategies for community partnership and reciprocity 	-----
	5. Funds are identified and used to purchase resources	<ol style="list-style-type: none"> 1. Provides funds for program space and maintenance 2. Provides funds for instructional materials and supplies which contribute to teaching and learning 3. Provides funds for the purchase and maintenance of equipment which contribute to teaching and learning 4. Provides funds for materials and supplies to implement all program components and accomplish all program objectives 5. Provides funds for the assurance of health and safety regulations 6. Provides funds for the evaluation of the program 7. Provides funds for employment of support staff to assist program implementation 8. Provides funds for developing and revising curricular and instructional materials 	<p><i>I. Learning Environment</i></p> <p>I-A. The classroom provides a safe and healthy environment for children</p> <p>I-D. An outdoor play area has adequate space, equipment, and materials to support various types of play</p> <p>I-G. Materials are plentiful</p> <p>I-H. Materials reflect human diversity and the positive aspects of children's homes and community cultures</p> <p><i>II. Daily Routine</i></p> <p>II-B. The parts of the daily routine include time for children to do the following; to plan; to carry out their plans; to recall and discuss their activities; to engage in small-group activities; to engage in large-group activities; to have snacks or meals; to clean up; to transition to other activities; to play outside; and to nap or rest</p> <p><i>IV. Curriculum Planning and Assessment</i></p> <p>IV-B. Staff use a team teaching model and share responsibilities for planning and implementing program activities</p> <p>IV-D. Staff record and discuss anecdotal notes as the basis for planning for individual children</p> <p><i>VI. Staff Qualifications and Staff Development</i></p> <p>VI-C. Support staff and volunteers receive the appropriate orientation and supervision</p> <p><i>VII. Program Management</i></p> <p>VII-C. Staff regularly conduct a program assessment and use the results to improve the program</p> <p>VII-G. The program is adequately funded</p>
	6. The program has funds necessary to employ qualified staff and provide staff development activities	<ol style="list-style-type: none"> 1. Provides funds for salaries/wages and benefits 2. Provides funds for the number of staff necessary to conduct and administer the program 3. Provides funds for additional pay, compensatory time, or released time for all staff to participate in professional development activities 4. Provides funds for salaries for substitute staff when regular staff members participate in authorized professional development activities 5. Provides funds for staff for authorized expenses and activities, including transportation and per diem expenses, according to local and state guidelines 	<p><i>VI. Staff Qualifications and Staff Development</i></p> <p>VI-A. The program director has the appropriate education, training, and experience</p> <p>VI-B. Instructional staff have the appropriate education, training, and experience</p> <p>VI-C. Support staff and volunteers receive the appropriate orientation and supervision</p> <p>VI-D. Staff participate in ongoing professional development activities such as conferences, workshops, college-level courses and seminars, compiling or consulting a resource library, teacher exchanges, observation, mentoring, and coaching</p> <p><i>VII. Program Management</i></p> <p>VII-G. The program is adequately funded</p>
	7. The program has funds necessary for parent involvement and education programs and family-oriented activities	<ol style="list-style-type: none"> 1. Provides funds for on-site child care services during parent workshops and group meetings 2. Facilitates family participation in special events and other meeting through financial support (e.g., stipends, meals) 3. Provides funds for resource materials for training and group meetings for family members 	<p><i>V. Parent Involvement and Family Services</i></p> <p>V-A. The program provides a variety of opportunities for parents to become involved in the program</p> <p><i>VII. Program Management</i></p> <p>VII-G. The program is adequately funded</p>

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PHYSICAL AND MENTAL HEALTH, NUTRITION AND SAFETY	<p>1. Programs address the need for continuous accessible health care for children</p>	<ol style="list-style-type: none"> 1. Provides for information and referral for parents of children to health care partners for preventative and primary health and mental health care needs and coverage 2. Periodically reviews and updates health records to ensure that children receive recommended treatment and preventive services 3. Establishes and implements a written policy to address basic health and mental health care and health care emergencies 4. Works with parents and community partners to support an agreed-upon plan of action for goals related to the overall health and mental health of a child, such as the IEP and IFSP 5. Works with parents to obtain information on their child's health, and share observations and concerns in order to build a supportive and nurturing environment 6. Trains and supports staff in securing or providing referrals for needed services and documents all follow-up efforts 7. Partners with the community to make decisions about spaces for fitness opportunities for preschool children of all abilities 	<p>IV. Curriculum Planning and Assessment</p> <p>IV-C. Staff maintain records on children and families</p> <p>IV-D. Staff record and discuss anecdotal notes as the basis for planning for individual children</p> <p>V. Parent Involvement and Family Services</p> <p>V-E. Staff and parents interact informally to share information about the day's activities and children's experiences</p> <p>V-G. Staff members schedule home visits and formal parent conferences to share information with parents and seek input from parents about the program and their children's development</p> <p>V-H. The program or its host agency provides diagnostic and special education services for special needs children</p> <p>V-I. Staff provide parents with referrals and access to supportive services as needed</p> <p>VI. Staff Qualifications and Staff Development</p> <p>VI-D. Staff participate in ongoing professional development activities such as conferences, workshops, college-level courses and seminars, compiling or consulting a resource library, teacher exchanges, observation, mentoring, and coaching</p> <p>VII. Program Management</p> <p>VII-E. The program has a fully developed set of operating policies and procedures</p> <p>VII-G. The program is adequately funded</p>
	<p>2. The program addresses the nutritional health of children</p>	<ol style="list-style-type: none"> 1. Provides for information and referral for children to nutritional health partners for preventative and primary needs and coverage 2. Ensures that nutritional services contribute to the developmental and socialization of children 3. Makes a variety of food available that follows nutritional guidelines recommended by the U.S Department of Agriculture 4. Provides sufficient time for each child to eat 5. Fully accommodates medically-based diets or other dietary requirements 6. Provides food service and nutrition education in support of obesity reduction 7. Follows rules and regulations applicable to Federal and State food safety and sanitation laws 	<p>II. Daily Routine</p> <p>II-C. An appropriate amount of time is allotted for each part of the daily routine</p> <p>II-K. The program has a time each day for snacks or meals that encourage social interaction</p> <p>III. Adult-Child Interaction</p> <p>III-A. Children's basic physical needs are met</p> <p>VII. Program Management</p> <p>VII-A. The program is licensed based on regulations passed by the state and/or local licensing agencies</p> <p>VII-G. The program is adequately funded</p>

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PHYSICAL AND MENTAL HEALTH, NUTRITION AND SAFETY	<p>3. The program's policies and practices support the inclusion of children with special health care needs unless participation is deemed a risk to the safety or health of the child or others, or fundamentally alters the nature of the program</p>	<ol style="list-style-type: none"> 1. Ensures that the program has adequate health polices and protocols, staff training, and monitoring, and supplies and equipment to perform necessary health procedures 2. Implements plans to accommodate a child's health or safety needs before services to a child begins or as soon as possible after the need is identified 3. Protects the privacy of the affected child and her or his family 4. Reassures parents of other children that their children are at no health risk 5. Promotes understanding of the child's special health care needs, without embarrassing or drawing attention to the child 6. Ensures that parents and health care or other providers supply clear, thorough instructions on how best to care for the child, in order to protect the child's health and safety, as well as the health and safety of other children and staff 7. Makes reasonable adaptations to the physical environment or program to accommodate children with special needs 8. Obtains assistance from local agencies or organizations for ways to accommodate the child in the program 	<p>I. Learning Environment I-A. The classroom provides a safe and healthy environment for children</p> <p>IV. Curriculum Planning and Assessment IV-C. Staff maintain records on children and families</p> <p>V. Parent Involvement and Family Services V-G. Staff members schedule home visits and formal parent conferences to share information with parents and seek input from parents about the program and their children's development</p> <p>V-H. The program or its host agency provides diagnostic and special education services for special needs children</p> <p>V-I. Staff provide parents with referrals and access to supportive services as needed</p> <p>VI. Staff Qualifications and Staff Development VI-D. Staff participate in ongoing professional development activities such as conferences, workshops, college-level courses and seminars, compiling or consulting a resource library, teacher exchanges, observation, mentoring, and coaching</p> <p>VII. Program Management VII-E. The program has a fully set of operating policies and procedures VII-F. The program is accessible to those with disabilities</p>
	<p>4. Programs address requirements for continuous safe environments for children</p>	<ol style="list-style-type: none"> 1. Provides information and referral to parents and children creating and maintaining a safe environment 2. Provides professional development to all staff working with children regarding safe environments and regulatory requirements 3. Develops and implements written policy and procedures for staff and parents to follow 4. Periodically reviews policies and procedures and updates when necessary 5. Provides for a periodic review of background checks of all personnel and regular physical environment inspections 	<p>I. Learning Environment I-A. The classroom provides a safe and health environment for children</p> <p>VI. Staff Qualifications and Staff Development VI-B. Instructional staff have the appropriate education, training, and experience VI-C. Support staff and volunteers receive the appropriate orientation and supervision VI-D. Staff participate in ongoing professional development activities such as conferences, workshops, college-level courses and seminars, compiling or consulting a resource library, teacher exchanges, observation, mentoring, and coaching</p> <p>VII. Program Management VII-A. The program is licensed based on regulations passed by the state and/or local licensing agencies VII-E. The program has a fully developed set of operating policies and procedures</p>

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STAFFING AND ADMINISTRATIVE SUPPORT AND PROFESSIONAL DEVELOPMENT	<p>1. Teachers are qualified to develop and implement a program consistent with the program philosophy and appropriate to the developmental and learning needs of the children and families being served, including the development of a continuing parent education and family involvement component</p>	<p>1. An elementary teaching certificate with an early childhood endorsement from an institution approved by the State Board of Education based on the NAEYC/NCATE guidelines or</p> <p>2. The equivalent teacher certification from another state or</p> <p>3. A program specifically focused on preschool teaching</p>	<p>VI. Staff Qualifications and Staff Development VI-B. Instructional staff have the appropriate education, training, and experience</p>
	<p>2. Paraprofessionals are trained to implement program activities and assist in the education and care of the children</p>	<p>1. Employs paraprofessionals with associate's degrees in early childhood education/preschool education, child development, child care or hold Child Development Associate (CDA) credentials or equivalent continuing education experience, as approved by a college or the State Board of Education</p> <p>2. Employs paraprofessionals who have had direct training programs, supervised work, or field experiences, implementing educational activities for young children</p>	<p>VI. Staff Qualifications and Staff Development VI-B. Instructional staff have the appropriate education, training, and experience</p>
	<p>3. Support staff and non-paid personnel are assigned to roles that enhanced the program's goals and increase the adult/child ratio</p>	<p>1. Provides background screens for support staff and regular volunteers in order to protect the physical and emotional safety of the children in the program</p> <p>2. Provides orientation on program goals and objectives as well as basic methods of positive interaction with children</p> <p>3. Assign tasks and responsibilities that compliment their skill level and areas of strength</p> <p>4. Offers professional development and advancement opportunities</p> <p>5. Through restructured staff assignments and configurations, uses support staff and volunteers to improve the adult/child ratio</p>	<p>VI. Staff Qualifications and Staff Development VI-C. Support staff and volunteers receive the appropriate orientation and supervision</p>
	<p>4. The staff participates in a variety of ongoing professional development activities</p>	<p>1. Assures that program specific requirements for maintaining and continuing teacher certification or other credentials are met</p> <p>2. Assures that staff members participate each year in early childhood professional development activities</p> <p>3. Assures that professional development activities are based upon program and individual needs assessment</p>	<p>VI. Staff Qualifications and Staff Development VI-D. Staff participate in ongoing professional development activities such as conferences, workshops, college-level courses and seminars, compiling or consulting a resource library, teacher exchanges, observation, mentoring, and coaching VI-E. Inservice training sessions are specific to early childhood and apply the principles of adult learning VI-F. Instructional staff are regularly observed in the program setting and provided with feedback by someone familiar with the curriculum's goals, objectives, and methods for working with children</p>
	<p>5. Staff professional/career development efforts are assisted and supported by administrative policies, practices, and appropriate resources</p>	<p>1. Requires administrators and supervisors to support the provision of and staff participation in staff development and in service training that addresses individual staff needs</p> <p>2. Conducts supportive staff evaluations in accordance with guidelines and program policies</p> <p>3. Keeps professional training resources updated</p> <p>4. Supports staff affiliation with local, state, or national professional organizations that advocate for young children and families</p>	<p>VI-G. The director and teachers are affiliated with a local, state, and/or national early childhood professional organization</p>

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STAFFING AND ADMINISTRATIVE SUPPORT AND PROFESSIONAL DEVELOPMENT	<p>6. To achieve optimum educational outcomes for the children, the program applies staffing patterns and practices that allow for maximum staff/child interaction, program implementation, and consistency of staff</p>	<ol style="list-style-type: none"> 1. Maintains a recommended range for enrollment of no more than 18 children per group or the number of children specified in applicable regulations/laws 2. Assigns a paraprofessional in preschool classes enrolling more than eight children or the number of children specified in applicable regulations/laws 3. Assigns staff as appropriate to support the IEP or IFSP requirements of a child with a disability 4. Assures that the preschool classes are under the direction of administrative/supervisory personnel in consultation with a specialist in early childhood education 5. Provides staff paid time for planning with colleagues and specialists 6. Enhances staff retentions as well as greater continuity and consistency for children by providing supervision and mentoring of staff 7. Implements policies that support and promote staff retention and longevity 	<p>VII. Program Management</p> <p>VII-B. Program policies promote continuity of care by classroom adults</p> <p>VII-G. Program is adequately funded</p>
	<p>7. The program administrator is or the program employs an early childhood specialist who is qualified to administer or collaborate in the administration of the program, including supervision and management, program and staff evaluation, and program and staff development</p>	<ol style="list-style-type: none"> 1. Has an administrator or employs an early childhood specialist who has a graduate degree in early childhood or child development; experience in planning, developing, implementing, and evaluating curriculum for a variety of child populations; and experience in the supervision and evaluation of personnel 	<p>VI. Staff Qualifications and Staff Development</p> <p>VI-A. The program director has the appropriate education, training, and experience</p>
	<p>8. The program employs an administrator who is qualified to implement, evaluate, and manage the program, the budget, and serve as a link between the program, the community, and the appropriate local, state, and federal agencies</p>	<ol style="list-style-type: none"> 1. Employs a program administrator with educational preparation in developmentally appropriate early childhood education 2. Employs a program administrator with educational preparation and experience in the supervision, management, and evaluation of personnel, facilities, and program budget 3. Employs a program administrator with educational preparation and experience for the coordination of the program with other local, state, and federal agencies 4. Assigns the program administrator the responsibility for obtaining the resources necessary to fund the program 	<p>VI. Staff Qualifications and Staff Development</p> <p>VI-A. The program director has the appropriate education, training, and experience</p> <p>VI-F. Instructional staff are regularly observed in the program setting and provided with feedback by someone familiar with the curriculum's goals, objectives, and methods for working with children</p>
	<p>9. The early childhood specialist and/or program administrator has/have the responsibility for directing the evaluating activities of the program and instructional personnel</p>	<ol style="list-style-type: none"> 1. Arranges for, under the direction of the EC specialist and/or program administrator and in conjunction with teachers, staff, and parents, the annual evaluation of the early childhood education program utilizing local, state, and national standards or criteria for quality, effective early childhood education 2. Arranges for the EC specialist and/or program admin to annually evaluate staff performance according to local, state, and national standards and/or criteria using a variety of techniques 3. Requires the EC specialist and/or program admin to utilize the results of staff performance evaluations to plan activities for program improvement, staff development, and training 	<p>VI. Staff Qualifications and Staff Development</p> <p>VI-A. The program director has the appropriate education, training, and experience</p> <p>VI-F. Instructional staff are regularly observed in the program setting and provided with feedback by someone familiar with the curriculum's goals, objectives, and methods for working with children</p> <p>VII. Program Management</p> <p>VII-C. Staff regularly conduct a program assessment and use the results to improve the program</p> <p>VII-G. The program is adequately funded</p>
	<p>10. The early childhood specialist and/or program administrator participate in continuing education/professional development activities</p>	<ol style="list-style-type: none"> 1. Provides funding and time for the EC specialist and/or program admin to actively associate with at least one professional organization 2. Provides funding and time for the EC specialist to actively seek knowledge and ideas by reading professional publications 3. Requires the EC specialist and/or program admin to disseminate information regarding early childhood research and staff development opportunities to staff 	<p>VI. Staff Qualifications and Staff Development</p> <p>VI-A. The program director has the appropriate education, training, and experience</p> <p>VI-D. Staff participate in ongoing professional development activities such as conferences, workshops, college-level courses and seminars. Compiling or consulting a resource library, teacher exchanges, observation, mentoring, and coaching</p> <p>VII. Program Management</p> <p>VII-G. The program is adequately funded</p>

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THE PARTNERSHIP WITH FAMILIES	<p>1. Families have multiple opportunities for regular involvement with the program and its staff including placement, planning for individualization and evaluation related specifically to their child</p>	<ol style="list-style-type: none"> 1. Enables the family to take part in the decision making process related to the child's participation in the program, so program goals and expectations and goals for their child and family can be met 2. Holds formal and informal parent-teacher conferences in which families are encouraged to share strengths, concerns, goals, and expectations; staff uses this knowledge to follow-up appropriately 3. Employs methods of regular written and verbal communications using an appropriate literacy level and home language when possible 4. Makes two visits available to each family annually outside of the program setting, with at least one in the child's home 5. Responds to family members in a timely manner 6. Provides scheduled progress reports for each child 7. Adopts policies to address information sharing with non-custodial parents 8. Arranges for staff member to initiate other means of communication with parents who do not attend conferences/meetings or do not respond to teacher-initiated communications 9. Requires program staff to collaborate with parents/family members in the design of appropriate assessment and/or intervention plans at an early stage when a child is having difficulty with behavior, social interactions, transitioning and/or with developmental/learning progress 10. Is designed and arranged so that families feel welcome and respected including practices and materials that reflect the diversity of the families served 11. Uses signs to clearly welcome parents and communicate schedules and daily routines 12. Maintains confidentiality in accordance with program and state requirements 13. Clearly communicates the process of disclosure of family information prior to seeking permission 	<p>V. Parent Involvement and Family Services</p> <p>V-A. The program provides a variety of opportunities for parents to become involved in the program</p> <p>V-B. Parents are represented on program advisory and/or policy making committees</p> <p>V-C. Parents are encouraged to participate in program activities with children</p> <p>V-D. Staff and parents exchange information about the curriculum and its relationship to children's development</p> <p>V-E. Staff and parents interact informally to share information about the day's activities and children's experiences</p> <p>V-F. Staff and parents exchange information about how to promote and extend children's learning and social development at home</p> <p>V-G. Staff members schedule home visits and formal parent conferences to share information with parents and seek input from parents about the program and their children's development</p> <p>V-H. The program or its host agency provides diagnostic and special education services for special needs children</p> <p>VII. Program Management</p> <p>VII-D. The program has a child recruitment and enrollment plan</p> <p>VII-E. The program has a fully developed set of operating policies and procedures</p>
	<p>2. Families have multiple opportunities to participate in the child's classroom program as they prefer and are able to do so</p>	<ol style="list-style-type: none"> 1. Provides family members the opportunity to become familiar with the program and the staff of the child's particular classroom prior to the start of the child's participation in the program 2. Arranges opportunities for family members to share their culture, family traditions, and special skills and interests 3. Makes opportunities available to participate in a variety of classroom activities and observations 	<p>V. Parent Involvement and Family Services</p> <p>V-A. The program provides a variety of opportunities for parents to become involved in the program</p> <p>V-C. Parents are encouraged to participate in program activities with children</p> <p>V-E. Staff and parents interact informally to share information about the day's activities and children's experiences</p> <p>V-F. Staff and parents exchange information about how to promote and extend children's learning and social development at home</p> <p>VII. Program Management</p> <p>VII-D. The program has a child recruitment and enrollment plan</p>
	<p>3. Families are provided a range of opportunities outside of the classroom for participation, education, and enrichment as part of their child's program as they prefer and are able to do so</p>	<ol style="list-style-type: none"> 1. Provides for family participation and support keeping in mind the requirements of the sponsoring agency or legislation 2. Arranges for family members to have access to family education, enrichment, or family support group programs and activities provided by the program or through referral to community agencies 3. Assures that family education opportunities include all domains of development 4. Provides or has access to a family resource space that includes a lending library of educational toys, games, and materials for children and families and materials, information, and resources designed to improve the quality of family life and/or support children's learning and development in the home setting 	<p>V. Parent Involvement and Family Services</p> <p>V-D. Staff and parents exchange information about the curriculum and its relationship to children's development</p> <p>V-F. Staff and parents exchange information about how to promote and extend children's learning and social development at home</p> <p>V-I. Staff provide parents with referrals and access to supportive services as needed</p>

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THE PARTNERSHIP WITH FAMILIES	<p>4. The program's policies and practices promote support and respect for the home language, culture, and family composition of each child in ways that support the child's health, learning, and social-emotional well-being</p>	<ol style="list-style-type: none"> 1. Supports staff in learning key words from the child's home language and their English equivalents 2. Provides books and materials that reflect families' home languages and culture, as well as that of others in the community 3. Communicates with the family in their preferred language or mode of communication 	<p>I. Learning Environment</p> <p>I-H. Materials reflect human diversity and the positive aspects of children's homes and community cultures</p> <p>V. Parent Involvement and Family Services</p> <p>V-F. Staff and parents exchange information about how to promote and extend children's learning and social development at home</p> <p>V-I. Staff provide parents with referrals and access to supportive services as needed</p> <p>VII. Program Management</p> <p>VII-D. The program has a child recruitment and enrollment plan</p>
	<p>5. Family members and members selected from the community participate in the program's advisory council; the council has responsibility for recommending direction in the planning, development, implementation, and evaluation of the program</p>	<ol style="list-style-type: none"> 1. Operates the advisory council with parent membership under the guidelines and requirements of the sponsoring agency or legislation and within the framework of policies and practices as established by the council and the program's governing body 2. Provides equal opportunity to all parents to serve on the advisory council based on the program's policies. This may include orientation, training and support for their participation 3. Arranges for the advisory council to provide recommendations regarding all components of the program based upon the most recent data and research in early childhood education 4. Assures that, as much as possible, the advisory council reflects the composition and characteristics of the families enrolled in the program and the people who make up the broader community 5. Communicates the activities of the advisory council to all families and staff and provides information about how to contact the council members 	<p>V. Parent Involvement and Family Services</p> <p>V-B. Parents are represented on program advisory and/or policy making committees</p>
	<p>6. All families are provided with opportunities to assist in evaluation of the program</p>	<ol style="list-style-type: none"> 1. Provides each family with the opportunity to review and provide input on program requirements, practices, policies, procedures, activities, communication and events in order to determine the program's responsiveness to families and their needs 2. Provides each family with the opportunity to offer perceptions about the value for their children of the child development program offered in the classroom and of any special services 3. Invites each family to assess the continuum of family-involvement activities 	<p>V. Parent Involvement and Family Services</p> <p>V-B. Parents are represented on program advisory and/or policy making committees</p> <p>V-D. Staff and parents exchange information about the curriculum and its relationship to children's development</p> <p>V-G. Staff members schedule home visits and formal conferences to share information with parents and seek input from parents about the program and their children's development</p>

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<p style="text-align: center;">THE LEARNING ENVIRONMENT: CURRICULUM</p>	<p>1. The curriculum is based on the predictable sequences of growth and development of three- and four-year-old children</p>	<ol style="list-style-type: none"> 1. Implements learning experiences and activities in all areas of development keeping with individual children's level of functioning and comprehension 2. Maintains developmentally appropriate expectations of behavior and performance for children 3. Provides a range of opportunities and materials for play 4. Uses a variety of teaching strategies in implementing the curriculum 	<p>I. Learning Environment I-F. Classroom materials are varied, manipulative, open-ended, and authentic and appeal to multiple senses I-G. Materials are plentiful</p> <p>II. Daily Routine II-A. Adults establish a consistent daily routine II-B. The parts of the daily routine include time for children to do the following; to plan; to carry out their plans; to recall and discuss their activities; to engage in small-group activities; to engage in large-group activities; to have snacks or meals; to clean up; to transition to other activities; to play outside; and to nap or rest II-C. An appropriate amount of time is allotted for each part of the daily routine</p> <p>III. Adult-Child Interaction III-D. Adults use a variety of strategies to encourage and support child language and communication III-E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English III-F. Adults participate as partners in children's play III-G. Adults encourage children's learning initiatives throughout the day III-H. Adults support and extend children's ideas and learning during group times III-I. Adults provide opportunities for children to explore and use materials at their own developmental level and pace</p>
	<p>2. The curriculum is designed to address all aspects of children's development to further their learning with emphasis on the unique needs of young children</p>	<ol style="list-style-type: none"> 1. Relates each experience, activity, routine, and transition to curricular goal 2. Incorporates spontaneous learning experiences into daily schedule as a means to further children's growth and development 3. Establishes two way communication between home and school so that home events are considered in planning a child's day and school experiences are communicated to the families 4. Assures that children have ample opportunities for playing with others 5. Handles the separation process from home to school with sensitivity and respect for the children's individual needs 6. Recognizes children's anti-social behavior as a lack of skill or knowledge and appropriately addresses it as part of growth and development 7. Assures that adults in the program recognize that children think and reason differently from more mature learners 8. Designs activities, transitions, and routines that reflect children's attention span, need for physical activity, social interaction and attention from caring adults 	<p>II. Daily Routine II-B. The parts of the daily routine include time for children to do the following; to plan; to carry out their plans; to recall and discuss their activities; to engage in small-group activities; to engage in large-group activities; to have snacks or meals; to clean up; to transition to other activities; to play outside; and to nap or rest</p> <p>III. Adult-Child Interaction III-B. Children's separation from home and daily entry to the program are handled with sensitivity and respect III-C. Adults create a warm and caring atmosphere for children III-D. Adults use a variety of strategies to encourage and support child language and communication III-G. Adults encourage children's learning initiatives throughout the day III-H. Adults support and extend children's ideas and learning during group times III-I. Adults provide opportunities for children to explore and use materials at their own developmental level and pace III-J. Adults acknowledge individual children's accomplishments III-K. Adults encourage children to interact with and turn to one another for assistance throughout the day III-M. Adults involve children in resolving conflicts</p> <p>V. Parent Involvement and Family Services V-E. Staff and parents interact informally to share information about the day's activities and children's experiences V-F. Staff and parents exchange information about how to promote and extend children's learning and social development at home V-G. Staff members schedule home visits and formal conferences to share information with parents and seek input from parents about the program and their children's development</p>

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THE LEARNING ENVIRONMENT: CURRICULUM	<p>3. The curriculum is designed to include experiences related to children's social, emotional, intellectual, language, creative, and physical development</p>	<ol style="list-style-type: none"> 1. Assures that children have experiences that enhance their social development, including acquisition of interpersonal skills, self-discipline, caring, and respect for others 2. Assures that children have experiences to enhance their emotional development, including development of basic attitudes of trust, autonomy, and initiative, as well as a positive self concept 3. Assures that children have experiences to enhance their intellectual development, including knowledge of the physical world, creative problem-solving skills, decision making skills, and appropriate social knowledge important to the culture 4. Assures that children have experiences to enhance their language and early literacy development, including listening and speaking skills and emergent skills in writing and reading 5. Assures that children have experiences to enhance their creative development, including the development of imagination, as well as an awareness, appreciation and enjoyment of art, music, drama, poetry, prose, and the wonders of the natural world 6. Assures that children have experiences to enhance their physical development, including small and large muscle development, as well as body awareness and sensory development 	<p>II. Daily Routine</p> <p>II-G. The program has a time each day for small-group activities that reflect and extend children's interests and development</p> <p>II-H. The program has time each day for large-group activities that reflect and extend children's interests and development</p> <p>II-L. The program has an outside time each day during which children engage in a variety of physical activities</p> <p>III. Adult-Child Interaction</p> <p>III-D. Adults use a variety of strategies to encourage and support child language and communication</p> <p>III-E. Adults support a variety of strategies to support classroom communication with children whose primary language is not English</p> <p>III-G. Adults encourage children's learning initiatives throughout the day</p> <p>III-H. Adults support and extend children's ideas and learning during group times</p> <p>III-J. Adults acknowledge individual children's accomplishments</p> <p>III-K. Adults encourage children to interact with and turn to one another for assistance throughout the day</p> <p>III-L. Children have opportunities to solve problems with materials and do things for themselves</p> <p>III-M. Adults involve children in resolving conflicts</p> <p>IV. Curriculum Planning and Assessment</p> <p>IV-A. Staff use a comprehensive and documented curriculum model or educational approach to guide teaching practices</p>
	<p>4. The curriculum fosters the integration of the content areas to support children's development in all domains</p>	<ol style="list-style-type: none"> 1. Integrates content area around concept-based projects and themes 2. Reflects children's interests and suggestions in project topics, themes, and learning centers 3. Presents content in an integrated fashion, rather than through isolated bits of knowledge and activities 4. Uses strategies to make connections between prior learning and new experiences and subsequent knowledge 5. Uses learning experiences in a variety of areas as an opportunity to enhance children's language and early literacy development 6. When instructional specialists are available, requires them to work in collaborations with the classroom staff and within the classroom to support and extend classroom projects or themes 7. Views collaborations among teachers, parents, administrators, and community members as essential to enhancing the integration of the curriculum 	<p>III. Adult-Child Interaction</p> <p>III-G. Adults encourage children's learning initiatives throughout the day</p> <p>III-H. Adults support and extend children's ideas and learning during group times</p> <p>III-I. Adults provide opportunities for children to explore and use materials at their own developmental level and pace</p> <p>III-J. Adults acknowledge individual children's accomplishments</p> <p>IV. Curriculum Planning and Assessment</p> <p>IV-A. Staff use a comprehensive and documented curriculum model or educational approach to guide teaching practices</p> <p>IV-D. Staff record and discuss anecdotal notes as the basis for planning for individual children</p>
	<p>5. The curriculum is developmentally and linguistically appropriate and takes into account children's individual rates of development as well as individual interests, personalities, temperaments, languages, cultural and family backgrounds, and learning styles</p>	<ol style="list-style-type: none"> 1. Adapts the program to individual patterns and uniqueness and for the timing of children's growth within the available program resources 2. Presents learning objectives in a sequence and rate that is in keeping with children's individual needs, rather than based on a predetermined schedule 3. Monitors, adapts, and adjusts activities and experiences in response to children's demonstrated levels of functioning and competence at all ability, interest, and skill levels 4. Is responsive to various learning styles 5. Provides continuous opportunities for children of all ages and abilities to experience success 	<p>III. Adult-Child Interaction</p> <p>III-G. Adults encourage children's learning initiatives throughout the day</p> <p>III-H. Adults support and extend children's ideas and learning during group times</p> <p>III-I. Adults provide opportunities for children to explore and use materials at their own developmental level and pace</p> <p>III-J. Adults acknowledge individual children's accomplishments</p> <p>IV. Curriculum Planning and Assessment</p> <p>IV-D. Staff record and discuss anecdotal notes as the basis for planning for individual children</p>

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<p style="text-align: center;">THE LEARNING ENVIRONMENT: CURRICULUM</p>	<p>6. The curriculum is designed to provide a developmentally and linguistically appropriate environment and adult guidance to enable the participation of children with special needs</p>	<ol style="list-style-type: none"> 1. Supports all children in achieving a sense of belonging and membership in their classrooms 2. Adapts activities, makes accommodations, and uses other strategies that integrate children socially and enables them to participate in activities, regardless of abilities 3. Adapts materials and equipment so that all children can share in activities 4. Provides and arranges space to make play equipment and materials accessible to all children 5. Assists children, if necessary, in using and playing with materials 6. Increases the complexity and challenge of activities, as children develop 7. Observes children carefully to identify their preferred ways of interacting with the environment, taking into account their skills in handling objects and materials, frequency of conversation, interest in listening to stories and songs, and choices to work alone or with others 8. Provides multiple avenues for children to learn and express themselves 9. Requires each adult to be responsible for each child in the program so that every adult can support every child to meet their learning expectation 10. Discusses parents' expectations for their children 	<p>II. Daily Routine</p> <p>II-D. The program has time each day during which children make plans and indicate their plans to adults</p> <p>II-E. The program has time each day during which children initiate activities and carry out their intentions</p> <p>II-F. The program has time each day during which children remember and review their activities and share with adults and peers what they have done</p> <p>II-G. The program has a time each day for small-group activities that reflect and extend children's interests and development</p> <p>II-H. The program has time each day for large-group activities that reflect and extend children's interests and development</p> <p>III. Adult-Child Interaction</p> <p>III-A. Children's basic physical needs are met</p> <p>III-D. Adults use a variety of strategies to encourage and support child language and communication</p> <p>III-E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English</p> <p>III-F. Adults participate as partners in children's play</p> <p>III-G. Adults encourage children's learning initiatives throughout the day</p> <p>III-H. Adults support and extend children's ideas and learning during group times</p> <p>III-I. Adults provide opportunities for children to explore and use materials at their own developmental level and pace</p> <p>III-J. Adults acknowledge individual children's accomplishments</p> <p>III-K. Adults encourage children to interact with and turn to one another for assistance throughout the day</p>
	<p>7. The curriculum is designed so that activities are carefully and developmentally sequenced in keeping with individual children's levels of functioning and comprehension</p>	<ol style="list-style-type: none"> 1. Expects the teaching staff to implement developmentally appropriate expectations for children's behavior and performance 2. Expects the teaching staff to be aware of each child's level of functioning and comprehension in relation to their aesthetic, sensory, social emotional, intellectual, language, and physical development 3. Expects teaching staff to be able to articulate to others the ultimate goal toward which a particular activity is related 4. Expects teaching staff to introduce information or materials which makes the task more manageable when a child experiences difficulty 5. Plans experiences and activities that over time reflect a sequence from simple to complex skills, from concrete to abstract concepts, and which enable children to make progress toward the next step in their learning 6. Provides many varied opportunities, materials, and equipment for children to observe, explore, and experiment with their environment on a continuing basis 7. Presents skills, concepts, and information for children to learn within the context of providing ample opportunities for exploration 8. Uses specific teaching strategies to help children learn skills, concepts, or information they cannot discover on their own 	<p>I. Learning Environment</p> <p>I-F. Classroom materials are varied, manipulative, open-ended, and authentic and appeal to multiple senses</p> <p>I-G. Materials are plentiful</p> <p>I-H. Materials reflect human diversity and the positive aspects of children's homes and community cultures</p> <p>II. Daily Routine</p> <p>II-A. Adults establish a consistent daily routine</p> <p>II-B. The parts of the daily routine include time for children to do the following; to plan; to carry out their plans; to recall and discuss their activities; to engage in small-group activities; to engage in large-group activities; to have snacks or meals; to clean up; to transition to other activities; to play outside; and to nap or rest</p> <p>III. Adult-Child Interaction</p> <p>III-H. Adults support and extend children's ideas and learning during group times</p> <p>III-I. Adults provide opportunities for children to explore and use materials at their own developmental level and pace</p> <p>III-J. Adults acknowledge individual children's accomplishments</p> <p>IV. Curriculum Planning and Assessment</p> <p>IV-A. Staff use a comprehensive and documented curriculum model or educational approach to guide teaching practices</p> <p>IV-D. Staff record and discuss anecdotal notes as the basis for planning for individual children</p>

**THE LEARNING ENVIRONMENT:
CURRICULUM**

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	8. The curriculum is designed to promote individualized teaching and learning rather than requiring children to move in a group from one learning activity to the next	<ol style="list-style-type: none"> 1. Plans for a range of activities to address the varying abilities of children in the group 2. Presents learning activities in a meaningful context, on multiple occasions and in a variety of ways 3. Assures that teachers can articulate a developmentally appropriate range of objectives for each activity they plan 4. Assesses children on a basis of individual accomplishments and not by comparison to the accomplishments or development of other children 5. Assures that children's lack of accomplishment is never purposely brought to the attention of the group 6. Never penalizes children in any way for lagging behind their classmates in any area of development 	<p>II. Daily Routine</p> <p>II-I. During transition times, children have reasonable choices about activities and timing as they move from one activity to the next</p> <p>II-J. The program has a set cleanup time with reasonable expectations and choices for children</p> <p>III. Adult-Child Interaction</p> <p>III-G. Adults encourage children's learning initiatives throughout the day</p> <p>III-H. Adults support and extend children's ideas and learning during group times</p> <p>III-J. Adults acknowledge individual children's accomplishments</p> <p>III-L. Children have the opportunities to solve problems with materials and do things for themselves</p>
	9. The curriculum is designed to include experiences related to multicultural awareness	<ol style="list-style-type: none"> 1. Provides opportunities for children to interact with adult members of their own and of other cultural groups 2. Provides classroom activities which include books, pictures, props, music, foods, materials, field trips, and costumes representing a wide range of cultural groups 3. Assures that children receive positive, accurate information about a variety of cultural groups 4. Integrates multicultural activities into the daily routines of the program rather than reserving them only for holidays or special occasions 	<p>I. Learning Environment</p> <p>I-H. Materials reflect human diversity and the positive aspects of children's homes and community cultures</p> <p>III. Adult-Child Interaction</p> <p>III-A. Children's basic physical needs are met</p>
	10. The curriculum is designed to enable children to learn those things that are important to them	<ol style="list-style-type: none"> 1. Encourages teachers to plan themes and areas of investigation based on the interests of the children rather than planning an entire year's themes at the beginning of the year 2. Encourages spontaneous, as well as planned, investigation of those occurrences which arouse a child's curiosity and interest 3. Designs curriculum in such a way that children's ideas, interests and concerns are acknowledged, respected and supported 4. Provides for children's questions to be answered promptly and accurately 5. Addresses home and community events important to children in a timely manner and uses them as an opportunity for learning 6. Makes available materials children request frequently, as appropriate 	<p>I. Learning Environment</p> <p>I-F. Classroom materials are varied, manipulative, open-ended, and authentic and appeal to multiple senses</p> <p>II. Daily Routine</p> <p>II-D. The program has a time each day during which children make plans and indicate their plans to adults</p> <p>II-E. The program has time each day during which children initiate activities and carry out their intentions</p> <p>II-F. The program has time each day during which children remember and review their activities and share with adults and peers what they have done</p> <p>II-I. During transition times, children have reasonable choices and activities and timing as they move from one activity to the next</p> <p>II-J. The program has a set cleanup time with reasonable expectations and choices for children</p> <p>III. Adult-Child Interaction</p> <p>III-D. Adults uses a variety of strategies to encourage and support child language and communication</p> <p>III-G. Adults encourage children's learning initiatives throughout the day</p> <p>III-H. Adults support and extend children's ideas and learning during group times</p> <p>III-I. Adults provide opportunities for children to explore and use materials at their own developmental level and pace</p> <p>IV. Curriculum Planning and Assessment</p> <p>IV-D. Staff record and discuss anecdotal notes as the basis for planning for individual children</p>

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<p style="text-align: center;">THE LEARNING ENVIRONMENT: CURRICULUM</p>	<p>11. The curriculum is designed around all children's abilities to make sense of the world and acquire competence as life long learners</p>	<ol style="list-style-type: none"> 1. Assures that children's successful experiences are extended and enhanced by the curriculum 2. Presents concepts in the curriculum through learning activities and materials that are real and relevant to the lives of children, and that move from the concrete to the abstract 3. Develop skills in a meaningful context 4. Considers children's play as an appropriate and important way of learning 	<p><i>I. Learning Environment</i></p> <p>I-B. The space is divided into interest areas</p> <p>I-F. Classroom materials are varied, manipulative, open-ended, and authentic and appeal to multiple senses</p> <p><i>II. Daily Routine</i></p> <p>II-D. The program has a time each day during which children make plans and indicate their plans to adults</p> <p>II-E. The program has time each day during which children initiate activities and carry out their intentions</p> <p>II-F. The program has time each day during which children remember and review their activities and share with adults and peers what they have done</p> <p><i>III. Adult-Child Interaction</i></p> <p>III-G. Adults encourage children's learning initiatives throughout the day</p> <p>III-I. Adults provide opportunities for children to explore and use materials at their own developmental level and pace</p>

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<p style="text-align: center;">THE LEARNING ENVIRONMENT: CLIMATE</p>	<p>1. The program is structured to enhance children's feelings of comfort, security and self-esteem and development of positive relationships with adults and other children</p>	<ol style="list-style-type: none"> 1. Accepts all children's individual levels of development, interest, temperament, cultural background, language, and learning styles and uses them as a basis for programmatic planning 2. Treats all children with warmth, respect, and caring, regardless of social, economic, cultural, ethnic, linguistic, religious, or family background, and regardless of gender, behavior, appearance, or any disability 3. Accepts and values children's primary languages and uses them as a means for communication 4. Promptly attends to children's feelings and emotions with respect and gentleness 5. Assures that each child experiences positive adult attention during the day 6. Schedules staff to provide children with consistency of adult supervision 7. Assures that children can identify at least one primary caregiver from whom to seek help, comfort, attention, and guidance 8. Assures that children have ongoing opportunities to interact informally with one another 9. Assures that children have ongoing opportunities to recognize and accept similarities and differences among one another 10. Provides children with strategies and information about specific social skills to enhance their interpersonal relations 11. Encourages children to negotiate and resolve conflicts peacefully with adult intervention and guidance only when necessary 12. Provides opportunities for small group and large group activities leading to expanded perspectives, cooperation, collaboration and membership in a group 	<p>II. Daily Routine</p> <p>II-G. The program has a time each day for small-group activities that reflect and extend children's interests and development</p> <p>II-H. The program has time each day for large-group activities that reflect and extend children's interests and development</p> <p>III. Adult-Child Interaction</p> <p>III-A. Children's basic physical needs are met</p> <p>III-B. Children's separation from home and daily entry to the program are handled with sensitivity and respect</p> <p>III-C. Adults create a warm and caring atmosphere for children</p> <p>III-D. Adults use a variety of strategies to encourage and support child language and communication</p> <p>III-E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English</p> <p>III-G. Adults encourage children's learning initiatives throughout the day</p> <p>III-J. Adults acknowledge individual children's accomplishments</p> <p>III-K. Adults encourage children to interact with and turn to one another for assistance throughout the day</p> <p>III-L. Children have opportunities to solve problems with materials and do things for themselves</p> <p>III-M. Adults involve children in resolving conflicts</p>
	<p>2. The program is structured to assure that children's biological and physical needs are met</p>	<ol style="list-style-type: none"> 1. Assures that the environment of the facility meets the needs of the children according to state licensing requirements 2. Structures the program to ensure that children's biological needs are met 3. Provides sufficient time for a nutritious meal/snack to be served and eaten 4. Balances daily routines based on children's needs 5. Establishes and implements policies and procedures regarding children's health and educates staff on the individual and group health needs of children 6. Assures that staff is trained in First Aid and CPR and that first aid/health materials are always available on site 7. Provide additional clothing for children and children are changed promptly as the need arises 	<p>I. Learning Environment</p> <p>I-A. The classroom provides a safe and healthy environment for children</p> <p>I-D. An outdoor play area has adequate space, equipment, and materials to support various types of play</p> <p>II. Daily Routine</p> <p>II-A. Adults establish a consistent daily routine</p> <p>II-C. An appropriate amount of time is allotted for each part of the daily routine</p> <p>II-K. The program has a time each day for snacks or meals that encourage social interaction</p> <p>II-L. The program has an outside time each day during which children engage in a variety of physical activities</p> <p>III. Adult-Child Interaction</p> <p>III-A. Children's basic physical needs are met</p> <p>III-B. Children's separation from home and daily entry to the program are handled with sensitivity and respect</p> <p>VII. Program Management</p> <p>VII-A. The program is licensed based on regulations passed by the state and/or local licensing agencies</p> <p>VII-E. The program has a fully developed set of operating policies and procedures</p>

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THE LEARNING ENVIRONMENT: CLIMATE	<p>3. The program's policies and practices support the enrollment and participation of all children including those with disabilities and promote an environment of acceptance that supports and respects gender, culture, language, ethnicity, individual capacities, and family composition</p>	<ol style="list-style-type: none"> 1. Implements nondiscriminatory enrollment and personnel policies 2. Expects staff to demonstrate, through action, a genuine respect for each child's family, culture, and life-style 3. Provides an environment that reflects the cultures of all children in the program in an integrated, natural way 4. Fosters children's primary language, while supporting continued development of English 5. Avoids activities and materials that stereotype or limit children according to their gender, age, disability, race, ethnicity, or family composition 6. Expects staff to model respect and help children demonstrate appreciation of others 	<p>I. Learning Environment</p> <p>I-F. Classroom materials are varied, manipulative, open-ended, and authentic and appeal to multiple senses</p> <p>I-H. Materials reflect human diversity and the positive aspects of children's homes and community cultures</p> <p>III. Adult-Child Interaction</p> <p>III-C. Adults create a warm and caring atmosphere for children</p> <p>III-E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English</p> <p>VII. Program Management</p> <p>VII-D. The program has a child recruitment and enrollment plan</p> <p>VII-F. The program is accessible to those with disabilities</p>
	<p>4. The program uses positive guidance techniques which further children's development of self-control, responsibility, and respect for self, others, and property</p>	<ol style="list-style-type: none"> 1. Uses positive, predictable, consistent, and constructive guidance (discipline) techniques 2. Applies individually determined guidance practices based upon the child's development level using natural and logical consequences allowing children to assume greater responsibility for their actions 3. Provides support to children in appropriately resolving their personal conflicts 4. Has policies stating that depriving a child of snack, rest, or necessary toilet use or using disciplinary practices that involve shaming, hitting, or spanking are forbidden 	<p>III. Adult-Child Interaction</p> <p>III-J. Adults acknowledge individual children's accomplishments</p> <p>III-L. Children have opportunities to solve problems with materials and do things for themselves</p> <p>III-M. Adults involve children in resolving conflicts</p> <p>VII. Program Management</p> <p>VII-E. The program has a fully developed set of operating policies and procedures</p>
	<p>5. The philosophy and the program's policies and practices support an appropriate environment and adult guidance for the participation of children with special needs and home languages other than English</p>	<ol style="list-style-type: none"> 1. Adapts materials and equipment so that all children can share in activities 2. Provides and arranges space to make play equipment and materials accessible to all children 3. Assists children, if necessary, in using and playing with materials 4. Makes each adult responsible for each child in the program 5. Discusses with parents their expectations and goals for their children 6. Adapts activities, makes accommodations, and uses other strategies that integrate children socially and enable them to participate in all activities regardless of abilities, physical limitations, or language status 	<p>I. Learning Environment</p> <p>I-A. The classroom provides a safe and healthy environment for children</p> <p>I-F. Classroom materials are varied, manipulative, open-ended, and authentic and appeal to multiple senses</p> <p>I-H. Materials reflect human diversity and the positive aspects of children's homes and community cultures</p> <p>II. Daily Routine</p> <p>II-A. Adults establish a consistent daily routine</p> <p>III. Adult-Child Interaction</p> <p>III-A. Children's basic physical needs are met</p> <p>III-C. Adults create a warm and caring atmosphere for children</p> <p>III-E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English</p> <p>III-F. Adults participate as partners in children's play</p> <p>III-G. Adults encourage children's learning initiatives throughout the day</p> <p>III-H. Adults support and extend children's ideas and learning during group times</p> <p>III-I. Adults provide opportunities for children to explore and use materials at their own developmental level and pace</p> <p>III-J. Adults acknowledge individual children's accomplishments</p> <p>III-K. Adults encourage children to interact with and turn to one another for assistance throughout the day</p> <p>III-L. Children have opportunities to solve problems with materials and do things for themselves</p>

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THE LEARNING ENVIRONMENT: TEACHING PRACTICES	<p>1. The value of play is demonstrated throughout all aspects of the program and children have opportunities to use play to translate experience into understanding</p>	<ol style="list-style-type: none"> 1. Assures that the value of play is reflected in the program's philosophy statement and curriculum 2. Assures that administrators, teachers, and staff can articulate the value of play in relation to children's development 3. Assures that administrators, teachers, and staff communicate the value of play to families 4. Provides a daily schedule that includes an extended block or blocks of time designated for free choice, play, and exploration 5. Provides play opportunities for children individually and in groups both indoors and outdoors as weather permits 	<p>II. Daily Routine</p> <p>II-A. Adults establish a consistent daily routine</p> <p>II-B. The parts of the daily routine include time for children to do the following; to plan; to carry out their plans; to recall and discuss their activities; to engage in small-group activities; to engage in large-group activities; to have snacks or meals; to clean up; to transition to other activities; to play outside; and to nap or rest</p> <p>II-C. An appropriate amount of time is allotted for each part of the daily routine</p> <p>II-E. The program has time each day during which children initiate activities and carry out their intentions</p> <p>II-G. The program has a time each day for small-group activities that reflect and extend children's interests and development</p> <p>II-H. The program has time each day for large-group activities that reflect and extend children's interests and development</p> <p>II-L. The program has an outside time each day during which children engage in a variety of physical activities</p>
	<p>2. Activities are designed to help children learn concepts and skills through active manipulation of a wide variety of materials and equipment</p>	<ol style="list-style-type: none"> 1. Provides access to a variety of materials and technology for social, emotional, dramatic play, creative, music, movement, fine motor, gross motor, mathematics, science, and social studies experiences 2. Provides a large variety of age appropriate books and other literacy related materials throughout the classroom 3. Facilitates a child's exploration of writing in multiple areas of the classroom 	<p>I. Learning Environment</p> <p>I-D. An outdoor play area has adequate space, equipment, and materials to support various types of play</p> <p>I-F. Classroom materials are varied, manipulative, open-ended, and authentic, and appeal to multiple senses</p> <p>I-G. Materials are plentiful</p> <p>I-H. Materials reflect human diversity and positive aspects of children's homes and community cultures</p>
	<p>3. The program is planned and implemented to permit children to learn from exploration, acquisition of skills and knowledge, practice, and application</p>	<ol style="list-style-type: none"> 1. Provides opportunities for children to engage in exploration of materials or concepts with which they have had little prior experience 2. Provides opportunities for children to learn and practice prerequisite skills prior to engaging in the activity for which those skills are required 3. Provides opportunities for teachers and children to be used as models in the learning process 4. Provides children support to investigate and discover new knowledge 5. Provides opportunities for teachers to be guides in facilitating children's involvement; enriching their learning experiences by affirming and extending their ideas; responding to their questions; engaging them in conversations; and, challenging them in their thinking 6. Provides opportunities for teachers to encourage and capitalize on unplanned learning opportunities 7. Exposes children to skills, concepts, or information they cannot discover on their own, through the use of teacher-initiated learning activities 	<p>III. Adult-Child Interaction</p> <p>III-G. Adults encourage children's learning initiatives throughout the day</p> <p>III-H. Adults support and extend children's ideas and learning during group times</p> <p>III-I. Adults provide opportunities for children to explore and use materials at their own developmental level and pace</p> <p>III-J. Adults acknowledge individual children's accomplishments</p> <p>III-K. Adults encourage children to interact with and turn to one another for assistance throughout the day</p>
	<p>4. Activities are designed so that concepts and skills are appropriately presented using a variety of methods and techniques</p>	<ol style="list-style-type: none"> 1. Designs activities that permit children to use the greatest number of senses 2. Presents concepts to children using self correcting hands-on materials rather than through paper-pencil exercises or patterned activities 3. Presents concepts multiple times using various materials and methods of instruction 4. Makes activities and materials available for extended periods of time so children can repeat and expand on their previous experience 5. Makes additions to learning environments throughout time in order to enhance and expand concept development 6. Incorporates language experiences which include repetition into children's daily activities 7. Arranges for children to use technology materials and centers in a similar manner as other materials and centers 8. Observes children carefully to identify their preferred way of interacting with the environment 	<p>I. Learning Environment</p> <p>I-E. Classroom areas and materials are systematically arranged, labeled, and accessible to children</p> <p>II. Daily Routine</p> <p>II-A. Adults establish a consistent daily routine</p> <p>II-E. The program has time each day during which children initiate activities and carry out their intentions</p> <p>II-G. The program has a time each day for small-group activities that reflect and extend children's interests and development</p> <p>II-H. The program has time each day for large-group activities that reflect and extend children's interests and development</p> <p>IV. Curriculum Planning and Assessment</p> <p>IV-D. Staff record and discuss anecdotal notes as the basis for planning for individual children</p>

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THE LEARNING ENVIRONMENT: TEACHING PRACTICES	5. Technology tools are used to support the teaching practices	<ol style="list-style-type: none"> 1. Provides technology tools for teachers to make instructional materials 2. Incorporates the use of technology tools during ongoing child observation and assessment to keep records and to create reports about children and/or classroom activities 3. Enables teachers to communicate with parents and other professional via e-mail and other technologies 4. Provides technology tools for teachers to use the Internet to locate resources including appropriate Web sites for children and ideas for best teaching practices 5. Provides technology tools for teachers to develop and produce photographs and video from digital media 6. Locates resources for assistive technology 	<p>IV. Curriculum Planning and Assessment</p> <p>IV-E. Staff regularly use a child observation measure of proven reliability and validity to assess children's developmental progress</p>
	6. Formal and informal grouping practices are used to strengthen children's learning	<ol style="list-style-type: none"> 1. Takes children's interests, friendships, and common needs into account when groups are formed 2. Groups children primarily heterogeneously, using homogeneous subgroups on a limited temporary basis and changing readily to accommodate varying rates of growth 3. Provides children with opportunities to work and play in large groups, small groups, and individually 4. Maintains adult-child ratios in accordance with the requirements of the particular program 	<p>II. Daily Routine</p> <p>II-D. The program has time each day during which children make plans and indicate their plans to adults</p> <p>II-E. The program has time each day during which children initiate activities and carry out their intentions</p> <p>II-F. The program has time each day during which children remember and review their activities and share with adults and peers what they have done</p> <p>II-G. The program has a time each day for small-group activities that reflect and extend children's interests and development</p> <p>II-H. The program has time each day for large-group activities that reflect and extend children's interests and development</p> <p>II-I. During transition times, children have reasonable choices about activities and timing as they move from one activity to the next</p> <p>II-J. The program has a set cleanup time with reasonable expectations and choices for children</p> <p>II-K. The program has a time each day for snacks or meals that encourage social interaction</p> <p>II-L. The program has an outside time each day during which children engage in a variety of physical activities</p>
	7. Child-child interactions are encouraged through the use of learning experiences that include cooperative play, conflict resolution, and large, small, interest-based, and multi-age groupings	<ol style="list-style-type: none"> 1. Structures environments to promote small groups of children working and playing cooperatively in self-selected and teacher-initiated activities 2. Assures that the composition of groups is flexible and temporary depending on needs and the type of activity 3. Groups children according to interests rather than ability whenever possible 4. Views all children as valued group members 5. Structures the environment so that adults move among groups and individuals, facilitating and monitoring children's involvement with activities and one another 	<p>II. Daily Routine</p> <p>II-E. The program has time each day during which children initiate activities and carry out their intentions</p> <p>II-G. The program has a time each day for small-group activities that reflect and extend children's interests and development</p> <p>II-H. The program has time each day for large-group activities that reflect and extend children's interests and development</p> <p>III. Adult-Child Interaction</p> <p>III-K. Adults encourage children to interact with and turn to one another for assistance throughout the day</p> <p>III-M. Adults involve children in resolving conflicts</p>
	8. The daily routine/schedule is predictable, yet flexible	<ol style="list-style-type: none"> 1. Develops schedules that include predictability and repetition, responds to a child's natural timetable, and takes advantage of teachable moments 2. Schedules extended blocks of time so that children can become absorbed in learning experiences without interruption 3. Includes the creative arts, physical development, and literacy activities as regular components during the day 4. Provides for cooperative groups, teacher-initiated, and child-initiated/choice activities 5. Provides for active, quiet, large group, small group, paired, individual, independent, and guided activities 6. Carefully plans, appropriately paces, and monitors learning activities 7. Provides the physical space and time in the schedule for children to have moments of private time 8. Nurtures children in a relaxed classroom atmosphere 	<p>II. Daily Routine</p> <p>II-A. Adults establish a consistent daily routine</p> <p>II-B. The parts of the daily routine include time for children to do the following; to plan; to carry out their plans; to recall and discuss their activities; to engage in small-group activities; to engage in large-group activities; to have snacks or meals; to clean up; to transition to other activities; to play outside; and to nap or rest</p> <p>II-C. An appropriate amount of time is allotted for each part of the daily routine</p> <p>II-G. The program has a time each day for small-group activities that reflect and extend children's interests and development</p> <p>II-H. The program has time each day for large-group activities that reflect and extend children's interests and development</p> <p>II-L. The program has an outside time each day during which children engage in a variety of physical activities</p>

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<p style="text-align: center;">THE LEARNING ENVIRONMENT: TEACHING PRACTICES</p>	<p>9. Routines and transitions between activities are smooth and kept to a minimum</p>	<ol style="list-style-type: none"> 1. Allows enough time so that routines and transitions are unhurried and purposeful 2. Supports and plans for children who find transitions difficult 3. Prepares for transitions and limits wait times 4. Provides children with opportunities to participate in daily routines such as picking up toys 5. Minimizes or eliminates pull-out programs and activities that take children away from the classroom to another location 6. Appropriately prepares children and families for transitions into the program and to new or different programs/classrooms 7. Gives all children notice to prepare for change, and explains to them what is happening and what will happen next 8. Minimizes idle time in group settings 	<p>II. Daily Routine</p> <p>II-I. During transition times, children have reasonable choices about activities and timing as they move from one activity to the next</p> <p>II-J. The program has a set cleanup time with reasonable expectations and choices for children</p>
	<p>10. Adults use language and strategies which enhance children's language and critical thinking</p>	<ol style="list-style-type: none"> 1. Expects teaching staff to talk with children individually and in small groups and to take advantage of spontaneous events to talk with each child individually 2. Expects teaching staff to ask children a variety of questions designed to stimulate extended response 3. Expects teaching staff to talk to children about the children's emotions and the emotions of others and about how to understand the perspective of another person 4. Expects teaching staff to involve children in making choices and evaluating the consequences of the choices they have made 5. Provides opportunities for children to contribute their ideas to class decisions and to help make class rules 6. Involves children in planning, implementing, and evaluating some class activities 	<p>II. Daily Routine</p> <p>II-D. The program has time each day during which children make plans and indicate their plans to adults</p> <p>III. Adult-Child Interaction</p> <p>III-C. Adults create a warm and caring atmosphere for children</p> <p>III-D. Adults use a variety of strategies to encourage and support child language and communication</p> <p>III-E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English</p> <p>III-F. Adults participate as partners in children's play</p> <p>III-G. Adults encourage children's learning initiatives throughout the day</p> <p>III-H. Adults support and extend children's ideas and learning during group times</p> <p>III-K. Adults encourage children to interact with and turn to one another for assistance throughout the day</p> <p>III-L. Children have opportunities to solve problems with materials and do things for themselves</p> <p>III-M. Adults involve children in resolving conflicts</p>
	<p>11. Teachers are enthusiastic models of life-long learning by providing children with many opportunities to explore, manipulate, investigate, and discover</p>	<ol style="list-style-type: none"> 1. Initially presents concepts to children via concrete, hands-on materials 2. Makes concrete materials available on an on-going basis as needed to reinforce concepts 3. Presents concepts several times throughout the year, using various methods and materials 4. Presents simple skills prior to more complex skills 5. Encourages children to take risks and use trial and error as a valuable way of learning 	<p>II. Daily Routine</p> <p>II-G. The program has a time each day for small-group activities that reflect and extend children's interests and development</p> <p>II-H. The program has time each day for large-group activities that reflect and extend children's interests and development</p> <p>III. Adult-Child Interaction</p> <p>III-G. Adults encourage children's learning initiatives throughout the day</p> <p>III-H. Adults support and extend children's ideas and learning during group times</p> <p>III-I. Adults provide opportunities for children to explore and use materials at their own developmental level and pace</p> <p>III-L. Children have opportunities to solve problems with materials and do things for themselves</p>

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THE LEARNING ENVIRONMENT: FACILITIES, MATERIALS, & EQUIPMENT	<p>1. The facility is safe and secure and complies with the legal requirements of the local, state, and/or federal licensing or accrediting agency having jurisdiction over the program</p>	<ol style="list-style-type: none"> 1. Has a current child care license 2. Complies with all facility requirements of the sponsoring agency or legislation 3. Makes provisions for all children, including those with disabilities, to ensure their safety, comfort, and participation 4. Assures that staff and parents are knowledgeable of all safety policies and procedures that apply to the program 	<p><i>I. Learning Environment</i> I-A. The classroom provides a safe and healthy environment for children</p> <p><i>VII. Program Management</i> VII-A. The program is licensed based on regulations passed by the state and/or local licensing agencies</p>
	<p>2. The indoor physical space is organized into functional learning centers that can be recognized by the children and that allow for individual activities and social interactions</p>	<ol style="list-style-type: none"> 1. Provides at least 50 square feet per child of useable space in classrooms 2. Organizes the classroom space into learning centers using child sized furniture and equipment, age appropriate shelving, low walls, and/or other items to separate the areas 3. Organizes the classroom space to include areas where a child can be away from the group and able to be observed by staff 4. Provides space for each child to store personal belongings and projects 5. Addresses different curricular/developmental domains and instructional strategies at each learning center 6. Allows children to move from one area to another without obstructions 7. Organizes materials for children's easy access 8. Prominently displays children's work in the classroom 	<p><i>I. Learning Environment</i> I-B. The space is divided into interest areas I-C. The location of the interest areas is carefully planned to provide for adequate space in each area, easy access between areas, and compatible activities in adjacent areas I-E. Classroom areas and materials are systematically arranged, labeled, and accessible to children I-I. Child-initiated work is on display</p>
	<p>3. The outdoor physical space is safe and allows for individual activities and social interactions</p>	<ol style="list-style-type: none"> 1. Provides at least 75 square feet of usable outdoor play space, which includes a variety of safe surfaces and elevations 2. Keeps children protected from unsafe areas 3. Provides playground equipment of suitable size for the age of the children and accessible to children with disabilities 4. Provides materials and equipment suitable for use outdoors 	<p><i>I. Learning Environment</i> I-D. An outdoor play area has adequate space, equipment, and materials to support various types of play</p> <p><i>II. Daily Routine</i> II-L. The program has an outside time each day during which children engage in a variety of physical activities</p>
	<p>4. Equipment, toys, materials, and furniture reflect the curriculum, are age-appropriate, safe, and supportive of the abilities and developmental level of each child served</p>	<ol style="list-style-type: none"> 1. Provides materials, equipment, and activities that reflect children's culture, diversity, developmental abilities, individual learning styles, and home language 2. Provides instructional adjustments and adaptive devices for children with disabilities to ensure their learning, comfort, and participation 3. Provides safe, appropriate, and sufficient equipment, toys, materials, and furniture that support the learning expectations that encourage each child to experiment and explore 	<p><i>I. Learning Environment</i> I-D. An outdoor play area has adequate space, equipment, and materials to support various types of play I-F. Classroom materials are varied, manipulative, open-ended, and authentic and appeal to multiple senses I-G. Materials are plentiful I-H. Materials reflect human diversity and the positive aspects of children's homes and community cultures</p>
	<p>5. Computer software used in the program is developmentally appropriate for young children and reflects the program's curriculum. Technology tools are integrated into the learning environment</p>	<ol style="list-style-type: none"> 1. Locates computers and other technology tools within classrooms 2. Locates computers and printers adjacent to one another to promote children's interaction 3. Provides child-sized computer furniture so that screens are at children's eye level 4. Provides other classroom materials that reflect items portrayed in software programs 	<p>-----</p>

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CHILD ASSESSMENT AND PROGRAM EVALUATION	<p>1. The program uses information gained from a variety of child assessment measures to plan learning experiences for individual children and groups</p>	<ol style="list-style-type: none"> 1. Uses a sound developmental and learning theory to plan and conduct child assessment 2. Uses assessment tools and processes that are continuous, ongoing, cumulative, and in the language that the child understands 3. Primarily uses children's involvement in ordinary classroom activities, not artificially contrived tests, to gauge children's growth 4. Uses a variety of instruments and processes to document children's growth, development, and learning over time 5. Arranges assessment so that it does not bring added stress for children or teachers 6. Uses assessment results from a variety of sources as a guide for curriculum and teaching decisions and the need for intervention for individuals and classrooms 7. Uses results from more than one assessment method to determine the need for and plan of intervention 	<p>IV. Curriculum Planning and Assessment</p> <p>IV-D. Staff record and discuss anecdotal notes as the basis for planning for individual children</p> <p>IV-E. Staff regularly use a child observation measure of proven reliability and validity to assess children's developmental progress</p>
	<p>2. The program uses information from child assessments to effectively communicate children's progress with their parents</p>	<ol style="list-style-type: none"> 1. Recognizes that parents have essential information about their children's growth and development that can help staff work effectively with their children 2. Frequently share information with parents on both a formal and an informal basis about reasonable expectations for children's growth, development, and learning 3. Uses a combination of methods to share information about children's progress and challenges at formal and informal parent/teacher conferences 4. Arranges to share information about children's progress with non-custodial parents 5. Uses newsletters and Web pages to convey information about the program's activities and projects that support children's learning and growth 	<p>V. Parent Involvement and Family Services</p> <p>V-D. Staff and parents exchange information about the curriculum and its relationship to children's development</p> <p>V-E. Staff and parents interact informally to share information about the day's activities and children's experiences</p> <p>V-G. Staff members schedule home visits and formal parent conferences to share information with parents and seek input from parents about the program and their children's development</p>
	<p>3. The program uses appropriate assessment tools to help identify children who may require additional specialized programs and interventions</p>	<ol style="list-style-type: none"> 1. Uses valid and reliable screening tools and procedures to determine whether children require further evaluation 2. Informs parents of the types and purposes of screening in advance of the screening, the results of those screenings, and the purposes and the results of subsequent evaluations 3. Uses specialists to evaluate and diagnose children whose growth and development falls outside age appropriate guidelines as determined by screening processes 4. Gives parents the opportunity to review their child's record in a timely manner and secures written consent if additional evaluation is proposed 5. Uses reliable and valid standardized assessment tools for meeting requirements for federal funding accountability or other purposes 6. Uses teacher observations and parent feedback to supplement data collected by standardized instruments 	<p>IV. Curriculum Planning and Assessment</p> <p>IV-D. Staff record and discuss anecdotal notes as the basis for planning for individual children</p> <p>IV-E. Staff regularly use a child observation measure of proven reliability and validity to assess children's developmental progress</p> <p>V. Parent Involvement and Family Services</p> <p>V-H. The program or its host agency provides diagnostic and special education services for special needs children</p> <p>V-I. Staff provides parents with referrals and access to supportive services as needed</p>

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CHILD ASSESSMENT AND PROGRAM EVALUATION	<p>4. The program implements program evaluation processes to learn how the program can be improved and be accountable</p>	<ol style="list-style-type: none"> 1. Bases its annual program evaluation on its current program philosophy, goals, and objectives 2. Involves families, staff, and a variety of community members in an annual review of all program components and uses program evaluation results to develop and implement a plan for improvement 3. Uses child assessment results, program assessment, and other data to evaluate how well the program is meeting its goals 4. Evaluates teachers and administrators with methods that reflect the program's philosophy and curriculum, and develops professional goals based on these evaluations 5. Regularly reviews the improvement plan and assesses progress throughout the year 6. If applicable, cooperates in providing data required by legislation and/or agencies administering the program 	<p>IV. Curriculum Planning and Assessment</p> <p>IV-D. Staff record and discuss anecdotal notes as the basis for planning for individual children</p> <p>IV-E. Staff regularly use a child observation measure of proven reliability and validity to assess children's developmental progress</p> <p>VI. Staff Qualifications and Staff Development</p> <p>VI-F. Instructional staff are regularly observed in the program setting and provided with feedback by someone familiar with the curriculum's goals, objectives, and methods for working with children</p> <p>VII. Program Management</p> <p>VII-C. Staff regularly conduct a program assessment and use the results to improve the program</p>
	<p>5. Assessment tools used for any purpose are those which are best suited for the purpose, which meet professional standards, and which are used in an appropriate manner</p>	<ol style="list-style-type: none"> 1. Assures that teaching and administrative staff have expertise related to the most appropriate assessment measures and procedures needed for the particular assessment 2. Seeks assistance from knowledgeable professionals when selecting and using assessment tools 3. Uses instruments only for the purpose(s) intended 4. Uses the least intrusive tool needed for the specific purpose of the assessment 	<p>VI. Staff Qualifications and Staff Development</p> <p>VI-D. Staff participate in ongoing professional development activities such as conferences, workshops, college-level courses and seminars, compiling or consulting a resource library, teacher exchanges, observation, mentoring, and coaching</p> <p>VI-E. Inservice training sessions are specific to early childhood and apply the principles of adult learning</p> <p>VI-F. Instructional staff are regularly observed in the program setting and provided with feedback by someone familiar with the curriculum's goals, objectives, and methods for working with children</p>