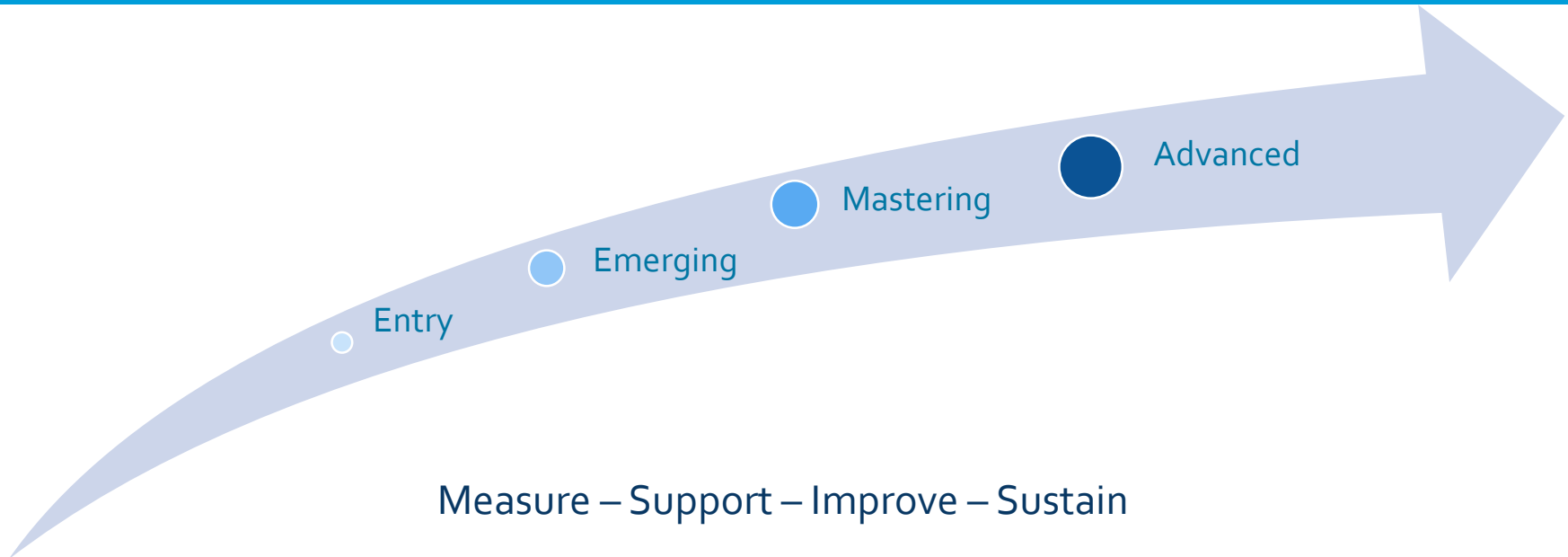


**EARLY LEARNING PROGRAM PROFILE PILOT
STRUCTURAL QUALITY RUBRIC**

QUALITY IMPROVEMENT FRAMEWORK



The Program Profile collects data on Process and Structural quality measures for early learning programs that lead to better outcomes for children.

The profile is based on the above Quality Improvement Framework designed to measure, support, improve and sustain quality in early learning programs.

The Quality Improvement Framework identifies four advancing levels of quality (Entry, Emerging, Mastering, and Advanced) for each of the Process and Structural quality measures identified in the Early Learning Program Profile.

PROCESS QUALITY MEASURES

MEASURES OF PROCESS QUALITY:

All PreK and Toddler classrooms in ELPP participating programs are observed using the Classroom Assessment Scoring System (CLASS™), a nationally recognized classroom quality assessment tool. These in-depth measures show how well classrooms support children's growth and development.

PREK (3-4 years)

- **EMOTIONAL SUPPORT** measures the responsiveness and sensitivity of the classroom to children's emotions, which helps develop their ability to interact with others.
- **CLASSROOM ORGANIZATION** measures how a classroom is organized to manage children's attention, time, and behavior.
- **INSTRUCTIONAL SUPPORT** measures how classroom interactions and experiences help children develop language and learn new concepts.

TODDLER (1-2 years)

- **EMOTIONAL & BEHAVIORAL SUPPORT** measures the responsiveness and sensitivity of the classroom to children's emotions, which helps develop their ability to interact with others and how a classroom is organized to manage children's attention, time, and behavior.
- **ENGAGED SUPPORT FOR LEARNING** measures how classroom interactions and experiences help children develop language and learn new concepts.

INFANT (Birth-18 months)

- **RESPONSIVE CAREGIVING** measures the relational climate of the classroom, teacher sensitivity to children's needs, facilitated exploration and early language support for infants.

STRUCTURAL QUALITY MEASURES

MEASURES OF STRUCTURAL QUALITY:

Measures self-reported information on seven key structural quality elements for early learning programs. These measures are scored using the following Structural Quality Rubric.

- **FAMILY ENGAGEMENT** - Measures how your program communicates and supports families, provides educational events and engages families in your program planning and governance.
- **CURRICULUM** - Measures how your program uses a research based curriculum, the training of teaching staff on the curriculum and how is it being implemented with fidelity.
- **CHILD SCREENING AND ASSESSMENT** - Measures how your program uses child assessments and screening tools to inform parents, support children's development and individualized instruction.
- **SOCIAL EMOTIONAL AND BEHAVIOR GUIDANCE** - Measures how your program supports children's social skills, self-regulation, problem solving and children with emotional and behavioral issues.
- **PROGRAM PLANNING AND ADMINISTRATIVE LEADERSHIP** - Measures how your program supports staff development, conducts program planning and administrative leadership qualifications.
- **FINANCIAL MANAGEMENT** - Measures the financial management policies and practices your program has in place.
- **TEACHER QUALIFICATIONS** - Measures the percentage of teaching staff with degrees and certifications in early childhood education and the continuing education and training of your teaching staff.

FAMILY ENGAGEMENT

Entry Level	<ul style="list-style-type: none">• Offer a family Orientation and handbook with policies, procedures, daily schedule, and program philosophy. Yes/No• Documented multiple ways of communication with families daily and weekly, i.e. bulletin boards, daily notes, email, newsletters, etc. Yes/No
Emerging	<ul style="list-style-type: none">• Offer at least 2 family social events annually. Yes/No• Offer at least 2 parent/teacher conferences annually Yes/No• Provide parents with written development goals at Parent/Teacher Conferences. Yes/No• Identify a family engagement and support training for staff. Yes/No
Mastering	<ul style="list-style-type: none">• Offer resources and/or links to resources for families such as: parent education and community and health resources. Yes/No• Provide health screenings and/or referrals to health screenings Yes/No• Offer at least 2 family educational events offered annually. Yes/No• The program <u>plans</u> and <u>meets</u> with families through transitions within and from the program. Yes/No• Conducts a parent survey on parent satisfaction annually to guide program self-assessment and inform program planning. Yes/No• At least 50% of teaching staff completes the family engagement and support training. Yes/No
Advanced	<ul style="list-style-type: none">• Has a Parent Advisory Board that meets at least twice annually to help inform program planning. Yes/No

CURRICULUM

Entry Level	<ul style="list-style-type: none">• Identify/use a research based curriculum. Yes/No
Emerging	<ul style="list-style-type: none">• At least 50% of teaching staff are trained in the curriculum. Yes/No• Sufficient curriculum materials available for <u>all</u> teaching staff. Yes/No
Mastering	<ul style="list-style-type: none">• The curriculum used in the development of lesson plans and learning experiences for children across all developmental domains. Yes/No• Procedures are in place to train new staff in the chosen curriculum. Yes/No
Advanced	<ul style="list-style-type: none">• Program has in place a formal process to monitor the fidelity of curriculum implemented. Yes/No

CHILD SCREENING AND ASSESSMENT

Entry Level	<ul style="list-style-type: none">• Uses a researched based child screening instrument. Yes/No• Uses a researched based child assessment instrument. Yes/No
Emerging	<ul style="list-style-type: none">• At least 50% of teaching staff are trained in the screening instruments. Yes/No• At least 50% of teaching staff are trained in the assessment instruments. Yes/No
Mastering	<ul style="list-style-type: none">• Child assessments are conducted at least twice a year on all children enrolled to inform instruction. Yes/No• Child assessment results are shared with families. Yes/No• Procedures are in place to train new staff on the on the assessment instruments. Yes/No• Children receive child screenings within sixty business days. Yes/No• If a child screening indicates a need, policies and/or systems are in place to ensure referrals are completed within ninety days of identification of and results are formally communicated with families. Yes/No• Procedures are in place to train new staff on child screenings. Yes/No
Advanced	<ul style="list-style-type: none">• Child assessment results are used to make, adjust and refine instructional decisions and to evaluate child progress. Yes/No

SOCIAL EMOTIONAL BEHAVIOR GUIDANCE

Entry Level	<ul style="list-style-type: none">• Meet Licensing/License Exempt Requirements. Yes/No
Emerging	<ul style="list-style-type: none">• Has a written behavior guidance approach and/or policy. Yes/No• Requires staff to complete a training on the behavior guidance approach. Yes/No• At least 50% of teaching are trained in behavior guidance approach chosen by the program. Yes/No
Mastering	<ul style="list-style-type: none">• Procedures are in place to train new staff in the chosen behavior guidance approach. Yes/No
Advanced	<ul style="list-style-type: none">• Develops individualized social emotional support plans with the family for children identified needing support. Yes/No

PROGRAM PLANNING AND ADMINISTRATIVE LEADERSHIP

Entry Level	<ul style="list-style-type: none">• Has an employee handbook. Yes/No• Provides a formal orientation for new staff. Yes/No• Has job descriptions for all staff positions. Yes/No
Emerging	<ul style="list-style-type: none">• Conduct staff performance reviews at least annually. Yes/No• Director/administrator must have a minimum of an AA in Early Childhood or related Field. Yes/No
Mastering	<ul style="list-style-type: none">• Conducts a formal program planning, self assessment or continuous improvement process. Yes/No• Develops Individualized Professional Development Plans for staff. Yes/No• Director/administrator has a minimum of a BA in Early Childhood or related Field. Yes/No• Formal evaluation of director/administrator conducted annually. Yes/No
Advanced	<ul style="list-style-type: none">• Conducts two performance evaluations of teaching staff annually. Yes/No• Designates time to support Individualized Professional Development Plans for staff. Yes/No• Director/administrator has a minimum of a BA in Early Childhood or related Field. Yes/No• Engages community partners in program planning, self assessment or continuous improvement process. Yes/No

FINANCIAL MANAGEMENT

Entry Level	<ul style="list-style-type: none">• Director/administrator has completed minimum of 6 clock hours of business or administrator training. Yes/No• Develops an operating budget annually. Yes/No• The operating budget provides line-item breakdown costs and revenues. Yes/No
Emerging	<ul style="list-style-type: none">• Director/administrator has completed minimum of 12 clock hours of business or administrator training. Yes/No• Has a projected operating budget for coming year. Yes/No• Income and expense statements are generated quarterly. Yes/No• Director/administrator are responsible or have access to the income and expenses statements. Yes/No
Mastering	<ul style="list-style-type: none">• Director has completed a minimum of 18 clock hours of business or administrator training. Yes/No• Requires two or more signatures on checks and/or release of funds. Yes/No• Separate duties of cash receivables and expenditures. Yes/No• The operating budget includes cash-flow projections. Yes/No
Advanced	<ul style="list-style-type: none">• Annual audit or independent review of your accounting records and practices. Yes/No

TEACHER QUALIFICATIONS

Entry Level	<ul style="list-style-type: none">• Teaching staff must complete 12 hours of training annually. Yes/No• All teaching staff must complete SIDS, CPR and First Aid training. Yes/No
Emerging	<ul style="list-style-type: none">• 25% of Lead Teachers meet one of the following: Early Childhood Education or Special Education Teacher Certification, BA in Early Childhood or related field. Yes/No• 25% of Assistant Teachers meet one of the following: AA degree in Child Development or Education, CDA, 60 college hours with a minimum of 3 college credit hours in Child Development. Yes/No• Teaching staff must complete 15 hours of training annually. Yes/No
Mastering	<ul style="list-style-type: none">• 50% of Lead Teachers meet one of the following: Early Childhood Education or Special Education Teacher Certification, BA in Early Childhood or related field. Yes/No• 50% of Assistant Teachers meet one of the following: AA degree in Child Development or Education, CDA, 60 college hours with a minimum of 3 college credit hours in Child Development. Yes/No• Teaching staff must complete 18 hours of training annually. Yes/No
Advanced	<ul style="list-style-type: none">• 100% of Lead Teachers meet one of the following: Early Childhood Education or Special Education Teacher Certification, BA in Early Childhood or related field. Yes/No• 100% of Assistant Teachers meet one of the following: AA degree in Child Development or Education, CDA, 60 college hours with a minimum of 3 college credit hours in Child Development. Yes/No• Teaching staff must complete 20 hours of training annually. Yes/No