



SUNY Charter Schools Institute Pre-K Review

Purpose of the visit:

State statute requires the SUNY Charter Schools Institute (the “Institute”) to conduct ongoing monitoring of pre-Kindergarten (“pre-K”) programs at all SUNY-authorized charter schools. The Institute utilizes the New York Statewide Universal Full-Day Prekindergarten Program Quality Assurance Protocol¹ during its pre-K visits. These visits include a review of academic, organizational, and financial documentation, classroom observations of the pre-K classrooms, and an interview with the school leader. This report provides an overview of the evidence gathered during the pre-K review process.

Summary of the Visit:

The Institute visited the Community Partnership Charter School (“Community Partnership”) pre-K program on April 9, 2018. The pre-K leader and teachers provide a high quality early childhood experience to the students and families participating in the program.

The pre-K program is in its third year of operation and serves 17 students in one classroom. One lead teacher and one assistant teacher lead the pre-K class. The elementary school principal and dean of academics and culture serve as the pre-K program leaders. Leaders provide effective oversight of the pre-K program, and teachers have established a respectful and nurturing classroom environment. The daily pre-K schedule provides students with choice based centers, targeted small group instruction, and an enrichment block.

The pre-K leaders intentionally align pre-K priorities with elementary priorities to streamline the coaching and professional development all teachers receive. Leaders utilize pre-K program data from the Classroom Assessment Scoring System (“CLASS”) and Early Childhood Environment Rating Scale (“ECERS”), as well as the STEP assessment and teacher observations to inform school-wide priorities. The pre-K program works to align school based coaching with the supports the school receives from the New York City Department of Education’s (“NYCDOE”) instructional coordinator. In response to data and observations from the previous year, leaders have established two school-wide instructional priorities for the current year: questioning to encourage higher order thinking and increasing the use of academic vocabulary. Pre-K – 4th grade teachers plan together regularly, and all grades use the STEP assessment to measure students’ reading growth. Although the pre-K program does not set formal goals related to the STEP assessment, the pre-K program uses STEP to assess students beginning midway through the school year. The program tracks how many students end the year at the pre-reading level, and the instructional staff members use the data to

¹ The Institute implements the New York Statewide Universal Full-Day Prekindergarten Program Quality Assurance Protocol with fidelity during pre-K reviews. Refer to page 3 of this protocol for additional information on how this evaluation tool is used. Additional information can be found here: <http://www.p12.nysed.gov/upk/>.

inform small group instruction and adjust the Kindergarten curriculum, when necessary. Family engagement is another significant component of the pre-K program. Pre-K families are welcomed into the classroom weekly to read with students. Additionally, Community Partnership invites pre-K – 4th grade families into the school weekly to attend community circle, which helps integrate pre-K families with the elementary school program. Overall, the Institute finds this program to be of high quality.

New York State Prekindergarten Program 2016-2017 Quality Assurance Protocol

Grantee Name:

Site Name: Community Partnership Charter School

Street Address: 241 Emerson Place

City, NY, Zip: Brooklyn, NY 11205

Site Type*: CS

Program Administrator: Jubilee Mosley

Title: Elementary School Principal

Email: jmosley@cpcsschool.org

Phone: 718-399-3824

☐ ***This program participates in QUALITYstarsNY.***

Project Number(s):

- ☒ **Universal Prekindergarten (UPK)**
- ☐ **Priority Prekindergarten (PPK)**
- ☐ **Statewide Universal
Full-Day Prekindergarten (SUFDPK)**
- ☐ **Expanded Prekindergarten (EPK)**
- ☐ **Federal Preschool Expansion (PDG)**
- ☐ **Prekindergarten for Three-Year-Old
Students (3PK)**

Reviewer(s): Hannah Colestock,

Chastity McFarlan, Ph. D

Site Visit Date: April 9, 2018

*** Site Type* (Key):**

- Approved Special Ed. Provider: 4410
- Charter School: CS
- Daycare Child Center: DCC
- Family Day Care Home: FDC
- Group Family Day Care Home: GFDC
- Head Start: HS
- Library: L
- Museum: M
- Nonpublic School: NPS
- Public School: PS

Promising Practices:

- The pre-K program offers families a weekly opportunity to participate in a family reading pre-K program and the pre-K – 4th grade community circle.
- Program leaders strategically use STEP data to review and modify the pre-K through 4th grade academic programs.

Required Corrective Actions for Program Compliance:

- None at this time

Recommendations for Program Quality Improvement:

- The school's student retention rate from pre-K to Kindergarten is below 50%, with only six students from the 2016-17 pre-K program enrolling in Community Partnership's Kindergarten program for the 2017-18 school year. The school identifies this as an area of improvement, and leaders are strategizing ways to improve the school's retention rate for students to matriculate from pre-K into Kindergarten.
- The school identifies increasing higher order thinking opportunities and vocabulary development as areas for improvement. However, teachers do not yet manage center time in way that effectively enables them to focus on facilitating student-to-student discourse and promote language development for all students.
- Program leaders do not yet ensure the schedule provides students the opportunity to participate in choice based centers for a developmentally appropriate amount of time. While an effective practice for teachers to pull small groups of students for instruction during choice-based centers, this practice in its current structure does not allow all students to have adequate time for students to participate in unstructured activities daily.

Using the Quality Assurance Protocol

The Quality Assurance Protocol has been developed to help ensure comprehensive and consistent monitoring of program quality in providers of full-day prekindergarten programs pursuant to New York State Education Law Section 3602-e and 3602-ee. While this document is intended for use by program monitors, it may be used by school districts and individual entities as a self-assessment tool and to assist in preparing for a smooth monitoring visit.

Purpose: The purpose of the Quality Assurance Protocol is to engage prekindergarten program providers in creating and maintaining a high-quality prekindergarten program, and to be used as an ongoing tool by the Department for technical assistance and support.

Instructions: The 'Indicators of Compliance' column outlines the indicator to be evaluated. The 'Supporting Documents' column lists documents that may be used to support successful implementation of the applicable indicator. At the end of each Quality Standard Section there is a list of observable practices that indicate quality. *These lists, while not totally inclusive, may assist an observer evaluating a program's quality.*

A representative of the monitoring team will contact the grantee prior to the monitoring visit to specify which documents will be required. School districts are reminded to share the Quality Assurance Protocol with partnering community providers.

Definitions for Program Performance:

0: Non-compliant	Evidence shows <i>negligible effort</i> in adhering to and meeting compliance indicators and no effort through observable and documented efforts.
1: Minimal	Evidence shows <i>inconsistent effort</i> in adhering to and meeting compliance indicators and little effort to be compliant through observable and documented efforts.
2: Acceptable	Evidence <i>shows consistent effort</i> in adhering to and meeting compliance indicators and some effort to go beyond minimum compliance through observable and documented efforts.
3: Enhanced	Evidence shows <i>strong effort</i> in adhering to and meeting compliance indicators and strong effort to go beyond acceptable compliance through intentional observable and documented efforts.
4: Excels	Evidence shows <i>outstanding effort</i> in adhering to and meeting compliance indicators and outstanding effort to go beyond enhanced compliance through intentional observable and documented efforts.

A: Facility Quality

Indicators of Compliance		Sources of Evidence	Program Performance
A-1	<p>The facility's design, equipment, and materials advance child development and early learning.</p> <p><i>Part 155.1(b) – Facilities shall be designed and constructed to provide for the health and safety of occupants, with consideration of educational and planning efficiency, conservation of natural resources, practicality, and initial and long-range economy, and shall support an environment within the facility which is conducive to learning.</i></p> <ul style="list-style-type: none"> • There is adequate lighting and ventilation. • The temperature of the room is within the normal comfort range and is consistent with the rest of the building. • The room is clean. • The room is free of objects and fixtures that could be dangerous to a student. 	<input checked="" type="checkbox"/> Reviewer Observation <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
A-2a	<p>The site is in Good Standing.</p> <p><i>Review of day care license demonstrates good standing.</i></p>	<input checked="" type="checkbox"/> Review of inspections on OCFS or DOHMH website <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable (District)
A-2b	<p>The site has a process for requiring that violations classified:</p> <ul style="list-style-type: none"> • as an “imminent danger” by the Office of Children and Family Services OR • as a “public health hazard” by the New York City Department of Health and Mental Hygiene are immediately corrected. 	<input type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Other: <i>School leader interview</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable (District)

A-3	<p>Facility inspection has been completed.</p> <p>The site maintains all applicable documents:</p> <ul style="list-style-type: none"> • Fire and safety inspection • Day care license • Record of fire drills • Fire drill schedule • Certificate of Occupancy • Emergency evacuation plan • Health/medical emergency procedures 	<p><input checked="" type="checkbox"/> Date of Last Inspection: 6/14/17</p> <p><input checked="" type="checkbox"/> Name of Inspection Agency: DOHMH</p>	<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
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A: Facility Quality Comments:

Facility Evidence of Quality	I =Implemented, N/I =Not Implemented		
	I	N/I	Comments
Outdoor play area provides adequate space for children to play safely.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	•
Outdoor play area provides appropriate equipment for different abilities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	•
The bathroom is immediately accessible and barrier free.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	•
The classroom space is arranged in “areas” for designated learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	•
The classroom space allows for safe movement and activity for the number of children enrolled.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	•

B: Curriculum

Indicators of Compliance		Sources of Evidence	Program Performance (0-4)
B-1	<p>The program uses a written curriculum or curriculum framework that:</p> <ul style="list-style-type: none"> aligns with the NYS Prekindergarten Foundation for the Common Core, which ensures continuity with the NYS P-12 Common Core Learning Standards in ELA and Math; is developmentally appropriate; and is evidence-based. 	<input checked="" type="checkbox"/> Written Curricula/Curricular Framework <input checked="" type="checkbox"/> Reviewer Observation <input type="checkbox"/> Other:	3
B-2	There is evidence that teachers and staff participate in high-quality professional development regarding curriculum.	<input type="checkbox"/> Written Policy/Procedure <input checked="" type="checkbox"/> Agendas / Presentation Materials / Sign-in Sheets <input checked="" type="checkbox"/> Other: <i>School leader interview</i>	3
B-3	The program has implemented the appropriate accommodations, modifications, and supports to enable preschool children with disabilities effective inclusion in the full range of the program's activities	<input type="checkbox"/> Written Policy/Procedure <input type="checkbox"/> Reviewer Observation <input checked="" type="checkbox"/> Other: <i>School leader interview</i>	3
B-4	The program has implemented appropriate modifications and supports to ensure that participating children who are English Language Learners are provided equal access to the program and opportunities to achieve the same program goals and standards as all students.	<input type="checkbox"/> Written Policy/Procedure <input type="checkbox"/> Reviewer Observation <input checked="" type="checkbox"/> Other: <i>School leader interview</i>	3

B: Curriculum Comments

Curriculum Evidence of Quality	I =Implemented, I/P =In Process, N/I =Not Implemented			
	I	I/P	N/I	Comments
Curriculum and plans are aligned with the Prekindergarten Foundation for the Common Core and cover the five domains of development: approaches to learning; physical development and health; social and emotional development; communication, language and literacy; cognition and knowledge of the world.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Lesson plans include opportunities for whole group, small group, and individualized learning opportunities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Plans contain opportunities that consistently provide engaging play based activities that foster rigorous habits, higher order thinking skills, and problem solving through hands-on experiential learning.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	• Students are not consistently offered play based activities during instructional time
Curriculum and center based learning experiences are customized to meet the diverse needs of all learners, as evidenced by student portfolios and/or authentic work samples.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Curriculum and center based learning experiences provide opportunities for children to exchange ideas and/or engage in conversations and discussions, with peers and adults, which promote articulation and vocabulary development.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	• Center based learning did not consistently provide students with opportunities to engage with one another in a way that promotes vocabulary development
Curriculum and academic tasks follow developmental trajectory (<i>For example, prerequisite to understanding the concept of adding on, children need to understand one-to-one correspondence</i>).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Curriculum content is accurate and ensures that children are provided accurate understandings and information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Curriculum content is relevant to children's interests and experiences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•

C: Learning Environment, Materials, and Supplies

Indicators of Compliance		Sources of Evidence	Program Performance (0-4)
C-1	The program's use of space, scheduling, and other environmental factors will promote student learning and development. <i>For example, the classroom is divided into clearly defined, well-equipped learning centers. Examples of learning centers may include, but are not limited to: dramatic play; blocks and construction; library, language arts, technology/media; science and nature; mathematics and manipulative materials; writing; creative arts; sand and water play; music; and those that have been developed using principles of Universal Design, or have been modified or adapted to meet the unique needs of preschool students with disabilities.</i>	<input checked="" type="checkbox"/> Reviewer Observation <input checked="" type="checkbox"/> Other: <i>School leader interview</i>	3
C-2	The program uses valid and reliable measures of environmental quality that allows it to evaluate the program's strengths and weaknesses and make improvements that will increase program quality. <i>*Required for PPK, EPK, and 3PK grants</i>	<input checked="" type="checkbox"/> Completed environmental rating scale(s) <input type="checkbox"/> Action plans <input type="checkbox"/> Other:	4
C-3	The daily schedule has a balance of intentionally-planned active and quiet play; indoor and outdoor gross motor activities; and individual and small group activities.	<input checked="" type="checkbox"/> Program Calendars/Schedules <input type="checkbox"/> Lesson Plans <input checked="" type="checkbox"/> Other: <i>School leader interview</i>	3
C-4	The teachers' use of selected classroom materials for activities promotes student learning and development opportunities.	<input type="checkbox"/> Written Curricula <input checked="" type="checkbox"/> Reviewer Observation <input checked="" type="checkbox"/> Lesson Plans <input checked="" type="checkbox"/> Other: <i>School leader interview</i>	3
C-5	The program has implemented activities that will promote student learning and development opportunities and will encourage students to be self-assured and independent through a balanced schedule of teacher-initiated and child-initiated learning activities.	<input checked="" type="checkbox"/> Activity Schedule <input checked="" type="checkbox"/> Reviewer Observation <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Other:	3

C: Learning Environment, Materials and Supplies Comments

Learning Environment, Materials, and Supplies Evidence of Quality	I =Implemented, I/P =In Process, N/I =Not Implemented			
	I	I/P	N/I	Comments
Classroom Environment				
Program resources (materials, space, technology, instructional supports) are aligned to, and support the program's goals.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Although teachers provide a sand/water space, the program does not have an appropriate table for students to engage in sand and water play.
Daily schedule is posted; is referenced daily; is represented in pictures and words; and is displayed at children's eye level.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none">
Age appropriate materials are varied and within children's reach so that children can use them independently.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none">
There is space for whole group meetings and opportunities for peer interactions and conversations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none">
There is an area set aside where an individual child or a small group of children can engage in quiet activity.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none">
There is a private space for each child's possessions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none">
Displays are authentic, child-made, process driven, and reflect students' individuality.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none">
Student work demonstrates students' understandings or questions about their world and their surroundings.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none">
Classroom environment and materials reflect diverse cultures and abilities (e.g., dolls, puppets, block accessories, books, food, pictures/posters).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none">
Interest Areas/Learning Centers				
A center management system is prominently displayed and used daily.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none">
Learning centers are well-equipped with an appropriate amount of materials, are easily accessible, and allow for engagement of all students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Not all learning centers provide students with reading and/or writing materials.
Learning center materials reflect an inclusive and culturally diverse classroom environment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none">

Students have access to an assortment of theme/unit or study-related materials for independent inquiry and exploration.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> The visit team did not observe the availability of these materials.
Appropriate reading and/or writing materials are accessible in all learning centers to promote literacy development.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Reading/writing materials were only available at one center.
Interest area items are labeled with print and pictures.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none">
Teachers use activities that promote concrete experiential learning.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> The visit team did not observe these types of activities, however, the classroom does have these materials present.
Clearly-defined learning centers: <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Manipulatives and Mathematics <input checked="" type="checkbox"/> Dramatic Play <input checked="" type="checkbox"/> Blocks and Building <input type="checkbox"/> Science/Discovery </div> <div> <input type="checkbox"/> Literacy (Library, Language Arts/Media/Writing) <input checked="" type="checkbox"/> Sand and Water Play/Sensory Area <input checked="" type="checkbox"/> Creative Arts <input type="checkbox"/> Music/Movement </div> </div>				
Comments <ul style="list-style-type: none"> Clearly defined centers are not present throughout the classroom. The Institute team observed the dramatic play and sand/water play areas taking place in the same location limiting the number of students that could participate in these activities. Some centers listed in the center management chart include activities like puzzles and table toys; however, the Institute did not observe the materials reflecting meaningful learning activities for students. Pre-K program staff recognize a need to ensure that the center activities are interdisciplinary and provide students with learning opportunities that reinforce the pre-K curriculum. 				
Teacher/Student Interactions				
Teachers use multiple strategies to facilitate engagement, participation, and learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none">
Teachers ask open-ended questions to promote higher-order thinking and provide students with opportunities to generate ideas, while allowing students enough time to respond.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> The visit team reviewed evidence of this in lesson plans and other school documents, but not successfully implemented in the classroom.
Teachers encourage students' persistence and scaffold when students are having difficulty.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none">
Teachers frequently promote language use by modeling advanced language, repeating and extending students responses.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> The visit team reviewed evidence of this in lesson plans and other school documents, but not successfully implemented in the classroom.

D: Family Engagement and Support

Indicators of Compliance		Sources of Evidence	Program Performance (0-4)
D-1	Families are provided information regarding programmatic quality standards, including the process by which the program meets the standards.	<input type="checkbox"/> Records of Correspondence <input checked="" type="checkbox"/> Other: <i>NYCDOE website</i>	4
D-2	The program has implemented strategies to ensure the active engagement of parents and/or guardians in the education of their children, and do so in a language they understand.	<input type="checkbox"/> Promotional Information <input checked="" type="checkbox"/> Translated Materials <input type="checkbox"/> PD Agendas <input type="checkbox"/> Family Outreach Materials <input type="checkbox"/> Other:	4
D-3	Families complete a program evaluation or survey annually and results are used for program improvement.	<input type="checkbox"/> Annual Evaluation Tool <input checked="" type="checkbox"/> Other: <i>NYCDOE survey</i>	4
D-4	The program provides, directly or through referral, support services to children and their families necessary to support the child's participation in the prekindergarten academic program. <i>Support services are provided to the maximum extent practicable in the language or mode of communication which the parents and/or guardians and the child best understand.</i>	<input type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Referral Information <input checked="" type="checkbox"/> Other: <i>School leader interview</i>	4

D: Family Engagement and Support Comments

Family Engagement and Support Evidence of Quality	I =Implemented, I/P =In Process, N/I =Not Implemented			
	I	I/P	N/I	Comments
Families are welcomed and encouraged to collaborate with program staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Procedures are in place to actively involve each child's family in the overall program.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Written materials and notices sent home are available in the primary language of the families.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Translators are provided for family members who speak languages other than English.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Families are supported in understanding strategies to promote and extend learning at home.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Families are provided opportunities to participate in decision-making and policy-setting of the program.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Families are made aware of the program's goals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Student progress is communicated to families consistently and frequently, in culturally and linguistically responsive ways.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•

E: Staffing Patterns, Teacher Education and Experience

Indicators of Compliance		Sources of Evidence	Program Performance (0-4)
E-1	<p>The program ensures that the maximum class size is twenty students.</p> <ul style="list-style-type: none"> For classes up to eighteen students, there must be at least one teacher and at least one paraprofessional assigned to each class. For classes of nineteen or twenty students, there must be at least one teacher and at least two paraprofessionals assigned to each class. <p>Note: maximum class size for FDC programs is six students and maximum class size for GFDC programs is 12 students.</p>	<input checked="" type="checkbox"/> Class Lists <input type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
E-2	<p>The program has written procedures in place for ensuring that all prekindergarten teaching staff members are appropriately certified, or in the case of eligible agencies, have a bachelor's degree in early childhood education or a related field and will obtain certification within the applicable timeline, including but not limited to having a written plan in place.</p>	<input checked="" type="checkbox"/> Teacher Certification Records <input type="checkbox"/> Teacher Study Plans <input type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Other: <i>School leader interview</i>	4
E-3	<p>The program uses valid and reliable measures of teacher-student interactions to increase the understanding of the impact of the various interactions that occur within classrooms and to identify and support the use of classroom practices and processes that have the most positive effects on children's learning.</p> <p><i>*Required for PPK, SUFDPK, EPK, 3PK grants</i></p>	<input type="checkbox"/> Observation Records <input checked="" type="checkbox"/> Reviewer Observation <input checked="" type="checkbox"/> Other: <i>School leader interview</i>	4
E-4	<p>The program provides quality professional development to all staff and teachers based upon the instructional needs of students and integrated with Kindergarten - Third Grade curriculum.</p>	<input checked="" type="checkbox"/> PD Meeting Agendas <input type="checkbox"/> Sign-In Sheets <input type="checkbox"/> Meeting Evaluations <input checked="" type="checkbox"/> Reviewer Observation <input checked="" type="checkbox"/> Other: <i>School leader interview</i>	4

E: Staffing Patterns, Teacher Education and Experience Comments

Staffing Patterns, Teacher Education and Experience Evidence of Quality	I =Implemented, I/P =In Process, N/I =Not Implemented			
	I	I/P	N/I	Comments
Classes are staffed to meet the appropriate ratios: <ul style="list-style-type: none"> At least 1 teacher and 1 paraprofessional for 18 children. At least 1 teacher and 2 paraprofessionals for 19 or 20 children. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
The Program has on file copies of the required credentials for each staff member.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
The program has written procedures to ensure that all staff members are appropriately certified, including the tracking of the three year/five year plan for certification as used by teachers in a community agency.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Strategic hiring practices are evident with <i>intentional</i> teacher and paraprofessional <i>pairings</i> to meet the needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
The district or agency requires programs to adopt a policy for the recruitment and retention of a workforce that demonstrates commitment to diversity and having staff reflect its community.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Teaching staff have individual professional development plans that align with core competency areas as defined in The Core Body of Knowledge.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
There is a system in place for tracking the professional development provided by the program and based on the needs of the children attending.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Professional development is integrated with the needs of Kindergarten through Third Grade.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
All employees have formal, written performance assessments at least annually.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
The Principal/Director serves as a source of support for staff by facilitating ongoing opportunities for learning and development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
The Principal/Director observes each classroom to provide constructive feedback and follow-up in order to improve teacher competency, and to ensure best practices.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•

The Program makes use of data from CLASS or another valid and reliable measure of teacher/child interactions for program improvement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Teachers and paraprofessionals meet regularly with an identified purpose such as curriculum planning, analyzing student data, sharing best practices, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•

F: Physical Well-being and Health

Indicators of Compliance		Sources of Evidence	Program Performance (0-4)
F-1	The program has a variety of daily opportunities for students to engage in physical activities that are developmentally appropriate, structured and unstructured, and moderate to vigorous (both inside and outside) throughout the day.	<input checked="" type="checkbox"/> Daily Schedule <input type="checkbox"/> Other:	4
F-2	The program provides appropriate meals and snacks to ensure that the nutritional needs of the children are met.	<input type="checkbox"/> Participant Guidelines <input type="checkbox"/> Menu of meals and snacks <input checked="" type="checkbox"/> Other: <i>Reviewer Observation</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
F-3	Meals and snacks are provided: <ul style="list-style-type: none"> in an environment conducive to interaction between staff and children and at a time appropriate to meet the children's needs, providing sufficient time for eating and interaction. 	<input checked="" type="checkbox"/> Daily Schedule to Include Meals and Snack <input type="checkbox"/> Other:	4

F: Physical Well-being and Health Comments

Physical Well-being and Health Evidence of Quality	I =Implemented, I/P =In Process, N/I =Not Implemented			
	I	I/P	N/I	Comments
Daily schedule allows for a balance of active and quiet play.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Classrooms contain materials that promote movement (e.g., dancing scarves and ribbons, technology used for movement activities).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
A weekly calendar of nutritious snacks and/or meals is provided and posted in the classroom.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Staff and children engage in extended, spontaneous conversations during snack/meal time.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•

G: Partnerships with Non-Profit, Community and Educational Institutions (including transitions in and out of program)

Indicators of Compliance		Sources of Evidence	Program Performance (0-4)
G-1	The grantee has partnerships to support the non-academic needs of young children and their families, which may include: health and human service providers; cultural, educational, business and other community resources.	<input type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Other: <i>School leader interview</i>	4
G-2	The grantee has articulated transition strategies to ensure alignment between prekindergarten and kindergarten and successful transition to and collaboration with kindergarten programs.	<input checked="" type="checkbox"/> Meeting Agendas <input type="checkbox"/> Parent Sign-In Sheets <input type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Other: <i>School leader interview</i>	4

G: Partnerships with Non-Profit, Community, and Educational Institutions Comments

Partnerships Evidence of Quality	I =Implemented, I/P =In Process, N/I =Not Implemented			
	I	I/P	N/I	Comments
The grantee works with a variety of stakeholders to ensure the needs of children and families are supported within the community.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
The grantee supports children and families transitioning out of the prekindergarten program to other educational settings (kindergarten; another prekindergarten or preschool; support for parents into job training; support groups, etc.).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Effective transition strategies are in place to assist children and their families transitioning into the Pre-K program.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Orientation meetings are held to support transition in and out of the prekindergarten program.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Opportunities exist for all providers of prekindergarten and preschool within the community to meet together to discuss getting ready for kindergarten.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•

H: Program Oversight and Fiscal Management

Indicators of Compliance		Sources of Evidence	Program Performance
H-1	There is a plan to assess the effectiveness of the prekindergarten program and to correct any identified program deficiencies.	<input type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Teacher Evaluations <input checked="" type="checkbox"/> Program Evaluations <input type="checkbox"/> Action Plans <input checked="" type="checkbox"/> Other: <i>Student academic data</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
H-2	When offering a full-day prekindergarten program, administrators must ensure that instruction occurs for a minimum of five hours per day, 180 days per year.	<input type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Eligibility Documentation <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
H-3	There is a plan to ensure that the measures of student outcomes will not be used to prohibit or discourage a child's enrollment in kindergarten.	<input type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Eligibility Documentation <input type="checkbox"/> Other: <i>School leader interview</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
H-4	The program has a plan to monitor compliance with program requirements across all prekindergarten settings.	<input type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Teacher Evaluations <input checked="" type="checkbox"/> Program Evaluations <input checked="" type="checkbox"/> Other: <i>School leader interview</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
H-5	The program has a plan to monitor compliance with fiscal requirements across all prekindergarten settings.	<input checked="" type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Spending Reports/Invoices <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
H-6	The program's spending reports are supported by detailed invoices and other financial and programmatic records.	<input type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Invoices <input type="checkbox"/> Fiscal/Program Records <input checked="" type="checkbox"/> Other: <i>School leader interview</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
H-7	The program has in place a system to review fiscal records regularly, safeguard against supplanting funds, and establish check and balance controls to mitigate fraud risks.	<input type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Other: <i>Document Review</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
H-8	The program has a system in place to verify student eligibility.	<input type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Eligibility Documentation <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

H: Program Oversight and Fiscal Management Comments

Program Oversight and Fiscal Management Evidence of Quality	I =Implemented, I/P =In Process, N/I =Not Implemented			
	I	I/P	N/I	Comments
The program goals are reviewed by directors, teachers, staff and families at least twice a year.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
The program has written job descriptions for all positions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Each employee is given an employee handbook when hired.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
The program's spending reports are supported by detailed invoices and other financial and programmatic records.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
The program has documentation to support oversight of all State-funded prekindergarten providers (e.g., completed Quality Assurance Protocols, ECERS, CLASS)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•

I: Screening and Assessment

Indicators of Compliance		Sources of Evidence	Program Performance (0-4)
I-1	The program has in place a child screening and assessment process that complies with applicable regulations, including procedures for collecting and protecting screening and assessment results and provisions for sharing results with families.	<input type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Assessment tools <input type="checkbox"/> Other:	4
I-2	The program has a process for assessing the developmental baseline and progress of all children participating in the program. At minimum, such process provides for assessment in the development of language, cognitive, and social skills.	<input type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Assessment data <input type="checkbox"/> Other:	4

I: Screening and Assessment Comments

Screening and Assessment Evidence of Quality	I =Implemented, I/P =In Process, N/I =Not Implemented			
	I	I/P	N/I	Comments
The program uses a developmental screening tool that is valid and reliable.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
The program documents the developmental progress of each child using an assessment tool(s) that is valid and reliable.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
The program can document that screening and assessment results are used to inform instruction that addresses the needs of individual children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
The program can document that aggregated screening and assessment results are used to inform program practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Staff receives professional development in effective use of screening and assessment data.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•