

# New York State Prekindergarten Program Quality Assurance Protocol

**Grantee Name:**

**Project Number(s):** - -

**Site Name:** Boys Preparatory Charter School of New York

**Street Address:** 192 E 151st Street

**City, NY, Zip:** Bronx, NY 10451

**Site Type\*:** CS

**Program Administrator:** Lily Brown

**Title:** Academic Director for Early Childhood

**Email:** lbrown@publicprep.org

**Phone:**

- ☒ **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):** Andrew Kile

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

**Site Visit Date:** 2/13/23

**\* 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:**

- All Public Prep Academies' pre-Kindergarten programs partner with Sesame Workshop for its curricular program. Through this partnership, the Public Prep Academies' pre-K leaders and teachers receive professional development and the opportunity to provide feedback to the developers. The program finds the social emotional aspects of the curricular program highly engaging and effective in supporting students.
- Teachers record themselves teaching read alouds and share across the team to provide one another feedback, which helps to improve teachers' pedagogical skills.
- Public Prep is partnering with AppleTree to provide supplemental coaching support for teachers. The external partner has joined for informal CLASS visits throughout the school year.
- Boys Prep decreased one pre-K classroom for the 2022-23 school year.

**Required Corrective Actions for Program Compliance:**

- The program requires no corrective action at this time.

**Recommendations for Program Quality Improvement:**

- The program is looking at ways to supplement its Sesame Workshop curriculum with support from the AppleTree Institute. Program leaders see a need to include more opportunities for discreet learning in mathematics.

## 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"> <li>• There is adequate lighting and ventilation.</li> <li>• The temperature of the room is within the normal comfort range and is consistent with the rest of the building.</li> <li>• The room is clean.</li> <li>• The room is free of objects and fixtures that could be dangerous to a student.</li> </ul>	<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"> <li>• as an “imminent danger” by the Office of Children and Family Services OR</li> <li>• as a “public health hazard” by the New York City Department of Health and Mental Hygiene are immediately corrected.</li> </ul>	<input type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Other: <i>Program 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"> <li>• Fire and safety inspection</li> <li>• Day care license</li> <li>• Record of fire drills</li> <li>• Fire drill schedule</li> <li>• Certificate of Occupancy</li> <li>• Emergency evacuation plan</li> <li>• Health/medical emergency procedures</li> </ul>	<p><input checked="" type="checkbox"/> Date of Last Inspection: 1/13/2023</p> <p><input checked="" type="checkbox"/> Name of Inspection Agency: New York City Department of Mental Health &amp; Hygiene</p>	<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
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**A: Facility Quality Comments:**

- During the program's last inspection, the NYC DOMH cited issues with training staff members and having hard copies of certain records available. At the time of the visit, the program completed its training requirements and began storing hard copies of fingerprint records on site.

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"> <li>• 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;</li> <li>• is developmentally appropriate;</li> <li>• and is evidence-based.</li> </ul>	<p><input checked="" type="checkbox"/> Written Curricula/Curricular Framework</p> <p><input checked="" type="checkbox"/> Reviewer Observation</p> <p><input type="checkbox"/> Other:</p>	4

B-2	There is evidence that teachers and staff participate in high-quality professional development regarding curriculum.	<input checked="" type="checkbox"/> Written Policy/Procedure <input checked="" type="checkbox"/> Agendas / Presentation Materials / Sign-in Sheets <input type="checkbox"/> Other:	4
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 checked="" type="checkbox"/> Reviewer Observation <input checked="" type="checkbox"/> Other: <i>Program 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 checked="" type="checkbox"/> Reviewer Observation <input checked="" type="checkbox"/> Other: <i>Program leader interview</i>	3

#### **B: Curriculum Comments**

- Boys Prep pre-K program utilizes Sesame Workshop's curricular program. All Public Prep pre-K programs utilize this program with a close partnership with Sesame Workshop, which affords teachers the opportunity to provide feedback on the program as well as receive high quality professional development from the creators.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
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 type="checkbox"/> Other:	4
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:	3

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 checked="" type="checkbox"/> Lesson Plans <input type="checkbox"/> Other:	3
C-4	The teachers' use of selected classroom materials for activities promotes student learning and development opportunities.	<input checked="" type="checkbox"/> Written Curricula <input type="checkbox"/> Reviewer Observation <input checked="" type="checkbox"/> Lesson Plans <input type="checkbox"/> Other:	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 type="checkbox"/> Reviewer Observation <input checked="" type="checkbox"/> Lesson Plans <input type="checkbox"/> Other:	3

### C: Learning Environment, Materials and Supplies Comments

- Boys Prep pre-K continues to opt in to NYCDOE services and supports. Therefore, the NYCDOE conducts an environmental review utilizing the ECERS-R, and transitioning to ECERS-3 for future reviews, every three years. In addition to this, the program prioritizes its evaluation system domain of learning environment when conducting teacher observations and evaluations. In addition, through its partnership with AppleTree, the program has an informal environmental checklist to utilize on a more frequent basis.

Learning Environment, Materials, and Supplies Evidence of Quality	I =Implemented, I/P =In Process, N/I =Not Implemented			
	I	I/P	N/I	Comments
<b>Classroom Environment</b>				
Program resources (materials, space, technology, instructional supports) are aligned to, and support the program's goals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
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"/>	•
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"/>	•
There is space for whole group meetings and opportunities for peer interactions and conversations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
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"/>	•
There is a private space for each child's possessions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•



Displays are authentic, child-made, process driven, and reflect students' individuality.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Student work demonstrates students' understandings or questions about their world and their surroundings.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
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"/>	•

### ***Interest Areas/Learning Centers***

A center management system is prominently displayed and used daily.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	•
Learning centers are well-equipped with an appropriate amount of materials, are easily accessible, and allow for engagement of all students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Learning center materials reflect an inclusive and culturally diverse classroom environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Students have access to an assortment of theme/unit or study-related materials for independent inquiry and exploration.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Appropriate reading and/or writing materials are accessible in all learning centers to promote literacy development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Interest area items are labeled with print and pictures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Teachers use activities that promote concrete experiential learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•

#### ***Clearly-defined learning centers:***

- ☒ Manipulatives and Mathematics
- ☒ Dramatic Play
- ☒ Blocks and Building
- ☒ Science/Discovery

- ☒ Literacy (Library, Language Arts/Media/Writing)
- ☒ Sand and Water Play/Sensory Area
- ☒ Creative Arts
- ☐ Music/Movement

#### **Comments**

Boys Prep pre-K had many different types of centers available for students, and many related to the curricular theme. The program does not have a distinct music/movement center in rotation, but teachers offer multiple opportunities throughout the day to integrate music and movement activities.

### ***Teacher/Student Interactions***

Teachers use multiple strategies to facilitate engagement, participation, and learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•

Teachers encourage students' persistence and scaffold when students are having difficulty.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Teachers frequently promote language use by modeling advanced language, repeating and extending students responses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•

## 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 checked="" type="checkbox"/> Records of Correspondence <input type="checkbox"/> Other:	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 checked="" type="checkbox"/> Promotional Information <input checked="" type="checkbox"/> Translated Materials <input type="checkbox"/> PD Agendas <input checked="" 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 checked="" type="checkbox"/> Annual Evaluation Tool <input type="checkbox"/> Other:	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 checked="" type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Referral Information <input checked="" type="checkbox"/> Other: <i>Program leader interview</i>	4

### D: Family Engagement and Support Comments

- Boys Prep pre-K works closely with families to keep them informed about program elements and strategies to support learning at home. The program provides families with many resources in the community to support with basic needs.

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"> <li>For classes up to eighteen students, there must be at least one teacher and at least one paraprofessional assigned to each class.</li> <li>For classes of nineteen or twenty students, there must be at least one teacher and at least two paraprofessionals assigned to each class.</li> </ul> <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 checked="" 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 checked="" type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Other:	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 checked="" type="checkbox"/> Observation Records <input type="checkbox"/> Reviewer Observation <input type="checkbox"/> Other:	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 type="checkbox"/> Reviewer Observation <input type="checkbox"/> Other:	4

### E: Staffing Patterns, Teacher Education and Experience Comments

- Through its partnership with the NYCDOE and AppleTree, Boys Prep pre-K receives multiple CLASS observations to gauge teacher-student interactions. The program analyzes these results to set goals and professional development topics.

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"> <li>At least 1 teacher and 1 paraprofessional for 18 children.</li> <li>At least 1 teacher and 2 paraprofessionals for 19 or 20 children.</li> </ul>	<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"/>	•
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## 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 checked="" type="checkbox"/> Menu of meals and snacks <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
F-3	Meals and snacks are provided: <ul style="list-style-type: none"> <li>• in an environment conducive to interaction between staff and children and</li> <li>• at a time appropriate to meet the children's needs, providing sufficient time for eating and interaction.</li> </ul>	<input checked="" type="checkbox"/> Daily Schedule to Include Meals and Snack <input type="checkbox"/> Other:	4

### F: Physical Well-being and Health Comments

- Boys Prep provides pre-K students with multiple opportunities for movement throughout the day as well as dedicated time for recess and physical education.
- The program partners with an outside food vendor to provide nutritious food options.

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>External partnership program descriptions</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 type="checkbox"/> Meeting Agendas <input type="checkbox"/> Parent Sign-In Sheets <input type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Other: <i>Flyer given to parents</i>	4

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

- Boys Prep works closely with Public Prep, its CMO, to develop partnerships that foster strong community relationships between the program, families, and the community. Some of these include providing resources for medical visits, and other basic needs supports.

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 checked="" type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Teacher Evaluations <input checked="" type="checkbox"/> Program Evaluations <input checked="" type="checkbox"/> Action Plans <input type="checkbox"/> Other:	<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 checked="" type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Eligibility Documentation <input type="checkbox"/> Other:	<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 checked="" type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Teacher Evaluations <input checked="" type="checkbox"/> Program Evaluations <input type="checkbox"/> Other:	<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 checked="" type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Invoices <input type="checkbox"/> Fiscal/Program Records <input type="checkbox"/> Other:	<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 checked="" type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Other:	<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

- Boys Prep pre-K utilizes the financial services through Public Prep to manage the day to day finances and purchasing. Public Prep ensures that all necessary reporting is complete for the NYCDOE.



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 <b>process</b> 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 <b>process</b> 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 checked="" type="checkbox"/> Other: <i>Program leader interview</i>	4

### I: Screening and Assessment Comments

- Boys Prep pre-K utilizes clear screening and assessment systems to ensure students receive appropriate supports and are making progress throughout the year.

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"/>	•

# New York State Prekindergarten Program Quality Assurance Protocol

<b>Grantee Name:</b> <hr/> <b>Site Name:</b> Girls Preparatory Charter School of the Bronx <hr/> <b>Street Address:</b> 681 Kelly Street <hr/> <b>City, NY, Zip:</b> Bronx, NY 10455 <hr/> <b>Site Type*:</b> CS <hr/> <b>Program Administrator:</b> Lily Brown <hr/> <b>Title:</b> Academic Director for Early Childhood <hr/> <b>Email:</b> lbrown@publicprep.org <hr/> <b>Phone:</b> <hr/> <input type="checkbox"/> <i>This program participates in QUALITYstarsNY.</i>	<b>Project Number(s):</b> -       - <hr/> <div style="border: 1px solid black; padding: 5px;"> <input checked="" type="checkbox"/> <b>Universal Prekindergarten (UPK)</b>  <input type="checkbox"/> <b>Priority Prekindergarten (PPK)</b>  <input type="checkbox"/> <b>Statewide Universal Full-Day Prekindergarten (SUFDPK)</b>  <input type="checkbox"/> <b>Expanded Prekindergarten (EPK)</b>  <input type="checkbox"/> <b>Federal Preschool Expansion (PDG)</b>  <input type="checkbox"/> <b>Prekindergarten for Three-Year-Old Students (3PK)</b> </div> <hr/> <b>Reviewer(s):</b> Andrew Kile <hr/> <b>Site Visit Date:</b> 2/13/23 <hr/>
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**\* Site Type\* (Key):**

- |                                                                                                                                                                                                                                             |                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Approved Special Ed. Provider: 4410</li> <li>• Charter School: CS</li> <li>• Daycare Child Center: DCC</li> <li>• Family Day Care Home: FDC</li> <li>• Group Family Day Care Home: GFDC</li> </ul> | <ul style="list-style-type: none"> <li>• Head Start: HS</li> <li>• Library: L</li> <li>• Museum: M</li> <li>• Nonpublic School: NPS</li> <li>• Public School: PS</li> </ul> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

<b>Promising Practices:</b> <ul style="list-style-type: none"> <li>All Public Prep Academies' pre-Kindergarten programs partner with Sesame Workshop for its curricular program. Through this partnership, the Public Prep Academies' pre-K leaders and teachers receive professional development and the opportunity to provide feedback to the developers. The program finds the social emotional aspects of the curricular program highly engaging and effective in supporting students.</li> <li>Teachers record themselves teaching read alouds and share across the team to provide one another feedback, which helps to improve teachers' pedagogical skills.</li> <li>Public Prep is partnering with AppleTree to provide supplemental coaching support for teachers. The external partner has joined for informal CLASS visits throughout the school year.</li> <li>Girls Prep Bronx increased one pre-K classroom for the 2022-23 school year.</li> </ul>
<b>Required Corrective Actions for Program Compliance:</b> <ul style="list-style-type: none"> <li>The program requires no corrective action at this time.</li> </ul>
<b>Recommendations for Program Quality Improvement:</b>

- The program is looking at ways to supplement its Sesame Workshop curriculum with support from the AppleTree Institute. Program leaders see a need to include more opportunities for discreet learning in mathematics.

## 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"> <li>• There is adequate lighting and ventilation.</li> <li>• The temperature of the room is within the normal comfort range and is consistent with the rest of the building.</li> <li>• The room is clean.</li> <li>• The room is free of objects and fixtures that could be dangerous to a student.</li> </ul>	<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"> <li>• as an “imminent danger” by the Office of Children and Family Services OR</li> <li>• as a “public health hazard” by the New York City Department of Health and Mental Hygiene are immediately corrected.</li> </ul>	<input checked="" type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Other:	<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"> <li>• Fire and safety inspection</li> <li>• Day care license</li> <li>• Record of fire drills</li> <li>• Fire drill schedule</li> <li>• Certificate of Occupancy</li> <li>• Emergency evacuation plan</li> <li>• Health/medical emergency procedures</li> </ul>	<p><input checked="" type="checkbox"/> Date of Last Inspection: 1/31/2023</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:**

- The program had a few citations from its 1/31/23 DOHMH visit that focused on a few facilities issues, human resources documentation, and training of staff members. At the time of the visit, the program established a plan to work through each of the areas to ensure compliance with the DOHMH. Specifically for the human resources pieces, the program is looking at how to onboard and store personnel documentation differently from the charter program as the regulations are different for pre-K programs.

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	The program uses a written curriculum or curriculum framework that: <ul style="list-style-type: none"> <li>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;</li> <li>is developmentally appropriate;</li> <li>and is evidence-based.</li> </ul>	<input checked="" type="checkbox"/> Written Curricula/Curricular Framework <input checked="" type="checkbox"/> Reviewer Observation <input type="checkbox"/> Other:	4
B-2	There is evidence that teachers and staff participate in high-quality professional development regarding curriculum.	<input checked="" type="checkbox"/> Written Policy/Procedure <input checked="" type="checkbox"/> Agendas / Presentation Materials / Sign-in Sheets <input type="checkbox"/> Other:	4
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 checked="" type="checkbox"/> Written Policy/Procedure <input checked="" type="checkbox"/> Reviewer Observation <input type="checkbox"/> Other:	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 checked="" type="checkbox"/> Written Policy/Procedure <input checked="" type="checkbox"/> Reviewer Observation <input type="checkbox"/> Other:	3

### B: Curriculum Comments

- Girls Prep Bronx's pre-K program utilizes Sesame Workshop's curricular program. All Public Prep pre-K programs utilize this program with a close partnership with Sesame Workshop, which affords teachers the opportunity to provide feedback on the program as well as receive high quality professional development from the creators.

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;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li></li> </ul>



communication, language and literacy; cognition and knowledge of the world.				
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
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 type="checkbox"/> Other:	4
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:	3
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 checked="" type="checkbox"/> Lesson Plans <input type="checkbox"/> Other:	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 type="checkbox"/> Other:	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 checked="" type="checkbox"/> Lesson Plans <input type="checkbox"/> Other:	3

### C: Learning Environment, Materials and Supplies Comments

- Girls Prep Bronx pre-K continues to opt in to NYCDOE services and supports. Therefore, the NYCDOE conducts an environmental review utilizing the ECERS-R, and transitioning to ECERS-3 for future reviews, every three years. In addition to this, the program prioritizes its evaluation system domain of learning environment when conducting teacher observations and evaluations. In addition, through its partnership with AppleTree, the program has an informal environmental checklist to utilize on a more frequent basis.

Learning Environment, Materials, and Supplies Evidence of Quality	I =Implemented, I/P =In Process, N/I =Not Implemented			
	I	I/P	N/I	Comments
<b>Classroom Environment</b>				
Program resources (materials, space, technology, instructional supports) are aligned to, and support the program's goals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
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"/>	•
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"/>	•
There is space for whole group meetings and opportunities for peer interactions and conversations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
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"/>	•
There is a private space for each child's possessions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Displays are authentic, child-made, process driven, and reflect students' individuality.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Student work demonstrates students' understandings or questions about their world and their surroundings.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
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"/>	•
<b>Interest Areas/Learning Centers</b>				
A center management system is prominently displayed and used daily.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•

Learning centers are well-equipped with an appropriate amount of materials, are easily accessible, and allow for engagement of all students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Learning center materials reflect an inclusive and culturally diverse classroom environment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Students have access to an assortment of theme/unit or study-related materials for independent inquiry and exploration.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Appropriate reading and/or writing materials are accessible in all learning centers to promote literacy development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Interest area items are labeled with print and pictures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Teachers use activities that promote concrete experiential learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
<b>Clearly-defined learning centers:</b> <div style="display: flex; justify-content: space-between;"> <div> <input checked="" type="checkbox"/> Manipulatives and Mathematics  <input checked="" type="checkbox"/> Dramatic Play  <input checked="" type="checkbox"/> Blocks and Building  <input checked="" type="checkbox"/> Science/Discovery </div> <div> <input checked="" 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>				
<b>Comments</b> <ul style="list-style-type: none"> <li>Girls Prep Bronx pre-K had many different types of centers available for students, and many related to the curricular theme. The program does not have a distinct music/movement center in rotation, but teachers offer multiple opportunities throughout the day to integrate music and movement activities.</li> </ul>				
<b>Teacher/Student Interactions</b>				
Teachers use multiple strategies to facilitate engagement, participation, and learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Teachers encourage students' persistence and scaffold when students are having difficulty.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Teachers frequently promote language use by modeling advanced language, repeating and extending students responses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•

## 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 Quality Snapshot available online</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 checked="" 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 checked="" type="checkbox"/> Annual Evaluation Tool <input type="checkbox"/> Other:	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 checked="" type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Referral Information <input type="checkbox"/> Other:	4

### D: Family Engagement and Support Comments

- Girls Prep Bronx pre-K works closely with families to keep them informed about program elements and strategies to support learning at home. The program provides families with many resources in the community to support with basic needs.

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"> <li>For classes up to eighteen students, there must be at least one teacher and at least one paraprofessional assigned to each class.</li> <li>For classes of nineteen or twenty students, there must be at least one teacher and at least two paraprofessionals assigned to each class.</li> </ul> <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 checked="" 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 checked="" type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Other:	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 checked="" type="checkbox"/> Observation Records <input type="checkbox"/> Reviewer Observation <input type="checkbox"/> Other:	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 checked="" type="checkbox"/> Meeting Evaluations <input type="checkbox"/> Reviewer Observation <input type="checkbox"/> Other:	4

### E: Staffing Patterns, Teacher Education and Experience Comments

- Through its partnership with the NYCDOE and AppleTree, Girls Prep Bronx pre-K receives multiple CLASS observations to gauge teacher-student interactions. The program analyzes these results to set goals and professional development topics.

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"> <li>At least 1 teacher and 1 paraprofessional for 18 children.</li> <li>At least 1 teacher and 2 paraprofessionals for 19 or 20 children.</li> </ul>	<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 checked="" type="checkbox"/> Menu of meals and snacks <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
F-3	Meals and snacks are provided: <ul style="list-style-type: none"> <li>in an environment conducive to interaction between staff and children and</li> <li>at a time appropriate to meet the children's needs, providing sufficient time for eating and interaction.</li> </ul>	<input checked="" type="checkbox"/> Daily Schedule to Include Meals and Snack <input type="checkbox"/> Other:	3

### F: Physical Well-being and Health Comments

- Girls Prep Bronx provides pre-K students with multiple opportunities for movement throughout the day as well as dedicated time for recess and physical education.
- The program partners with NYCDOE to provide food options.

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 checked="" type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Other: <i>External partnership program descriptions</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 checked="" type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Other: <i>Flyer given to parents</i>	4

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

- Girls Prep Bronx works closely with Public Prep, its CMO, to develop partnerships that foster strong community relationships between the program, families, and the community. Some of these include providing resources for medical visits, and other basic needs supports.

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 checked="" type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Teacher Evaluations <input checked="" type="checkbox"/> Program Evaluations <input checked="" type="checkbox"/> Action Plans <input type="checkbox"/> Other:	<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 checked="" type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Eligibility Documentation <input type="checkbox"/> Other:	<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 checked="" type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Teacher Evaluations <input checked="" type="checkbox"/> Program Evaluations <input type="checkbox"/> Other:	<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 checked="" type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Invoices <input type="checkbox"/> Fiscal/Program Records <input type="checkbox"/> Other:	<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 checked="" type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
H-8	The program has a system in place to verify student eligibility.	<input checked="" 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

- Girls Prep Bronx pre-K utilizes the financial services through Public Prep to manage the day to day finances and purchasing. Public Prep ensures that all necessary reporting is complete for the NYCDOE.

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 <b>process</b> 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 <b>process</b> 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 checked="" type="checkbox"/> Other: <i>Program leader interview</i>	4

### I: Screening and Assessment Comments

- Girls Prep Bronx pre-K utilizes clear screening and assessment systems to ensure students receive appropriate supports and are making progress throughout the year.

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"/>	•

# New York State Prekindergarten Program Quality Assurance Protocol

**Grantee Name:**

**Project Number(s):** - -

**Site Name:** Girls Preparatory Charter School of New York

**Street Address:** 422 East Houston

**City, NY, Zip:** NY, NY 10002

**Site Type\*:** CS

**Program Administrator:** Lily Brown

**Title:** Academic Director for Early Childhood

**Email:** lbrown@publicprep.org

**Phone:**

- ☒ **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):** Andrew Kile

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

**Site Visit Date:** 2/14/23

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

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

**Promising Practices:**

- All Public Prep Academies' pre-Kindergarten programs partner with Sesame Workshop for its curricular program. Through this partnership, the Public Prep Academies' pre-K leaders and teachers receive professional development and the opportunity to provide feedback to the developers. The program finds the social emotional aspects of the curricular program highly engaging and effective in supporting students.
- Teachers record themselves teaching read alouds and share across the team to provide one another feedback, which helps to improve teachers' pedagogical skills.
- Public Prep is partnering with AppleTree to provide supplemental coaching support for teachers. The external partner has joined for informal CLASS visits throughout the school year.
- Given the enrollment trends in the neighborhood, Girls Prep New York will no longer enroll pre-K aged students beginning in the 2023-24 school year.

**Required Corrective Actions for Program Compliance:**

- The program requires no corrective action at this time.

**Recommendations for Program Quality Improvement:**

- The program is looking at ways to supplement its Sesame Workshop curriculum with support from the AppleTree Institute. Program leaders see a need to include more opportunities for discreet learning in mathematics.



## 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"> <li>• There is adequate lighting and ventilation.</li> <li>• The temperature of the room is within the normal comfort range and is consistent with the rest of the building.</li> <li>• The room is clean.</li> <li>• The room is free of objects and fixtures that could be dangerous to a student.</li> </ul>	<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"> <li>• as an “imminent danger” by the Office of Children and Family Services OR</li> <li>• as a “public health hazard” by the New York City Department of Health and Mental Hygiene are immediately corrected.</li> </ul>	<input checked="" type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Other:	<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"> <li>• Fire and safety inspection</li> <li>• Day care license</li> <li>• Record of fire drills</li> <li>• Fire drill schedule</li> <li>• Certificate of Occupancy</li> <li>• Emergency evacuation plan</li> <li>• Health/medical emergency procedures</li> </ul>	<p><input checked="" type="checkbox"/> Date of Last Inspection: 12/7/2022</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:**

- The program had two minor violations regarding personnel and child health records. The program corrected these violations.

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"> <li>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;</li> <li>is developmentally appropriate;</li> <li>and is evidence-based.</li> </ul>	<input checked="" type="checkbox"/> Written Curricula/Curricular Framework <input checked="" type="checkbox"/> Reviewer Observation <input type="checkbox"/> Other:	4
B-2	<p>There is evidence that teachers and staff participate in high-quality professional development regarding curriculum.</p>	<input checked="" type="checkbox"/> Written Policy/Procedure <input checked="" type="checkbox"/> Agendas / Presentation Materials / Sign-in Sheets <input type="checkbox"/> Other:	4
B-3	<p>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</p>	<input checked="" type="checkbox"/> Written Policy/Procedure <input checked="" type="checkbox"/> Reviewer Observation <input type="checkbox"/> Other:	3
B-4	<p>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.</p>	<input checked="" type="checkbox"/> Written Policy/Procedure <input checked="" type="checkbox"/> Reviewer Observation <input type="checkbox"/> Other:	3

### B: Curriculum Comments

- Girls Prep LES pre-K program utilizes Sesame Workshop's curricular program. All Public Prep pre-K programs utilize this program with a close partnership with Sesame Workshop, which affords teachers the opportunity to provide feedback on the program as well as receive high quality professional development from the creators.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
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 type="checkbox"/> Other:	4
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:	3
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 checked="" type="checkbox"/> Lesson Plans <input type="checkbox"/> Other:	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 type="checkbox"/> Other:	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 checked="" type="checkbox"/> Lesson Plans <input type="checkbox"/> Other:	3

### C: Learning Environment, Materials and Supplies Comments

- Girls Prep LES pre-K continues to opt in to NYCDOE services and supports. Therefore, the NYCDOE conducts an environmental review utilizing the ECERS-R, and transitioning to ECERS-3 for future reviews, every three years. In addition to this, the program prioritizes its evaluation system domain of learning environment when conducting teacher observations and evaluations. In addition, through its partnership with AppleTree, the program has an informal environmental checklist to utilize on a more frequent basis.

Learning Environment, Materials, and Supplies Evidence of Quality	I =Implemented, I/P =In Process, N/I =Not Implemented			
	I	I/P	N/I	Comments
<b>Classroom Environment</b>				
Program resources (materials, space, technology, instructional supports) are aligned to, and support the program's goals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
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"/>	•
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"/>	•
There is space for whole group meetings and opportunities for peer interactions and conversations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
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"/>	•
There is a private space for each child's possessions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Displays are authentic, child-made, process driven, and reflect students' individuality.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Student work demonstrates students' understandings or questions about their world and their surroundings.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
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"/>	•
<b>Interest Areas/Learning Centers</b>				
A center management system is prominently displayed and used daily.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Learning centers are well-equipped with an appropriate amount of materials, are easily	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•

accessible, and allow for engagement of all students.				
Learning center materials reflect an inclusive and culturally diverse classroom environment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Students have access to an assortment of theme/unit or study-related materials for independent inquiry and exploration.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Appropriate reading and/or writing materials are accessible in all learning centers to promote literacy development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Interest area items are labeled with print and pictures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Teachers use activities that promote concrete experiential learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
<b>Clearly-defined learning centers:</b>  <div style="display: flex; justify-content: space-between;"> <div> <input checked="" type="checkbox"/> Manipulatives and Mathematics  <input checked="" type="checkbox"/> Dramatic Play  <input checked="" type="checkbox"/> Blocks and Building  <input checked="" type="checkbox"/> Science/Discovery </div> <div> <input checked="" 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>				
<b>Comments</b> <ul style="list-style-type: none"> <li>The program implements the above centers. While it does not have a distinct music/movement center, the program incorporates both music and movement into whole and small group lessons throughout the day. The schedule has dedicated time for music/movement as well.</li> </ul>				
<b>Teacher/Student Interactions</b>				
Teachers use multiple strategies to facilitate engagement, participation, and learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Teachers encourage students' persistence and scaffold when students are having difficulty.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Teachers frequently promote language use by modeling advanced language, repeating and extending students responses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•



## 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 Quality Snapshot available online</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 checked="" 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 checked="" type="checkbox"/> Annual Evaluation Tool <input type="checkbox"/> Other:	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 checked="" type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Referral Information <input type="checkbox"/> Other:	4

### D: Family Engagement and Support Comments

- Girls Prep LES has strong elements in place to engage with families. The program has one classroom, and the teacher builds a strong rapport and relationship with each and every family.

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"> <li>For classes up to eighteen students, there must be at least one teacher and at least one paraprofessional assigned to each class.</li> <li>For classes of nineteen or twenty students, there must be at least one teacher and at least two paraprofessionals assigned to each class.</li> </ul> <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 checked="" 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 checked="" type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Other:	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 checked="" type="checkbox"/> Observation Records <input type="checkbox"/> Reviewer Observation <input type="checkbox"/> Other:	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 checked="" type="checkbox"/> Meeting Evaluations <input type="checkbox"/> Reviewer Observation <input type="checkbox"/> Other:	4

### E: Staffing Patterns, Teacher Education and Experience Comments

- Through its partnership with the NYCDOE and AppleTree, Girls Prep LES pre-K receives multiple CLASS observations to gauge teacher-student interactions. The program analyzes these results to set goals and professional development topics.

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"> <li>At least 1 teacher and 1 paraprofessional for 18 children.</li> <li>At least 1 teacher and 2 paraprofessionals for 19 or 20 children.</li> </ul>	<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 checked="" type="checkbox"/> Menu of meals and snacks <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
F-3	Meals and snacks are provided: <ul style="list-style-type: none"> <li>• in an environment conducive to interaction between staff and children and</li> <li>• at a time appropriate to meet the children's needs, providing sufficient time for eating and interaction.</li> </ul>	<input checked="" type="checkbox"/> Daily Schedule to Include Meals and Snack <input type="checkbox"/> Other:	3

### F: Physical Well-being and Health Comments

- Girls Prep LES provides pre-K students with multiple opportunities for movement throughout the day as well as dedicated time for recess and physical education.
- The program partners with the NYCDOE to provide snacks and meals to students.

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"/>	•
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## 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 checked="" type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Other: <i>External partnership program descriptions</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 checked="" type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Other: <i>Flyer given to parents</i>	4

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

- Girls Prep LES works closely with Public Prep, its CMO, to develop partnerships that foster strong community relationships between the program, families, and the community. Some of these include providing resources for medical visits, and other basic needs supports.

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"/>	•
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## 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 checked="" type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Teacher Evaluations <input checked="" type="checkbox"/> Program Evaluations <input checked="" type="checkbox"/> Action Plans <input type="checkbox"/> Other:	<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 checked="" type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Eligibility Documentation <input type="checkbox"/> Other:	<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 checked="" type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Teacher Evaluations <input checked="" type="checkbox"/> Program Evaluations <input type="checkbox"/> Other:	<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 checked="" type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Invoices <input type="checkbox"/> Fiscal/Program Records <input type="checkbox"/> Other:	<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 checked="" type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
H-8	The program has a system in place to verify student eligibility.	<input checked="" 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

- Girls Prep LES pre-K utilizes the financial services through Public Prep to manage the day to day finances and purchasing. Public Prep ensures that all necessary reporting is complete for the NYCDOE.

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 <b>process</b> 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 <b>process</b> 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 checked="" type="checkbox"/> Other: <i>Program leader interview</i>	4

### I: Screening and Assessment Comments

- Girls Prep LES pre-K utilizes clear screening and assessment systems to ensure students receive appropriate supports and are making progress throughout the year.

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"/>	•