

Building a Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

June 2005

This is the third in the series

Building a Strong Foundation for School Success

Kentucky's Early Childhood Standards (Summer 2003)

Kentucky's Early Childhood Continuous Assessment Guide (Summer 2004)

Kentucky's Early Childhood Quality Self Study (Summer 2005)

Developed and printed with support from: *Kentucky Department of Education, Division of Early Childhood Development and the Cabinet for Health and Family Services, Division of Child Care*

Please cite as:

Kentucky Department of Education (2005). Building a strong foundation for school success: Kentucky's early childhood quality self study. Frankfort, KY: Author.

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Special thanks and recognition go to Jessica Mitchell for her diligent and patient work on this document through its revisions and edits.

Introduction

The Kentucky General Assembly established with legislation in 2000 the Kentucky Early Childhood Initiative, KIDS NOW. The numerous programs of KIDS NOW were designed to help Kentucky move forward in this vision:

“All young children are healthy and safe, possess the foundation that will enable school and personal success, and live in strong families that are supported and strengthened within their communities”
(Governor’s Early Childhood Task Force, 1999).

KIDS NOW program components address four major areas: assuring maternal and child health, supporting families, enhancing early care and education, and establishing a support structure. Kentucky identified four key dimensions of success and a process for measuring outcomes associated with KIDS NOW. The four key dimensions are state level outcomes and indicators, environmental standards, personnel competencies, and child standards.

State Level Outcomes and Indicators are designed to measure the overall success of the state in meeting the needs of young children and their families. The state indicators include three broad outcomes: a) children possess the foundation to succeed in school; b) schools ensure children’s continuous process, and c) families and communities support lifelong learning. Each outcome includes specific indicators that are measured on an annual basis. For information about the state indicators, contact the Division of Early Childhood Development at 502/564-8341.

Environmental Standards are designed to increase the quality of early care and education programs and to support positive outcomes for young children and their families. The environments in which children spend time when away from home are critical to their overall development and Kentucky has developed a quality rating system to address this. Environmental standards are included in the STARS for KIDS NOW Quality Rating System which encompasses five major areas: ratios, curriculum, training, regulator compliance, and personnel. The STARS for KIDS NOW Quality Rating System is available to licensed early care and education programs and for licensed and certified family child care homes. Information about STARS for KIDS NOW Quality Rating System can be obtained at <http://www.kidsnow.ky.gov>

Personnel Competencies focus on the specific knowledge, skills, and competencies needed by early childhood professionals to work effectively with young children and families.

These competencies are described in the Kentucky Early Childhood Core Content, located in the *Early Childhood Professional Development: Creating a Framework for Kentucky*, and include seven subject areas across five levels of professional growth. A copy of the Kentucky Early Childhood Core Content, Revised (2004) may be found in the appendix at the end of this document. Additional information about the Kentucky Early Childhood Core Content can be obtained at <http://www.kidsnow.ky.gov>

Child Standards focus on what young children should know and be able to do. Kentucky developed *Building a Strong Foundation for School Success: Kentucky's Early Childhood Standards* in response to the state's desire to address the full array of early childhood development and learning and alignment with the K-12 Program of Studies. The document is designed as a framework to assist families, early care and education professionals, administrators, and others in understanding what children are able to know and do from birth through age four. The reader may access copies of the Kentucky's Early Childhood Standards and the accompanying Parent Guides at <http://www.kidsnow.ky.gov>

Building A Strong Foundation For School Success Series

Kentucky's Early Childhood Standards

The first entry of the series *Building a Strong Foundation for School Success* is *Kentucky's Early Childhood Standards*. These standards were designed to reflect the range of developmental abilities of young children at different ages and to represent the expectations for the skills and levels of knowledge that children are able to achieve. The document is not a comprehensive list of every skill or piece of knowledge that a particular child may exhibit. Rather the standards include the critical knowledge and essential skills learned in the early years. The content for learning established through the standards is intended to support families and early care and education professionals in planning experiences to promote either a particular child's or a group of children's progress towards achieving the next level of development. *Kentucky's Early Childhood Standards* address a developmental continuum and link to the subject areas of the Kentucky Program of Studies for K-12.

Kentucky's Early Childhood Standards may be used as a framework in the following ways:

- To assist in planning experiences that will promote children's progress towards achieving benchmarks,
- To ensure that the activities, materials, and experiences provided for children address all aspects of the developmental continuum, and
- To ensure that assessment processes address all standards and benchmarks.

Kentucky's Early Childhood Standards are **not** intended to serve as a curriculum guide or as an assessment tool of children's performance. An early childhood curriculum generally is based on a philosophy of how children learn; thus, it contains both content (i.e. what the children should learn) and method (i.e. how to teach the content, e.g. Montessori or High/Scope). Assessment involves gathering information from a variety of sources in order to plan a program for an individual child or for a group of children and requires the use of both formal and informal assessment methods. Kentucky's Early Childhood Standards are not designed to accomplish either of these ends. The document is not a detailed listing of all skills and knowledge that children exhibit in their developmental progress; neither does it propose a method for teaching children particular knowledge and skills.

To assist families in understanding *Kentucky's Early Childhood Standards*, *Parent Guides* are also available that describes what the standards mean and how families can support their child's growth and development at home. The *Parent Guides* are available in English and Spanish. Additional information about the *Parent Guides* can be obtained at <http://www.kidsnow.ky.gov>

Kentucky's Early Childhood Continuous Assessment Guide

The second document of the *Building a Strong Foundation for School Success* series is *Kentucky's Early Childhood Continuous Assessment Guide*. A Continuous Assessment system, as defined by the Kentucky Department of Education (March, 2004) has the following features:

- Includes both formal and informal assessments that are conducted on a regular basis.
- Is integrated with instruction at various times.
- Improves learning and helps guide and direct the teaching learning process.
- Should inform every aspect of instruction and curriculum.

Kentucky's Early Childhood Continuous Assessment Guide provides recommended guidelines and practices in all areas of assessment: screening, diagnostic, classroom / instructional, program evaluation, and professional development. *Kentucky's Early Childhood Continuous Assessment Guide* supports early childhood programs to identify those assessments that best meet the program goals, address the early childhood standards, honor family and cultural preferences, and support quality practices in assessment. Both the Early Childhood Standards and the Early Childhood Continuous Assessment Guide provide valuable information to assist early care and education programs to be accountable for, and document both the results and benefits of their programs. To assist programs in choosing a cornerstone assessment tool that best fits their program needs, the Assessment Guide includes crosswalks of the recommended classroom/instructional instruments with the *Kentucky Early Childhood Standards*.

Kentucky's Early Childhood Quality Self Study

The remainder of this section is designed to provide specific information on the *Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study*. This document describes research-based recommended policies and practices that contribute to program quality and to successful outcomes for children in early care and education programs. *Kentucky's Early Childhood Quality Self Study* helps program personnel identify adult behaviors, environment characteristics, program structural factors, and personnel considerations that are supporting contributors to high quality learning environments for children birth to five years of age.

The *Kentucky's Early Childhood Quality Self Study* has important connections to the first two publications, *Kentucky's Early Childhood Standards* and *Kentucky's Continuous Assessment Guide*. Program standards are a part of the total picture of quality in early childhood programs as are the expectations of what children should know and be able to do, and teacher's assessment of children's development and learning and their planning and practices to appropriately meet those needs. *Kentucky's Quality Self Study* used in concert with the other two documents in the *Building a Strong Foundation for School Success* series will improve the overall quality of early care and education programs in Kentucky and ultimately achieve positive outcomes for young children.

What is quality and why does it matter?

There exists a large body of research literature that documents the importance of quality early childhood experiences. The publication *From Neurons to Neighborhoods* concludes that high quality, well designed early intervention programs have a positive effect on children's cognitive and language development as well as on their social and emotional development (Shankoff 2000).

Eager to Learn: Educating our Preschoolers cites studies that examined models of early childhood programming with long term effectiveness and identified a number of broadly supported findings regarding features of quality programs. These features of quality, as summarized in the *Executive Summary* include (Bowman 2001):

- Cognitive, social, emotional, and motor development are complementary, mutually supportive areas of growth *all* requiring active attention in the preschool years.
- Responsive interpersonal relationships with teachers nurture young children's disposition to learn and develop their emerging abilities.
- Class size and adult-child ratios are correlated with greater program effects.
- No single curriculum or pedagogy is best but children who attend programs with well planned curriculum, where aims are specified and integrated across domains, tend to learn more and are prepared to master school demands.
- The quality of early childhood programs is related to the professional development and program quality predicts outcomes of children.
- Highly effective programs actively engage teachers and provide high quality supervision.

Meeting Great Expectations states that the best early childhood programs maintain strong **program standards** by ensuring the conditions in which children are more likely to learn and describes these as staff-child ratios, group size, teacher education, required curriculum, and the nature and intensity of comprehensive services. (Schumacher, 2003).

The current research supports key program standards as crucial to improving early learning environments and potentially child outcomes. Program standards include state licensing and regulations that function as a floor or minimal expectation under which the health and safety of children may not fall. Quality standards go well beyond this.

Two dimensions of quality frequently referred to in rating systems include **process quality**, which emphasizes the actual experiences that occur in early care and education settings, and **structure quality** which addresses structure and teacher characteristics

Process quality includes interactions, activities, materials, learning opportunities, and health and safety routines.

Structural quality includes the size of each group of children, the adult-child ratio, and the education and training of the teachers and staff. (NIEER, 2002).

Research has consistently found that these two sets of indicators, process and structure, are related and influence the quality of the educational experiences for children (NICHD 2000). To understand fully the quality of early care and education that children are receiving, it is vital to understand both aspects of quality.

The *Kentucky Early Childhood Quality Self Study* is composed of five critical areas that indicate quality:

- Program Structure and Personnel,
- Child Experiences in the Environment,
- Child Experiences with Curriculum and Instruction,
- Health, Safety and Nutrition, and
- Program Interactions with Families and Communities.

This document describes standards, indicators, and examples so programs can determine the extent to which a particular descriptor is met and can lead to an action plan to meet particular items, if desired. The quality indicators are applicable across a variety of early childhood program settings.

Purpose and Use of This Document

The purpose of this document is to address the definition and characteristics of quality across center based settings for children from birth to age five. *The Kentucky Early Childhood Quality Self Study* was developed to provide early care and education professionals with a tool to study their program quality and practices and to have a methodical way to record and process their observations. It is a tool appropriate for all programs that serve children from birth to five in center settings regardless of philosophy, approach, or funding source.

The completion of the *Kentucky Early Childhood Quality Self Study* document by a program does not equate with an accreditation or recognition. The Self Study is a tool for a systematic approach of self-assessment of a program's status against the standards and indicators in the document.

For programs, this may serve as a **preparation tool** for participation in the **STARS for KIDS NOW** Quality Rating System or another state or national quality recognition system. Since 2000 there has been a progressively unified early childhood voice in Kentucky, in an approach to professional development with Core Content, with the Early Childhood Standards, the Continuous Assessment Guide, and now with this document to “speak the same language” in referencing quality standards in the state.

Work Group Charge and Approach to Development of The Quality Self Study

Kentucky's Quality Self Study Work Group convened in February 2004 to consider the development of a document addressing features of quality for early childhood settings serving children from birth to five. This group, representing various program types in the early childhood community, geographic diversity, and varied early childhood roles, met for a five-month period.

The group began with analysis of two existing self study approaches in Kentucky. The documents were the Kentucky Preschool Self Study (1994) and the STARS for KIDS NOW Quality Rating System self study and technical assistance materials (2001). Additionally current research, best practice, and exemplary work in other states were considered. Working subgroups addressed the five quality areas. A writing and editing team combined the work resulting in a single tool that is research based, is appropriate across all center based settings, and provides direction for program improvement. Finally, fourteen state and national experts reviewed the document for final edits. We thank these individuals for their diligent contribution to the *Kentucky's Early Childhood Quality Self Study*.

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Overview

The *Kentucky Early Childhood Quality Self Study* was developed for use by program administrators and center based teachers. Investigation of program procedures and policies, and classroom assessment using identified standards and indicators can provide a guide to quality programming for early childhood programs. There are several important points to keep in mind as you begin to use this document.

1. The completion of the Kentucky Early Childhood Quality Self Study document by a program does not equate with an accreditation or recognition. The Self Study is a tool for a systematic approach to self-assessment of a program's status against the standards and indicators in the document.
2. The document may be completed as a method to address continuous improvement of quality in early childhood programs. It may be used as a preparation tool for STARS for KIDS NOW participation or other state or national accreditation processes.
3. The purpose is not to compare programs to each other; rather it is to compare current program operation with best practices in order to select areas for program improvement. There is no score associated with the self study status markers.
4. Each program will need to review its own current state and federal requirements to assure compliance. The wording of indicators is designed to allow programs with widely differing and changing rules and regulations to use the same document.
5. The format of the *Kentucky Early Childhood Quality Self Study* encourages programs to involve all staff and families in the process. The ring binder format and the separation of the areas into sections allows programs to focus on several indicators or on just a few indicators as steps toward program improvement.
6. The *Kentucky Early Childhood Quality Self Study* reflects best practices and current consensus on quality indicators in May 2005.

Document Organization/Layout

The Building a Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study is a tool for programs serving children birth to five in center-based settings. The document is organized into five key areas with standards and indicators within each area. The areas are not presented in a prioritized order of importance but are presented from program organization logic. The Five Key Areas are:

1. Program Structure And Personnel,
2. Child Experiences With Curriculum And Assessment,
3. Child Experiences In The Environment,
4. Program Interactions With Families And Communities and
5. Health, and Safety And Nutrition.

On the following pages is a list of the Quality Self Study: Five Areas and the Standards in an **at-a-glance** format. This list will acquaint the reader with the focus and scope of the standards and indicators.

The number of the standards or indicators varies but this should not be construed as a statement of relative importance. There was no limitation put on the number of standards and indicators to be included in each key area. Latitude was given to the developers to include the number of standards and indicators needed to adequately describe the key area. Just like the key areas, the standards and indicators are not prioritized but an effort was made to present them with bulleted examples in a logical manner.

The **terminology** used in the Self Study generally follows these guidelines:

- adults interacting with children are referred to as teachers,
- director or administrator is used depending on the program context,
- parents or guardians are referred to as families, and
- a child with a disability or a child with a special need may be used interchangeably.

The focus is on the full age span of birth to five unless the indicator states otherwise.

Certain topics were felt to be important to all five areas and are embedded across each of the five areas. These topics include **special needs, transition, training, diversity, and guidance**. This section includes a locator chart with a list of the indicators that address these embedded topics. This locator chart may be helpful if a program is seeking a snapshot of how the program is responding to these specific, important topics. Although there is a key area addressing family and community interactions there are also indicators relating directly to family involvement and preferences throughout the document.

How to Read And Use the Grids

The five sections of the Self Study are formatted as a grid. The key area number and title appears on page one of each section, for example for the first area, *1. Program Structure and Personnel*. The rationale for the area also appears on the first page of each new section. On every page of each section the area title with the page number appears at the lower right corner. The pages are numbered within each section rather than consecutively for ease of use by programs.

Each standard is numbered first with the area, then with the indicator number following as the final digit(s). For example, to identify this sequence Area 5, Standard 1, and Indicator 2, the reader would look for 5.1.2.

The bulleted statements under the column titled **Examples** gives the reader an idea or suggestion of what the indicator might look like in practice. This is not an exhaustive list and for some indicators it is a very concrete example.

Following the Examples are three columns for programs to place their **self-assessment decision** in the corresponding category code.

NOT MET – The indicator is not met and there is little evidence that indicator accurately describes the program or classroom. An action plan to work toward this indicator is formulated.

IN PROGRESS – The indicator is partially met. There is some evidence that indicator accurately describes the program. An action plan to work toward this indicator is formulated.

MET – The indicator is fully met. There is a great deal of evidence that the indicator describes the program or classroom. The evidence is noted in the action plan or evidence column.

For some indicators it may be necessary to use **NA with an explanation**, e.g., *NA: transportation is not a program component.*

And the final column is the **Action Plan or Program Evidence of MET.**

- This area can be used to record next steps in meeting the indicator, describing who is responsible and the timeline for accomplishing. **Or,**
- This area can be used if the indicator was assessed as **MET**, to note the program evidence to support this code.

The remainder of this section contains a Glossary relating to the terms used in the document, The Kentucky Early Childhood Quality Self Study Standards At-a-Glance, and an Indicator Locator Chart for the embedded topics special needs, transition, training, diversity and guidance.

Glossary of Terms

GLOSSARY SPECIFIC TO
THE KENTUCKY EARLY CHILDHOOD QUALITY SELF STUDY

ACTION PLAN: a deliberate plan with strategies, responsible persons, and time line identified to accomplish the intent of an indicator.

ADMINISTRATOR: persons with responsibilities for overseeing program components, responding to the requirements of the funding and/or regulatory agencies, and addressing the education and well-being of children. Titles frequently used for administrators are Director, Supervisor, Preschool Coordinator, and Principal.

ASSESSMENT*: a systematic procedure for obtaining information from observation, interviews, portfolios, projects, tests, and other sources that can be used to make judgments about children's characteristics.

CHILD CARE CENTER: Type I child care centers regularly provide full or part-time care which includes developmentally appropriate play and learning activities for four or more children in an out of home setting.

DEVELOPMENTALLY APPROPRIATE: NAEYC defines developmentally appropriate practices as those that "result from the process of professionals making decisions about the well-being and education of children based on at least three important kinds of information or knowledge: what is known about child development and learning...what is known about the strengths, interests, and needs of each individual child in the group, and knowledge of the social and cultural context in which children live" (Bredekamp & Copple, 1997, 8-9).

EVIDENCE: the information that supports that the indicator has been met by the program. This may include paper documents and other verification that the program chooses.

EXAMPLE: an illustration or model of what the indicator might look like in the early childhood setting and in practice.

FAMILY: includes parent and any other adults who guide, take care and have custodial responsibilities of children.

FIRST STEPS: the name of Kentucky's early intervention system that serves children from birth to three with identified disabilities or established risk to develop a disability. The Point of Entry (POE) is the office in communities that receives referrals of children who may be eligible.

HANDS: the acronym for the Health Access Nurturing Development Services. First time parents and their children who meet the program's criteria may be served until the children are two years old. It is operated in all of Kentucky's counties through the local public health department.

HEAD START/EARLY HEAD START: Federally funded program that serves low-income children from birth to age 5 and their families.

IEP: the Individual Education Plan required for children receiving special services from the public schools to guide their educational goals and to meet the federal and state requirements.

GLOSSARY SPECIFIC TO
THE KENTUCKY EARLY CHILDHOOD QUALITY SELF STUDY

IFSP: the Individualized Family Service Plan that is developed for children and families participating in First Steps to guide services for developmental goals and meet the federal and state requirements.

INDICATOR: a statement of the knowledge or skill or measure by which a program demonstrates progress toward the standard.

PROGRAM STANDARD*: widely accepted expectations for the characteristics or quality of early childhood settings in schools, early childhood centers, family education homes and other educational settings. (It is not the accomplishment of children in the program that is a child standard.)

RELATED SERVICE PERSONNEL: includes all adults, in addition to the teacher, who work with children with special needs in any capacity in the teaching/learning environment.

SELF-ASSESSMENT: a method used by individuals or programs to evaluate past and current performance to use the results to determine procedures, goals and strategies for improvement.

STAFF: a group of employees (including teacher, instructors, instructional and non-instructional support personnel) working together toward the goals of the program.

STATE FUNDED PRESCHOOL PROGRAM: Kentucky's preschool education program is available for all four-year-old children who are eligible for free lunch; all three and four-year-old children with developmental delays and disabilities, regardless of income; and other four-year-old children as placements are available.

TEACHERS: includes any adults in the early childhood room who interact with children at any age.

VOLUNTEER: Any unpaid person serving in the early childhood setting with supervision and direction by staff as an enhancement to program and child well-being.

***Terms adapted from the “The Words We Use: A Glossary of Terms of Early Childhood Education Standards and Assessments,”** developed by the State Collaborative on Assessment and Student Stands (SCASS). Glossary online at www.casso.org/projects/SCASS/projects/earlychildhood_education_assessment_consortiumm/publications_and_products/2838.cfm

Five Areas and Standards at a Glance

Kentucky's Early Childhood Quality Self Study

The Five Areas and Standards At-A-Glance

1. Program Structure and Personnel

- Standard 1.1:** Employees have consistent written policies that provide guidance for expected workplace behavior and job performance feedback.
 - Standard 1.2:** All staff have education, credentials, and experience sufficient to perform their job duties at increasing levels of competence.
 - Standard 1.3:** The program has systems in place to ensure efficient and effective daily operations that maximize the use of available resources and enhances child well-being.
 - Standard 1.4:** The program provides services that are inclusive of all children and is accountable for documenting and evaluating those services in accordance with state and federal laws and regulations and with program philosophy.
 - Standard 1.5:** The work environment is conducive to adult needs and reflects required responsibilities.
 - Standard 1.6:** The program administrator models and encourages professionalism and effective leadership to the staff and within the broader early childhood community.
-

2. Child Experiences in the Environment

- Standard 2.1:** The physical facility provides a well-lit, well-maintained, safe space large enough for children to engage in developmentally appropriate activities.
- Standard 2.2:** The indoor learning environment is safe and arranged to facilitate healthy, active learning by all children.
- Standard 2.3:** Learning centers provide hands-on activities with real materials.
- Standard 2.4:** A sufficient quantity of appropriately-sized furniture in good repair is provided for routine care and play.
- Standard 2.5:** The use of passive media (TV, computer and/or video) is limited and is used only as curriculum enhancement.
- Standard 2.6:** Safe, well planned space is provided outdoors for physical activities appropriate for young children.
- Standard 2.7:** The outdoor environment is an extension of the classroom where instructional activities occur daily.

Kentucky's Early Childhood Quality Self Study

The Five Areas and Standards At-A-Glance

Standard 2.8: Staff promote a positive climate for learning and help children learn how to establish positive, constructive relationships with adults and other children.

Standard 2.9: Adults promote a climate for a positive social environment by employing strategies that allow children to be successful and recognize children's attempts at socially acceptable behavior.

Standard 2.10: Personal self-care activities are promoted by appropriate facilities, materials and curriculum.

3. Child Experiences with Curriculum and Assessment

Standard 3.1: Teachers have a philosophy of education that guides and directs appropriate daily practices and they contribute to the program's philosophy and goals.

Standard 3.2: Teachers practice and model professional qualities, behaviors and attitudes.

Standard 3.3: Schedule provides learning experiences during all times, including play, routines and transitions.

Standard 3.4: Curriculum planning involves preparation and reflects intentionality.

Standard 3.5: Curriculum reflects age appropriate subject content areas and activities that foster children's engagement and active investigation.

Standard 3.6: Teachers implement instruction that supports children in achieving learning goals.

Standard 3.7: Teachers use positive guidance techniques to facilitate children's development and learning.

Standard 3.8: Ethical, appropriate, valid, and reliable assessment is a cornerstone of quality early childhood programs.

4. Health, Safety, and Nutrition

Standard 4.1: All staff are knowledgeable in Health and Safety procedures.

Standard 4.2: Staff maintains a safe and healthy environment.

Standard 4.3: When program transportation is provided, appropriate safety precautions are taken.

Standard 4.4: Identification and maintenance of appropriate child health and developmental services are evident in program practice.

Kentucky's Early Childhood Quality Self Study

The Five Areas and Standards At-A-Glance

Standard 4.5: Appropriate nutritional practices are evident in program practice.

Standard 4.6: Appropriate early childhood mental health practices are evident in program practice.

5. Family and Community Involvement

Standard 5.1: Family diversity is respected and incorporated into program activities, goals and evaluation.

Standard 5.2: Children and families' unique needs are appreciated and reflected through relationships/interactions between the school and community.

Standard 5.3: Family priorities are identified and are integrated into program and service delivery.

Standard 5.4: Families are supported by the collaboration of the program with community resources.

**KENTUCKY EARLY CHILDHOOD QUALITY SELF STUDY
INDICATOR LOCATOR FOR EMBEDDED TOPICS**

<u>Transition</u>	<u>Diversity</u>	<u>Guidance</u>	<u>Training</u>	<u>Special Needs</u>
1.3.3	1.1.4	2.5.4	1.1.1	1.1.4 2.9.13
1.3.8	1.3.10	2.8.1	1.1.2	1.2.1 3.1.2
1.4.2	1.4.1	2.8.2	1.1.3	1.3.5 3.1.3
1.4.4	1.4.7	2.8.7	1.1.4	1.3.8 3.3.2
1.4.5	1.5.2	2.8.11	1.2.1	1.4.1 3.3.3
1.4.7	2.2.3	2.9.1	1.2.3	1.4.2 3.4.6
1.4.8	2.2.23	2.9.2	1.2.4	1.4.4 3.4.8
2.8.10	2.3.5	2.9.3	1.2.5	1.4.5 3.5.9
4.4.3	2.8.1	2.9.4	1.2.6	1.4.6 3.5.4
4.4.4	3.1.3	2.9.5	1.3.6	1.4.7 4.1.5
4.6.5	3.1.6	2.9.6	1.3.8	1.4.8 4.3.4
5.2.2	3.4.6	2.9.7	1.3.10	1.4.9 4.4.3
5.2.3	3.4.7	2.9.8	1.4.2	2.2.3 4.4.5
	3.4.8	2.9.9	1.4.7	2.2.4 4.5.3
	3.5.2	2.9.10	4.1.3	2.2.10 4.6.5
	3.5.3	2.9.14	4.1.4	2.2.11 4.6.7
	4.5.2	2.9.15	4.1.5	2.2.16 4.6.8
	4.5.5	2.9.16	4.3.5	2.3.5 4.6.9
	4.6.1	3.3.1	4.3.2	2.4.2 4.6.10
	4.6.3	3.4.1	4.3.3	2.4.5 5.2.1
	4.6.6	3.4.4	4.3.5	2.6.5 5.3.3
	5.1.2	3.4.5	4.6.7	2.6.8 5.3.2
	5.4.1	3.4.6	5.2.1	2.6.10 5.3.5
		3.4.7	5.4.3	2.8.10
		3.4.8		2.9.12
		4.2.4		
		4.5.2		

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

1. Program Structure and Personnel

Rationale

The way in which an early childhood program is structured is a reflection of the program philosophies and values. The structure and administration of the early childhood program determines what teachers will teach, how staff and families can participate in the program, what practices will be followed, and what outcomes will be expected for children and families. The administrative structure of the program sets the tone for how the program operates and for what purposes. Administrative practices are outward expressions of the care and thoughtfulness that promote the accomplishment of the program's mission and goals.

A program that is carefully and thoughtfully structured will evidence:

- Written policies that are based on recommended early childhood practices related to staff and children.
- Written policies that are thorough yet responsive to changes suggested by staff and by families or other stakeholders in the early childhood program.
- Staff who are encouraged to grow through increased professional development, self-reflection, shared reflection with other staff and with families, and through administrative support.
- Effective use of varied resources outside the program to enhance the program and its operations.
- Program practices that are intentionally inclusive of all children and families and which reflect the diverse needs of children and families.
- Careful adherence to standards related to licensing, to federal and state laws, and to best practices defined in credible early childhood research documents.
- An environment that is thoughtfully created to maximize the growth and development of all children in consistent and observable ways.

Personnel within the program will evidence:

- Respect for children, families, and for other staff members.
- Motivation to continually grow as a team member and individually in knowledge and practice related to young children.
- A well-articulated understanding of why his/her interactions and teaching practices are good for children and families.
- An understanding of the overall shared vision and goals for the early childhood program including an understanding of ethical program practices.
- Competent adherence to program requirements, legal requirements, and professional recommended practices.

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

Standard 1.1: Employees have consistent written policies that provide guidance for expected workplace behavior and job performance feedback.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
1.1.1 There are written policies and procedures which define staff roles, responsibilities, and program practices to facilitate smooth operation of the program.	<ul style="list-style-type: none"> • There are written policies and procedures which include a staff grievance policy, and a copy is provided to each employee and available at each program site. • There is a clear organizational chart that defines lines of responsibility. • When programs are funded by more than one agency, lines of supervision (including building level supervisor) are jointly determined and are given in writing to all affected employees. • There are written job descriptions given on employment for each position, including volunteers, which specify: qualifications, duties, schedules, and immediate supervisor. • Staff are paid commensurate with a salary schedule that reflects training and experience. • Those policies and procedures which directly affect staff are explained in a staff orientation upon employment. • Hiring practices and job description comply with Equal Employment Opportunity (EEO) guidelines and reflect community and program demographics. • There are written descriptions of employment benefits that include, but are not limited to, descriptions of paid holidays, paid leave time, and health insurance benefits. 				

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1.1.2 Instructional and non-instructional staff are evaluated on performance.	<ul style="list-style-type: none"> • Staff are informed of the performance evaluation process and are given the evaluation components and procedure forms at the time of their employment. Receipt is documented with a signed acknowledgement by the employee. • The evaluation for each position clearly reflects the job description and evaluates relevant skills pertaining to each position (e.g., custodial staff are evaluated on building cleanliness, etc., instructional staff are evaluated on classroom operations, communication with children and families, etc.) • The evaluation includes direct observation of job performance and evidence of job commitment and dedication/professionalism (i.e., attendance, teamwork, communication skills.) • Staff evaluation takes place at least twice yearly, and the results are discussed with the employee. The original evaluation with the employee's signature and written reply are placed in the personnel file. Staff are given a copy of their evaluations at the end of each discussion • The evaluation is based on multiple observations by supervisory staff responsible for the evaluation. • The evaluation process follows exemplary professional ethics. • Staff complete self-evaluations annually and results are reflected in their professional development plans. 				

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(Continued) 1.1.2 Instructional and non-instructional staff are evaluated on performance.	<ul style="list-style-type: none"> • Evaluation includes evidence related to completion of the staff development plan. • Staff participate annually in program evaluation, and when appropriate, employee’s ideas are incorporated into the program. • Evaluation results are used to plan staff training in areas of identified need. 				
1.1.3 There is a written orientation plan and material on file for orientation of staff which is completed within the first ninety (90) days of employment.	<ul style="list-style-type: none"> • All staff who have direct contact with children, including but not limited to, administrators, speech therapists, nurses, developmental interventionists, physical and occupational therapists, bus drivers, bus assistants, custodians, and food service staff are given at least one session of orientation which includes program philosophy and operation, copies of written program policies and procedures, and individual responsibilities related to transition into and out of the program. • Orientation is provided for everyone on the substitute list, including teachers, aides, bus drivers and driver assistants. • Opportunities are provided during inservice to review orientation content and to answer questions. • At least one orientation session includes a tour and explanation of the preschool room or the infant toddler settings and goals. 				

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1.1.4 The program has a written plan of staff development which defines at least the nature and extent of training planned for the current year. Training expands relevant staff skills and facilitates advancement on a career lattice.	<ul style="list-style-type: none"> • Training is directly related to Kentucky Early Childhood Core Content, the age group the staff person serves, and to the defined goals of the program, including those required by state and/or federal guidelines. • Documentation is available to show that training occurred to fulfill the staff development plan. • Teaching staff has input into the training plan (e.g., needs survey, self-evaluation, checklist). • Additional professional development is added to the schedule as the opportunity arises and according to on-going or newly identified needs. • Local staff participates in training provided by a credentialed trainer/facilitator. • Staff are members and are active in related professional organizations (e.g., National Association for the Education of Young Children (NAEYC), Division of Early Childhood of the Council of Exceptional Children (DEC), as well as their Community Early Childhood Councils.) 				

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<p>(Continued)</p> <p>1.1.4 The program has a written plan of staff development which defines the nature and extent of training planned for the current year. Training expands relevant staff skills and facilitates advancement on a career lattice.</p>	<ul style="list-style-type: none"> • Training is tied to the staff evaluation process and professional growth plan. • Program uses available resources to fulfill staff training needs (i.e., KIDS NOW Scholarship Program for college and non-college programs, Regional Training Centers (RTC), Child Care Resource and Referral Agencies (CCR&Rs)). • All staff are encouraged to obtain, at a minimum, a General Education Diploma (GED) and an early childhood credential such as the Commonwealth Child Care Credential or Child Development Associate (CDA) or a degree in early childhood education, Interdisciplinary Early Childhood Education (IECE). The program provides assistance to staff (and to volunteers and parents) to obtain an early childhood credential. • Staff training for those who provide direct instruction to children includes, but is not limited to: <ul style="list-style-type: none"> - appropriate child guidance techniques - health and safety - choices and use of assessment - typical and atypical child development - transition of children into and out of the early childhood program - working with families - issues related to diversity - learning environment - curriculum planning and development - adapting activities for children with disabilities - effective teaching strategies and - implementing developmentally appropriate practice. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

Standard 1.2: All staff have education, credentials, and experience sufficient to perform their job duties at increasing levels of competence.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
1.2.1 The director of the program has education (e.g., child development or early childhood special education) or experience sufficient to provide appropriate leadership to the program.	<ul style="list-style-type: none"> • The director holds a degree or credential in early childhood or related area, such as child development or special education, or the Kentucky Child Care Director's Credential. • The director has experience in early childhood education. • The director has training and experience in staff supervision and program management. • The director attends ongoing training in early childhood/program administration for at least 24 clock hours per year. (Part of training hours should be devoted to administration.) • The director provides instructional leadership to staff, beyond supervision of program operations, e.g., assists in curriculum planning, transition planning and implementation, staff-child interactions, and adult interactions. • The on-site supervisor holds a degree or credential in early childhood or related area, such as child development or special education. • The director, if non-degreed, seeks increased training (above annual requirements) and levels of credentials. • The director models behaviors consistent with the philosophies and goals of the program. • The director ensures licensing or other state regulations requirements are met. 				

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1.2.2 The director provides program leadership that includes planned progress toward continuous improvement.	<ul style="list-style-type: none"> • Director provides leadership in developing and/or following the strategic plan of the program. • The program seeks and is awarded recognition for enhanced quality. Sources of recognition: STARS for KIDS NOW, or accreditations such as the National Association for the Education of Young Children, National Early Childhood Program Accreditation, National School Age Child Care Alliance, Southern Association for Colleges and Schools, National Accreditation Commission for Early Care and Education Programs, Association of Christian Schools, International Preschool Accreditation Program, and Council on Accreditation. • Director uses <i>Kentucky’s Early Childhood Self Study</i> to identify strengths and areas for growth and creates and pursues an action plan. 				
1.2.3 Each classroom has a qualified teacher in early childhood, through a degree or credential (CDA, Commonwealth Child Care Credential, AA, BS) or demonstrated competence through specific early childhood training and performance based evaluation.	<ul style="list-style-type: none"> • Any non-credentialed teacher is directly supervised by a person with Interdisciplinary Early Childhood Education (IECE) <u>or</u> Child Development Associate (CDA) <u>or</u> Kentucky Child Care Directors Credential <u>or</u> college-level degree in early childhood or related field. • All teachers and assistant teachers and instructional aides who are non-certified in early childhood have a minimum of a Commonwealth Child Care Credential, or are working toward a Commonwealth Child Care Credential or CDA or higher credential. 				

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1.2.4 Other staff who work directly with children have a high school diploma or GED, or are actively working toward a diploma or GED.	<ul style="list-style-type: none"> • Documentation of each staff member's qualifications and education is on file. • Volunteers and parent volunteers are encouraged to get a GED through linkage to adult education and/or literacy programs. • The program provides assistance to staff, volunteers and/or parents in obtaining a GED. 				
1.2.5 All staff develop, update, and follow a professional development growth plan.	<ul style="list-style-type: none"> • Professional Development growth plans consider job description, current education and experiences and opportunities to expand knowledge and skills using the Kentucky Early Childhood Core Content. • All instructional staff maintain professional development records which are updated at least annually as new or improved skills and strategies are developed (i.e., CEUs or training certificate, professional growth plan, awards or recognition documents.) 				

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1.2.6 Transportation staff meets state requirements (when transportation is provided by the program).	<ul style="list-style-type: none"> • Driving records are checked before employment. • All bus drivers have a commercial driver’s license and receive the driver training provided according to state requirements and records are on file. • The driver assistants are at least 18 years of age and trained to assist in the transportation of young children, according to state requirements. • The driver and assistants are trained in Child CPR, First Aid, and transition adjustments/strategies in helping children to learn appropriate behaviors during transport. • The driver assistants have specific training in child development and managing young children. • The driver assistants receive training in activities that can occur on bus, such as language development, songs, fingerplays, etc. • The driver assistants coordinate with instructional staff to provide reinforcement of school activities. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

Standard 1.3: The program has systems in place to ensure efficient and effective daily operations that maximize the use of available resources and enhances child well-being.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
1.3.1 The director ensures compliance with licensing regulations and/or all laws and regulations that govern and apply to the setting or program.	<ul style="list-style-type: none"> • The director regularly monitors program operations to ensure regularly compliance. • The director plans and implements any corrections needed due to licensing deficiencies or program reviews or reviews by other regulating agencies (Health Department, OSHA, OSEP, etc.) 				
1.3.2 Records are maintained at a designated site in a manner to ensure confidentiality of information.	<ul style="list-style-type: none"> • Emergency information for each child is kept in a consistent place in the classroom and in locked central file. • Every employee and regular volunteers have on file, but are <u>not</u> limited to: <ul style="list-style-type: none"> - A criminal record check. - Current tuberculosis test. - Child CPR and First Aid certification. - Emergency contact. - Kentucky CAN (Child Abuse and Neglect) ▪ Pre-employment physical/medical exam including information designating any limitations or restrictions that may be relevant to the job are on file. ▪ Files include other paperwork and documentation as required by the program. • Staff records relevant to state regulatory compliance, to compliance with STARS for KIDS NOW requirements, and other records pertinent to program operation and job performance are stored on site. 				

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1.3.3 The program has a resource group to advise and participate in program planning (i.e., an advisory board, parent group, community agency group, School Board or Site Based Decision Making Council).	<ul style="list-style-type: none"> • Resource group includes/invites participation by personnel from “next” settings where children in program may transition (i.e., child care programs, public schools, Head Start, etc.) • Advisory board minutes are on file or other documentation of resources group actions is available. • As appropriate, state and federal reports are made available to the advisory board. • Resource group and/or program administrators elicit program evaluation information at least annually from consumers of the program services. Evaluation information is used to inform program planning and improvements. • Resource group and program administrators use research-based information in early childhood to inform program planning about best practices for children in early childhood programs. 				

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1.3.4 A system is in place to track budget expenditures in all appropriate categories.	<ul style="list-style-type: none"> • All funds are expended according to the approved budget plan and can be documented with records and receipts. • Money received for special needs students is spent on additional services or program support (e.g., Part B, Title 1) and can be documented through receipts and records. • An independent audit is completed yearly. • Audit and budget reports are made available to the School Board, Site Based Decision Making Council, advisory board or other oversight entities as appropriate. • Program costs (e.g., per child costs, transportation) are reviewed at least yearly to determine cost effectiveness. • Director develops the budget and on-site staff provide input into budgetary decisions that have programmatic implications, such as purchase of classroom materials and equipment. • Other funding and community resources (local funds, donations, grants etc.) are used to help support the program, reflecting partnerships for young children and their families. • Budget records are maintained on site for a period of time as required by program policy/procedures. 				
1.3.5 Administrator ensures that staff-to-child ratios and maximum group sizes provide sufficient supervision for safety and learning and are at least at levels defined by the appropriate program regulation.	<ul style="list-style-type: none"> • A qualified staff person is with children at all times. • Adult to child ratios are maintained during all program functions including drop off, meals, outside time, music, rest time etc. • The adult to child ratio and group size is adjusted for children with special needs. 				

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		NOT MET	IN PROCESS	FULLY MET	
1.3.6 Administrators implement appropriate measures to ensure the health and safety of children during program operation through written policies and procedures and through appropriate staff training.	<ul style="list-style-type: none"> • Written check-in and check -out procedures are followed for children not using school transport or for all children as program requires. • There is a written plan for medical emergencies, evacuations, and natural disasters. • Toys that are mouthed by children are sterilized daily. • Emergency information is posted and well marked. • Maintenance check of indoor and outdoor play environment is conducted weekly and is on file and safety issues are resolved in a timely manner. 				
1.3.7 Administrators ensure that when transportation is provided, appropriate safety precautions are taken.	<ul style="list-style-type: none"> • Vehicles used in transporting children are appropriately licensed, inspected and maintained. • When buses are especially designed for preschool, children will use the age-appropriate restraining devices. • There is a written policy and procedure outlining the course of action taken when a child cannot be delivered to an authorized person, to confirm that all children are on board, and that vehicle has no children still on board before adult leaves vehicle. 				

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		NOT MET	IN PROCESS	FULLY MET	
1.3.8 The program has written cooperative agreements or contracts with early intervention and preschool programs within the service area.	<ul style="list-style-type: none"> • Documents are signed and on file. • All staff are made aware of interagency agreements and contracts as appropriate to their job descriptions. • Staff are supported to participate in IFSP/IEP conferences. • Children who do not fit program eligibility criteria are referred to other appropriate programs with the permission and guidance of the child's family. • As appropriate, staff may attend trainings scheduled by other programs. • There is a written transition plan between/among agencies that serve young children in the community with special emphasis on entry and exit of the program. • Program placement decisions for young children with disabilities are based on family preferences and input, child and family schedules and needs, and serve the child in the least restrictive natural environment. 				
1.3.9 The program has adequate equipment to manage program functions.	<ul style="list-style-type: none"> • Program office includes functional computer, internet access, current software, digital camera and access to technical support. 				

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1.3.10 There is a systematic plan for volunteers when they assist in the center or classroom.	<ul style="list-style-type: none"> • Volunteers who work with children have current TB test results, criminal records check, and emergency contact information on file. • Written materials on program philosophy/operation and volunteers' duties are available to all potential volunteers. • Planned, periodic orientation is provided for volunteers. • Volunteers reflect diversity and are recruited from a variety of sources (parents, retirees, community groups, etc.) • Volunteers are recognized for contributions. • There is a process for reviewing volunteers' contribution to the program and to address concerns. • Written records are kept of volunteer contributions (i.e., hours worked, training attended). • Volunteer(s) are provided with personal identification badges and there is a central point for signing in and out. • Training/professional development for teachers is also available to volunteers when possible. 				

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		NOT MET	IN PROCESS	FULLY MET	
1.3.11 Sufficient current professional resources are available to all staff and are used to guide and improve program practices	<ul style="list-style-type: none"> • Staff are made aware of and are given opportunities to use resources such as: <ul style="list-style-type: none"> - the internet - First Steps libraries - Child Care Resource and Referral libraries - Regional Training Center libraries • The director subscribes to at least one professional journal and makes the journal available to staff. • Staff are provided with a list of personnel from which to obtain technical assistance and/or consultation regarding early childhood development. • Professional development opportunities are posted. • Opportunities for other experiences to improve practices are available to staff including: <ul style="list-style-type: none"> - observing quality programs and model classrooms - participating in mentoring - meeting with other programs - participating in Community Early Childhood Council activities. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

Standard 1.4: The program provides services that are inclusive of all children and is accountable for documenting and evaluating those services in accordance with state and federal laws and regulations and with program philosophy.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
1.4.1 Program administrator ensures participation in Child Find activities in order to identify children with atypical development needing further evaluation.	<ul style="list-style-type: none"> • Parents are notified in their primary language of the right of the child to participate in the program. • Parents are provided with information on other programs for which their children are eligible. • Child Find materials are on file. • The program cooperates in multi-agency recruitment efforts to provide enrollment opportunities to all children in one or more of the programs available in the community. • There are joint program registration procedures that allow families to match needs to appropriate services, with a goal of serving 100% of eligible children. • A follow-up survey for parents of children eligible for state funded preschool and Head Start, but unserved is conducted to determine why the children were not enrolled. • Recruitment/enrollment efforts are ongoing. • Community recruitment efforts address difficult to reach populations such as migrant, homeless, and transient families. 				

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Standard 1.4: The program provides services that are inclusive of all children and is accountable for documenting and evaluating those services in accordance with state and federal laws and regulations and with program philosophy.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
1.4.2 Program administrator defines and informs staff of procedures for identifying and referring children with suspected or known disabilities according to the Individuals with Disabilities Education Act (IDEA).	<ul style="list-style-type: none"> • Infants and toddlers (birth to three) suspected of having a developmental delay or a disability are promptly referred to First Steps Points of Entry (POE) after consulting a parent. • After referral of an infant or toddler to First Steps, the program staff coordinate with the Point of Entry (POE) in planning for the child. • Preschool children suspected of having a disability are promptly referred to the local Director of Special Education in the public school district where the child resides. • After referral of a preschool child (age 3 or over) to the public school district the program staff coordinate with the appropriate personnel to plan for the child. 				
1.4.3 All enrollment documentation required by the program and by regulation is on file for each enrolled child.	<ul style="list-style-type: none"> • The program requests and keeps on file only necessary documents. • The program should assist program staff and families in meeting time requirements in supplying documentation and complying with regulations. 				

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1.4.4 Records are on file to document the children's progress in the classroom.	<ul style="list-style-type: none"> • The records selected for inclusion are based on the curriculum in use and the child's individual goals. • When there is an Individual Education Plan or Individualized Family Service Plan (IEP & IFSP), it is accessible to the teacher, as well as in a central location and is used as a confidential working document from which to plan the child's program. • Teachers write anecdotal notes based on observations of all children and these are included in the child's records. • Ongoing progress records/portfolios are on files that include samples of the child's work and teacher observations. • A contact log is maintained for each child which includes, at a minimum, the date of contact, the purpose of the contact, and the person initiating the interaction if not an employee of program, e.g., therapist, evaluator. • Assessment and/or screening results are on file for each child. • Referrals to appropriate agencies are on file when applicable. 				
1.4.5 Evaluation and assessment information and recommendations are shared with all people involved with the education and care of the child (with appropriate consents in place) in order to meet the individual needs in all environments.	<ul style="list-style-type: none"> • Evaluation and assessment information is shared, as needed, with: <ul style="list-style-type: none"> - Parents/Guardians - Child care providers - Related services therapists and - Public school teachers. 				

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Standard 1.4: The program provides services that are inclusive of all children and is accountable for documenting and evaluating those services in accordance with state and federal laws and regulations and with program philosophy.

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1.4.6 Administrators ensure that modifications are made in the environment, program, and schedule so that children with disabilities can participate appropriately in most activities with their peers.	<ul style="list-style-type: none"> • Entrances and exits are accessible. • All program space is accessible including playground, restrooms, classroom, learning spaces, and eating space. • Adaptive equipment is available and individualized to promote independence. • Schedule is adjusted to meet individual needs regarding length of program day, length of individual activities, and learning needs of each child. 				
1.4.7 Administrator ensures that due process procedures are made available by the program to the parents/guardians of children with disabilities.	<ul style="list-style-type: none"> • Prior to entry and exit of program, transition planning occurs with specific actions to support staff, family, and child. • Prior to initiation of special education/related services, rights are explained to parents in language they understand. • Families and teachers have the opportunity to learn about federal and state regulations regarding education services and transition requirements via brochures, videotapes, and/or parent meetings. 				
1.4.8 The Individual Family Service Plan (IFSP) and/or Individual Education Program (IEP) for children with disabilities is ongoing, individualized, and meets regulations.	<ul style="list-style-type: none"> • The IFSP/IEP meets federal and state guidelines. • The family is actively involved in the writing the IFSP/IEP. • When a child transitions or transfers to or from another program, the sending teacher and therapists are invited to the IFSP/IEP meeting where the receiving teacher will be in attendance. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

Standard 1.4: The program provides services that are inclusive of all children and is accountable for documenting and evaluating those services in accordance with state and federal laws and regulations and with program philosophy.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
1.4.9 Administrators ensure that there is more than one program option available for children with disabilities.	<ul style="list-style-type: none"> • Service delivery options for a child are determined by Admissions and Release Committee and are offered in the least restrictive environment and, where possible, in the natural environment with typically developing peers. • Placement options include but are not limited to: <ul style="list-style-type: none"> - Preschool class (mainstream or special, Head Start and/or local education agency (LEA) and/or private) - Home-based program - Parent-child program at a center - Combined home and center (dual enrollment in two programs) - Itinerant services provided in another program and - Child care program • Options include length of school day or week as well as placement. • For children just entering a center-based program, options may include a phase-in to the classroom setting. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

<i>Standard 1.5: The work environment is conducive to adult needs and reflects required responsibilities.</i>					
INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
1.5.1 Administrator ensures that there are provisions for meeting the personal needs of staff.	<ul style="list-style-type: none"> • Staff have storage for personal belongings and adequate file space. • Adult-size furniture is provided in an area away from the children, which can be used for breaks and/or conferences. • Breaks are given at least twice daily for full day schedules. • There is a separate adult bathroom. 				
1.5.2 Administrator promotes work environment that establishes and maintains co-worker relationships of trust, respect, and cooperation.	<ul style="list-style-type: none"> • The program recognizes professional achievement of co-workers. • The administrator ensures that staff does not participate in any form of discrimination. • The administrator encourages sharing of information and resources among co-workers and attendance at staff meetings. 				
1.5.3 Individual, convenient storage with security provisions for personal belongings is available for staff.	<ul style="list-style-type: none"> • Locked storage is available in adult-only area. • Purses, backpacks etc. are locked away and inaccessible to children. 				
1.5.4 A locked cabinet is available for storing personal items belonging to volunteers.	<ul style="list-style-type: none"> • Locked storage in the office is easily available to staff. 				
1.5.5 Space is provided outside the classroom for staff breaks.	<ul style="list-style-type: none"> • Indoor space with adult furnishings is designated for staff use only. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

<i>Standard 1.5: The work environment is conducive to adult needs and reflects required responsibilities.</i>						
INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)	
		NOT MET	IN PROCESS	FULLY MET		
1.5.6	There is a separate adult bathroom.	<ul style="list-style-type: none"> Adult bathroom is separate from child bathroom areas. 				
1.5.7	A space with adult sized chairs is available for program purposes.	<ul style="list-style-type: none"> Space can have a dual use including teacher planning, parent groups, family conferences, staff/parent confidential conversations, or staff development activities 				
1.5.8	Staff has planned breaks away from the responsibilities of their classroom, based on their daily work schedule.	<ul style="list-style-type: none"> During their 8-hour workday, staff is given a 15-minute break in the morning and the afternoon as well as a 30-minute mid-day break. Staff to child ratios are maintained at all times during break, nap, etc. 				
1.5.9	Staff is given regular time away from the responsibilities of the classroom to plan future activities and curriculum.	<ul style="list-style-type: none"> Accommodation through release time, additional time with pay or other considerations are made for staff to plan and prepare for future activities. 				

Building A Strong Foundation for School Success: Kentucky’s Early Childhood Quality Self Study

Standard 1.6: The program administrator models and encourages professionalism and effective leadership to the staff and within the broader early childhood community.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
1.6.1 The director identifies and adheres to high ethical and professional standards.	<ul style="list-style-type: none"> The director can articulate a philosophy of early childhood that is used to guide and direct program planning and that is based on research and accepted quality standards. The director can articulate an adopted code of ethical standards by which to guide program decisions. 				
1.6.2 The director actively participates in professional activities at the local, state, and national level.	<ul style="list-style-type: none"> The director is a member of local, state, and national professional organizations. The director participates in activities of the Community Early Childhood Councils. 				
1.6.3 The director provides leadership to staff to reflect on and apply current research findings to improve teaching and program practices.	<ul style="list-style-type: none"> The director mentors new or developing professionals in early childhood. The director can identify current trends and new knowledge in early childhood education. The director assists staff in the application of research findings in daily program and lesson planning to encourage staff to understand <i>why</i> they are engaging in quality practices and to encourage children’s optimal growth and development. Director is aware of and understands impact of issues and legislation on children, families and early childhood programs. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

2. Child Experiences in the Environment

Rationale:

The way in which the early childhood environment is set up is an illustration of the program staff's beliefs about how children learn and grow. The environment promotes child learning and positive development. Programs that are set up to help children flourish are programs that use the environment to promote independence, to protect and keep children safe, to affirm children's growing sense of self, and to promote caring and comfortable surroundings for children and for the adults who care for them. The environment encompasses more than simply how the program arranges indoor and outdoor space. The environment sets the overall tone and atmosphere of the program. When the environment is set up thoughtfully, children's challenging behaviors are lessened, cooperation is more frequent, and child learning and comfort becomes the program focus.

The environment includes:

- A physical facility that is set up to encourage good health practices, safe exploration and use by children, and adequate space for children and adults.
- Comfortable areas and clear access for all children with and without disabilities.
- Learning areas that promote a full range of play and learning opportunities of varying complexity across all developmental domains.
- Sufficient materials that are grouped and arranged to maximize cooperative and creative use and to minimize misuse or problems.
- Space for children to be alone and space to play in small and large groups.
- Spaces for the staff and parents in the program, separate from child areas.
- Displays of children's work to affirm the value of that work and to affirm each child.
- Opportunities for children to see and experience people of diverse cultures and backgrounds.
- Limited access to passive media such as TV, computer games, and videos.
- Outdoor space that is safe yet challenging and that is part of the daily schedule year-round.
- Outdoor space that serves as an instructional environment to develop all learning domains, including a variety of physical skills.
- A positive social and emotional climate wherein children and adults may build constructive relationships.

The intent of this section of *Kentucky's Early Childhood Quality Self-Study* is to provide the details to help the user recognize and create a program environment in which all who participate are safe, comfortable, and enriched by the time spent there.

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

Standard 2.1: The physical facility provides a well-lit, well-maintained, safe space large enough for children to engage in developmentally appropriate activities.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
2.1.1 The facility is maintained for the safety and well-being of children and adults.	<ul style="list-style-type: none"> General maintenance of the building, roof, plumbing and electricity occurs. Materials and equipment are checked daily for loose bolts, splinters and loose materials. 				
2.1.2 Space for play is clutter free.	<ul style="list-style-type: none"> Infants and Toddlers have space to move freely exclusive of cribs and routine care furnishings. All furnishings on which infants or toddlers may pull up to stand is sturdy and will not fall over. 				
2.1.3 The facility including all indoor and outdoor space is smoke free.	<ul style="list-style-type: none"> No smoking signs are posted inside/outside. The policy is stated in the policy and procedures for staff and families. 				
2.1.4 Exposed electrical cords and outlets are covered.	<ul style="list-style-type: none"> Cords are out of sight and reach of children. Unused outlets have plug covers. 				
2.1.5 Natural and artificial light are sufficient for each activity.	<ul style="list-style-type: none"> Interest areas such as books, science and nature have natural lighting. Sleeping area for the infant classroom can be dimmed or darkened for nappers, while awake infants can play in brighter lights. Controls for natural and artificial light are located within the classroom. 				
2.1.6 Individual classrooms contain windows where children can easily view the outdoors.	<ul style="list-style-type: none"> Windows are at child eye level. 				

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INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
2.1.7 Facility and classroom entry/exits are controlled for the safety of all children.	<ul style="list-style-type: none"> A system is in a place to control/monitor entry and exit, e.g., a buzzer or bell sounds each time the classroom door is opened, card entry locks and/or security system exist for exterior doors. 				
2.1.8 There are two exits from each classroom and each building location utilized by children.	<ul style="list-style-type: none"> Door handles are operable with limited use of hands. There is at least one door and one operable window within each classroom. Windows to be used for fire exits are inside classroom space. 				
2.1.9 Thermostat and control of windows is located within individual classrooms.	<ul style="list-style-type: none"> A temperature of 65°F-75°F is maintained during winter months. A temperature of 68°F-82°F is maintained during summer months. Space heaters and/or electric floor fans are never used. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

<i>Standard 2.2: The indoor learning environment is safe and arranged to facilitate healthy, active learning by all children.</i>						
INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)	
		NOT MET	IN PROCESS	FULLY MET		
2.2.1	All areas of the room can be observed by an adult at any given time.	<ul style="list-style-type: none"> • Staff can see over dividers that separate the classroom space. • The diapering area is situated so that adults are able to view all children in care. 				
2.2.2	At least five (5) concept learning centers are clearly defined and are available to children on a daily basis.	<ul style="list-style-type: none"> • Check all presently used in the room: <ul style="list-style-type: none"> <input type="checkbox"/> Arts and Crafts <input type="checkbox"/> Blocks/Construction <input type="checkbox"/> Computer <input type="checkbox"/> Dramatic Play/Theatre <input type="checkbox"/> Gross Motor (active physical play) <input type="checkbox"/> Language/Writing <input type="checkbox"/> Books (language/reading) <input type="checkbox"/> Games and Puzzles/fine motor (hand toys, table games) <input type="checkbox"/> Music/Movement/Listening <input type="checkbox"/> Science/Nature (Discovery) <input type="checkbox"/> Sand and Water /Sensory table <input type="checkbox"/> Woodworking <input type="checkbox"/> Other 				
2.2.3	Area furnishings and materials are labeled with words and pictures easily understood by children.	<ul style="list-style-type: none"> • Labels may include magazine pictures or photos of the toys, outlines of shapes and words accompanying each. • Labels are specific to the developmental level of children served and languages represented. 				

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INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)	
		NOT MET	IN PROCESS	FULLY MET		
2.2.4	There are clear pathways to accommodate wheelchairs, walkers, canes, and crutches as needed.	<ul style="list-style-type: none"> Traffic patterns of the classroom allow mobility devices used to easily clear shelving and equipment. 				
2.2.5	Noisy centers, such as blocks, are separated from quiet areas, such as library or book corner or sleep area by using physical space and/or furnishings.	<ul style="list-style-type: none"> Physical space and/or shelving separates noisy areas (dramatic play/theater) from quiet areas (books). 				
2.2.6	Noisy centers contain some sound cushioning materials, such as carpets or rugs.	<ul style="list-style-type: none"> Sound absorbing material include cloth, cork boards, wall hangings, bean bags chairs, soft furnishings, carpet, etc. 				
2.2.7	There are some quiet and cozy areas.	<ul style="list-style-type: none"> Areas which contain cushions, pillows, or beanbags that can be easily washed or sanitized are available to children on a daily basis. 				
2.2.8	There are quiet spaces accessible at all times for a child to be alone, if (s)he chooses.	<ul style="list-style-type: none"> A clearly defined space with soft materials is available to children. Infants and toddlers are not placed in cribs to play or in play saucers for more than 5 minutes to play. 				
2.2.9	Space is available for children and adults to gather comfortably in a group for singing and movement activities story reading, and other group activities.	<ul style="list-style-type: none"> Large group (circle time) area has a designated space and the children know where it is. Space can have dual use when large group activity is finished. Large group activities may take place in the block area or other area needing limited movement of furnishings. 				

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Standard 2.2: The indoor learning environment is safe and arranged to facilitate healthy, active learning by all children.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
2.2.10 All equipment, furnishings and materials used by children are appropriately sized, individually appropriate and include adaptations for inclusion of children with disabilities.	<ul style="list-style-type: none"> Children's feet rest on the floor when seated. Children's knees should be able to fit under tables and elbows above the table. 				
2.2.11 Appropriate equipment is provided for all children including those with disabilities.	<ul style="list-style-type: none"> Appropriate adaptive equipment chairs, bolsters, etc. are provided for children with physical disabilities. 				
2.2.12 All teacher only materials are stored neatly, out of reach and view of children.	<ul style="list-style-type: none"> Teacher has accessible cabinets or high shelves that are inaccessible to children. Designated teacher only supplies are stored out of sight and reach of children. 				
2.2.13 All furnishings in children's play space are used with and by children.	<ul style="list-style-type: none"> There are no adult desks located in the play space. 				
2.2.14 Individual cubbies at children's height are used for storing clothing and personal possessions.	<ul style="list-style-type: none"> Coat hooks are spaced so that coats do not touch each other. Cubbies are labeled with name. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

Standard 2.2: The indoor learning environment is safe and arranged to facilitate healthy, active learning by all children.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)	
		NOT MET	IN PROCESS	FULLY MET		
2.2.15	All learning materials not in use are stored in organized spaces.	<ul style="list-style-type: none"> Games and/or toys used for rotation purposes are stored on high shelf or behind closed doors. 				
2.2.16	Play spaces, play equipment, and materials are accessible to all children.	<ul style="list-style-type: none"> Sand and water table is raised to accommodate wheel chair, etc. Child using special chair can sit at table with other children. 				
2.2.17	By making accommodations, adapting activities, and using other strategies all children are integrated socially into the life of the program and are able to participate in all activities in the indoor environment.	<ul style="list-style-type: none"> Activity plans include adaptations for any children who may need to participate in different ways. Adult assistance is available to children who may need such assistance. Assistive technology is used. 				
2.2.18	In settings where rest is part of the schedule, mats/cots are stored for easy access (inside classroom space).	<ul style="list-style-type: none"> Staff do not have to leave classroom to retrieve mats or cots for nap time, if leaving causes adult: child ratio to fall below acceptable levels. 				
2.2.19	In setting where rest is part of the schedule, children's bedding is kept separated from other children's bedding.	<ul style="list-style-type: none"> All bedding should be stored in such a manner that discourages cross contamination – bedding does not touch other bedding. Bedding is cleaned weekly or as needed. Bedding is labeled with each child's name. 				

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Standard 2.2: The indoor learning environment is safe and arranged to facilitate healthy, active learning by all children.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)	
		NOT MET	IN PROCESS	FULLY MET		
2.2.20	In settings where rest is part of the schedule, mats, cribs, and cots are spaced at least 3 feet apart for napping unless separated by a solid non-porous barrier.	<ul style="list-style-type: none"> Portable equipment such as pak n' play should not be used for sleeping. Children should not be left to sleep in swings, bucket seat carriers, or anything other than a safe crib. 				
2.2.21	There is at least one crib on wheels located in each infant room.	<ul style="list-style-type: none"> Appropriate wheeled crib shall be used in case of emergency (fire). Evacuation crib is labeled. 				
2.2.22	Children's art work and project materials are attractively displayed and exhibited at a level where <u>all</u> children can easily view those materials and are changed regularly.	<ul style="list-style-type: none"> Children's art work is displayed at child eye-level and in a safe manner e.g., no push pins or tacks. Children participate in selection of their work being displayed. Art work of infants and toddlers is displayed and protected from destruction by plexi-glass, lamination or in some other safe way. 				
2.2.23	An awareness of diversity among individuals in terms of gender, culture, race, family structure and job roles is reflected in other materials such as posters or pictures, regardless of group composition.	<ul style="list-style-type: none"> Props representing diversity are included in various learning centers (i.e., different races of dolls in dramatic play, play people with varying abilities in blocks area, non-sexist role posters/pictures). 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

<i>Standard 2.2: The indoor learning environment is safe and arranged to facilitate healthy, active learning by all children.</i>						
INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)	
		NOT MET	IN PROCESS	FULLY MET		
2.2.24	Displays are balanced with blank wall space.	<ul style="list-style-type: none"> Covered and uncovered wall space is maintained according to fire code. 				
2.2.25	Children's work predominates. Teacher-created displays are limited and relate to topics of current interest or focus.	<ul style="list-style-type: none"> Individual, creative art (use of multiple mediums) done by children is attractively displayed. There is limited use of teacher-directed projects that use a model, or pre-cut, pre-designed pieces or patterns. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

Standard 2.3: Learning centers provide hands-on activities with real materials.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
2.3.1 A range of tasks of varying difficulty is provided.	<ul style="list-style-type: none"> All interest centers provide materials of varying difficulty, e.g., pegged puzzles and flat puzzles, 4 piece and 15 piece puzzles. 				
2.3.2 On a weekly basis, staff rotate 3-5 materials in each center that promote discovery and problem solving.	<ul style="list-style-type: none"> Base materials including but not limited to blocks, dramatic play, science/nature, and fine motor art supplies remain in place. Rotation decisions are made after considering whether ample time was allowed for children's skill practice and mastery. 				
2.3.3 A balance of realistic and pretend toy materials are available in learning center areas.	<ul style="list-style-type: none"> A realistic child-size hammer is used rather than a plastic hammer. Realistic materials might include real pots and pans with lids, a tree stump with hammer and roofing nails, and real food packages. 				
2.3.4 Additional materials are added to centers to reinforce concepts introduced during class activities.	<ul style="list-style-type: none"> When using thematic, standards-based units or other curriculums, materials are added to interest centers to reflect and enhance children's experiences with the themes, e.g., a farm unit is extended with the use of pretend and real materials in and out doors, cooking experiences, etc. 				
2.3.5 Each learning center contains materials that represent and/or promote cultural diversity.	<ul style="list-style-type: none"> Materials in interest centers reflect at least one of the following: age variations, ability variations, non-traditional gender roles, race or culture variations. The above diversity is reflected in each of the following: pictures and photos displayed, books, puzzles, games, dolls, play people, puppets, music tapes/CDs, videos and computer software, art materials, clothing for dress up, house center cooking utensils and pretend food, musical instruments, and building materials. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

Standard 2.3: Learning centers provide hands-on activities with real materials.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
2.3.6	Children are allowed to use materials from one center to continue and expand their play in another center, as long as the materials are used in a safe manner and are returned when the child is finished.				
2.3.7	Age-appropriate risk taking is supported by program adults while simultaneously using safe boundaries.				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

Standard 2.4: A sufficient quantity of appropriately-sized furniture in good repair is provided for routine care and play.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)	
		NOT MET	IN PROCESS	FULLY MET		
2.4.1	All furniture is sturdy and in good repair and meets safety regulations.	<ul style="list-style-type: none"> All legs on tables and chairs are sturdy. All doors and/or drawers are sturdy. 				
2.4.2	All seating is incorporated into the learning centers.	<ul style="list-style-type: none"> There are no individual school desks in use by children. Small group tables accommodating 2 – 6 children are used and placed in interest areas. Tables are available to accommodate children with disabilities to play along side their peers. 				
2.4.3	Each child has an assigned “cubby” labeled with words and pictures for storing personal belongings.	<ul style="list-style-type: none"> Space allows room for “take home” materials as well as seasonal clothing as needed. Appropriate child sized furniture allows children’s feet to touch floor or support bar. Appropriate adaptive seating is available for children with disabilities to work or eat along side their peers. 				
2.4.4	There are enough child-sized chairs and tables to seat all children.	<ul style="list-style-type: none"> Seating for infant and toddler could also include high chairs. 				
2.4.5	There are sufficient low shelves so that learning materials are stored uncluttered and accessible to all children.	<ul style="list-style-type: none"> Shelves contain labeled, see through bins into which materials are sorted. 				
2.4.6	Adult chairs are provided to ensure children’s needs are met.	<ul style="list-style-type: none"> Rocking chairs are available for rocking babies. Adult chairs close to cribs are available. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

Standard 2.5: The use of passive media (TV, computer and/or video) is limited and is used only as curriculum enhancement.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)	
		NOT MET	IN PROCESS	FULLY MET		
2.5.1	Passive media, TV, video, and/or computer software is limited to materials considered “good for children” and related to current units of instruction.	<ul style="list-style-type: none"> All videos are rated G and are non-violent. TV/computer software encourages active involvement. Videos or computer software NOT meant for child viewing are not stored within view or reach of children. 				
2.5.2	Passive media material has been previewed by adults prior to use.	<ul style="list-style-type: none"> Staff knows the content of passive media material available for children’s use. Staff have specific objectives in using passive media related to child outcomes. 				
2.5.3	Alternative activities are always available/accessible during use of passive media.	<ul style="list-style-type: none"> At least one other learning center is accessible during times that TV/video is used. Children are not required to participate in TV/video/ computer use. 				
2.5.4	Staff are actively involved with children to help children develop critical thinking skills whenever passive media is used during program time.	<ul style="list-style-type: none"> Staff interact with children during the use of passive media asking questions to extend their involvement. Room arrangement and staff support children working together collaboratively. 				
2.5.5	Passive media is used as an infrequent event, rather than as a regular part of daily routines.	<ul style="list-style-type: none"> TV/videos are used only occasionally to enhance themes, not as a routine “filler” or as background. Schedules and daily routines do not include TV/videos as part of program. 				
2.5.6	Computer software encourages creativity.	<ul style="list-style-type: none"> Drawing, painting, problem-solving are a part of the computer program. 				

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INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
2.5.7 Time for TV/video viewing is limited.	<ul style="list-style-type: none"> • TV and video viewing is linked to written objectives and lessons plans for child learning • Strategically planned viewing does not exceed 30 minutes. 				
2.5.8 TV/video/computer viewing as a planned activity is not used with children under age 3.					

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

<i>Standard 2.6: Safe, well planned space is provided outdoors for physical activities appropriate for young children.</i>						
INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)	
		NOT MET	IN PROCESS	FULLY MET		
2.6.1	Outdoor play space is provided for infants /toddlers and preschoolers.	<ul style="list-style-type: none"> Space and equipment for infants and toddlers is provided separate from that of older children. 				
2.6.2	Outdoor play space is checked for hazards daily, prior to children's use.	<ul style="list-style-type: none"> Trash and other potential hazards are picked up and discarded in proper receptacles. A safety checklist is used. Metal and plastic equipment is checked for proper temperature before children use outdoor play space. 				
2.6.3	Program uses research resources for current guidelines on playground surfaces.	<ul style="list-style-type: none"> Guidelines are followed regarding type and depth. Sources include the U.S. Consumer Product safety Commission. Consideration for choice of cushioning materials includes safe use of climbing structure and wheeled toys. 				
2.6.4	Cushioning material is maintained to insure appropriate depth at all times.	<ul style="list-style-type: none"> Surfacing must be raked daily to insure appropriate depth of cushioning, particularly under equipment fall zones such as the bottom of slides or under swings. A rake must be available. 				
2.6.5	The outdoor area is surrounded by a safety fence at least four feet high with a working gate that locks and is wheelchair accessible.	<ul style="list-style-type: none"> Fencing should have vertical slats, if slats are used, rather than horizontal. Fencing should not have sharp points on top, splinters, or other protruding hazards. 				
2.6.6	Children do not walk through roads, drives, parking lots or other hazardous areas to reach the playground.					

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

Standard 2.6: Safe, well planned space is provided outdoors for physical activities appropriate for young children.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)	
		NOT MET	IN PROCESS	FULLY MET		
2.6.7	There is sufficient space for various activities such as climbing, running, throwing/catching, and using wheel toys in outdoor play space.	<ul style="list-style-type: none"> Activities take place on a variety of hard, soft, and malleable surfaces that do not intersect or interfere with each other. One large surface may contain both vehicle play and other play. Basketball goal surface has sufficient space without interfering with wheeled toy space. Equipment is placed 12' apart. 				
2.6.8	Riding toys, such as tricycles, wagons, etc. are available with an accompanying appropriate hard surface for riding.	<ul style="list-style-type: none"> Tricycles, wagons, etc., of various sizes are available to meet individual needs. Some riding toys are adapted for children with disabilities. Safety helmets are available. 				
2.6.9	Hard surfaces have indicators for traffic flow.	<ul style="list-style-type: none"> Painted arrows or other indicator are used to show direction of traffic flow. 				
2.6.10	Playground is accessible to all children regardless of ability.	<ul style="list-style-type: none"> Playground has accessible entry and exit. Playground has accessible equipment for children with disabilities and play ground surface is wheelchair accessible. 				
2.6.11	Classroom has direct access to playground.	<ul style="list-style-type: none"> Direct access refers to a doorway in the classroom leading to the playground. A desirable goal is for children to be able to walk directly to outdoor play. 				
2.6.12	Outdoor gross motor space has a variety of surfaces permitting different types of play.	<ul style="list-style-type: none"> Children are able to experience the use and feel of sand, blacktop, woodchips, etc. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

<i>Standard 2.6: Safe, well planned space is provided outdoors for physical activities appropriate for young children.</i>						
INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)	
		NOT MET	IN PROCESS	FULLY MET		
2.6.13	Outdoor area has some protection from the elements year round.	<ul style="list-style-type: none"> • Some shade is available. • Some protection from precipitation is possible. Trees do not count as protection if they lose their leaves in winter months. 				
2.6.14	Age-appropriate climbing equipment has written documentation that equipment meets Consumer Product Safety Commission (CPSC) guidelines and ASTM 1292 standards.	<ul style="list-style-type: none"> • Written standards are available and are used to determine whether guidelines are met. • Infants and toddlers play outdoors in spaces designed for their use. 				
2.6.15	Landscaping is safe and non-toxic.	<ul style="list-style-type: none"> • Only non-poisonous plants and shrubs are used in landscape. • Poisonous and toxic insecticide and herbicides are eliminated from play areas. • Tree limbs are trimmed to a height of 7 feet. 				
2.6.16	Toilet facilities are adjacent to the playground.	<ul style="list-style-type: none"> • A child using these facilities does so within sight and sound of staff. 				
2.6.17	Storage facilities are available near play space to house outdoor equipment.	<ul style="list-style-type: none"> • Storage facilities are off limits as child play space. • Storage facilities are checked regularly for moisture, insects, etc. for safe storage of equipment. 				
2.6.18	Sand and water play areas are covered and protected.	<ul style="list-style-type: none"> • When not in use by children the covers are in place. 				

Building A Strong Foundation for School Success: Kentucky’s Early Childhood Quality Self Study

<i>Standard 2.7: The outdoor environment is an extension of the classroom where instructional activities occur daily.</i>						
INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)	
		NOT MET	IN PROCESS	FULLY MET		
2.7.1	Age appropriate sensory materials such as sand, water, bird seed or gravel are available outdoors.	<ul style="list-style-type: none"> Infants and toddlers have access to sand and water, but not to gravel and birdseed. 				
2.7.2	Teachers use the outdoor classroom to introduce and conduct experiences that address the domains or content areas of the <i>Kentucky Early Childhood Standards</i> .	<ul style="list-style-type: none"> Adults assist children in learning about and respecting plant life, animal life, insects, birds, and other living things in the child’s environment. Adults assist children in noticing aspects of nature such as weather, rocks, soil conditions, and sounds and smells in the outdoors. Infants and toddlers have direct access to outdoor experiences and surfaces and children are not confined to buggies or playpens. Buggy rides do not count as outdoor play. 				
2.7.3	Teachers use outdoor activities to conduct experiences in art, movement, dramatic play and literacy.	<ul style="list-style-type: none"> Props for dramatic play outdoors, art materials, printed signs, large blocks, and other materials or activities are offered as choices for outdoor play. Infants and toddlers have age appropriate toys and materials to enhance outdoor play. 				
2.7.4	Adults are actively engaged with children outdoors.	<ul style="list-style-type: none"> Adults do not use outdoor time as “break” time. Teachers are in close proximity to children and extend children’s play as needed to promote learning and participation. Adult: child ratios are maintained. 				
2.7.5	Children play outdoors daily when weather and air quality conditions do not pose a significant health risk.	<ul style="list-style-type: none"> Outside play takes place when weather is at or above 15° wind chill or the heat index is at or below 90° as identified by the National Weather Service. Children’s clothing is adjusted to the weather conditions and attention is given to sun protection. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

Standard 2.8: Staff promote a positive climate for learning and help children learn how to establish positive, constructive relationships with adults and other children.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
2.8.1 Adults' communication with children shows respect for the child as a person, including non-verbal children or children whose home language is not English.	<ul style="list-style-type: none"> Adults listen attentively, make eye-contact, treat children fairly, and do not discriminate. Adults put forth good effort in learning appropriate language (e.g., sign language, daily routine words in child's first language) for communication. 				
2.8.2 Adults use non-verbal cues such as smiling and appropriate physical contact to nurture children's emotional development.	<ul style="list-style-type: none"> Adult interactions with children are responsive to each child's moods and needs (soothing tired child, reassuring frightened child, active with playful child). 				
2.8.3 Children and parents are greeted individually upon arrival and prior to departure.	<ul style="list-style-type: none"> Children are greeted by names; parents are acknowledged in positive manner as well as being greeted by their names. Arrival and departure used as time to exchange information about the child's day. 				
2.8.4 Parent or person responsible for the child at pickup is acknowledged prior to departure.	<ul style="list-style-type: none"> Staff let responsible person know they are aware that the child is leaving and verifies their identity and permission to pickup. 				
2.8.5 Staff provide comfort and privacy for children as needed.	<ul style="list-style-type: none"> Those who are frightened or upset upon arrival or transition and/or those who have toileting accidents are comforted. 				
2.8.6 Staff consistently set clear limits and intervene to enforce consistent consequences.	<ul style="list-style-type: none"> All staff follow through on classroom rules that are set with logical and natural consequences and congruent with child's development level. 				

Building A Strong Foundation for School Success: Kentucky’s Early Childhood Quality Self Study

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INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)	
		NOT MET	IN PROCESS	FULLY MET		
2.8.7	Staff talk to the children frequently throughout the day, during both routines and play using conversation, open-ended questions and leading statements.	<ul style="list-style-type: none"> Staff talk with each child throughout the day including during diapering/toileting routines, meal times and during free play. Quality of the talk focuses on emerging language skills and provides expanded vocabulary, elaboration, etc. 				
2.8.8	Communication promotes professional and respectful relationships.	<ul style="list-style-type: none"> Administrative staff model respectful interactions. Administrative staff asks staff for input, listens, and makes staff aware of information. Staff show respect by sharing tasks for “greater good”. 				
2.8.9	Staff communication with parents promotes a caring community.	<ul style="list-style-type: none"> Information sharing times at arrival/pick-up or conferences is respectful. 				
2.8.10	Staff maintain on-going communication and cooperation between teachers and administration at different programs to ensure the successful transitioning of all children including those with disabilities.	<ul style="list-style-type: none"> Staff communicate with the next learning environment staff in order to prepare child for the transition with respect for confidentiality and sensitivity for family issues. 				

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Standard 2.8: Staff promote a positive climate for learning and help children learn how to establish positive, constructive relationships with adults and other children.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
2.8.11 Staff actively involve children in solving their own problems and conflicts.	<ul style="list-style-type: none"> Staff observe interactions of children and allow time for children to resolve conflict appropriately when possible. Staff provide children necessary tools for their developmental level (e.g., phrasing, compromise suggestions) for successful conflict resolutions. 				
2.8.12 Staff explain children’s actions, intentions, and feelings to others.	<ul style="list-style-type: none"> Staff label a child’s behavior not the child as inappropriate, – i.e., “hitting hurts”, “our rules are to keep our hands and feet to ourselves”, instead of, “only bad children hit.” Children are treated with respect and not humiliated. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

Standard 2.9: Adults promote a climate for a positive social environment by employing strategies that allow children to be successful and recognize children's attempts at socially acceptable behavior.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)	
		NOT MET	IN PROCESS	FULLY MET		
2.9.1	Adults frequently use positive or non-judgmental comments instead of general praise when referring to children's activities.	<ul style="list-style-type: none"> “I see you are using lots of yellow in your picture,” instead of “What a pretty picture.” 				
2.9.2	Program is set up to avoid conflict and promote age-appropriate interactions.	<ul style="list-style-type: none"> Environment and materials engage children's interest and curiosity. Multiples of toys are available in infant/toddler rooms. 				
2.9.3	Staff redirect competitive activities initiated by children.	<ul style="list-style-type: none"> Child challenges, “I'll be first to the fence.” Staff says, “Let's all run to the fence together.” Staff limit competitive games and activities or use non-competitive games and activities only. 				
2.9.4	Staff meet the needs of individual children to encourage participation.	<ul style="list-style-type: none"> Staff give short, simple directions using words children understand. Activities planned and materials available invite children's participation. 				
2.9.5	Adults give choices only when choices exist.	<ul style="list-style-type: none"> “Let's all go to the door to go inside,” instead of, “Let's go inside, ok?” 				
2.9.6	Attention is frequently given when children are behaving well.	<ul style="list-style-type: none"> “You know how to be a friend. I saw you hand Sarah the glue stick.” 				
2.9.7	Staff use positive discipline methods effectively.	<ul style="list-style-type: none"> Use of redirection is accompanied with follow-up observation and support of child. Teachers make guidance strategies based on child's temperament, knowledge and behavior. 				

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Standard 2.9: Adults promote a climate for a positive social environment by employing strategies that allow children to be successful and recognize children's attempts at socially acceptable behavior.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
2.9.8	Time out is rarely used and NEVER used with children at a developmental age less than 3.				
2.9.9	If used by staff, time-out is brief, always paired with problem-solving and with teaching the child the appropriate behavior.				
2.9.10	Upon completion of removal from group (time-out), staff help children to successfully re-enter the group.				
2.9.11	Children with physical disabilities and/or special learning needs are included in the classroom socially and intellectually as well as physically.				
2.9.12	Staff plan activities to ensure social success across all developmental and ability levels.				

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Standard 2.9: Adults promote a climate for a positive social environment by employing strategies that allow children to be successful and recognize children's attempts at socially acceptable behavior.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)	
		NOT MET	IN PROCESS	FULLY MET		
2.9.13	Adults listen to each child to determine if stress is occurring in the child's life, which might be responsible for inappropriate behaviors, and staff intervenes when appropriate.	<ul style="list-style-type: none"> Staff are appropriately trained to recognize signs of child stress. Training includes information on appropriate adult responses and referral sources when appropriate. Staff discuss with families any concerns about children's interactions. 				
2.9.14	Children have opportunities to make choices in activity selection and other daily routines.	<ul style="list-style-type: none"> Child decides what learning center to play in and when (s)he needs to take care of personal needs (toileting). 				
2.9.15	Relaxing sensory and expressive activities are provided to help children deal with stress.	<ul style="list-style-type: none"> Play doh, water/sand table, or sensory experiences are accessible daily. Storybooks that help children understand difficult themes are available for use with children. 				
2.9.16	Staff provide ample opportunities for children to plan and select many of their own activities.	<ul style="list-style-type: none"> Child decides what learning center to play in and is encouraged to explore other learning centers. Children are not "rotated" in centers by timed amounts. Large blocks of uninterrupted time are available for child choice in learning centers. Adults are involved when children need activity direction or help in focusing. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

<i>Standard 2.10: Personal self-care activities are promoted by appropriate facilities, materials and curriculum.</i>						
INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)	
		NOT MET	IN PROCESS	FULLY MET		
2.10.1	Daily schedule includes time and opportunity to practice self-help skills.	<ul style="list-style-type: none"> Time is sufficient at transition points; arrival/departure, snack/meal time, rest time, etc. for children to “do for themselves” and receive assistance as needed. 				
2.10.2	Warm running water, soap, and individual paper towels or automatic hand dryer are utilized.	<ul style="list-style-type: none"> All materials for hand washing can be reached by the children. Hand sanitizer is not used as a substitute for hand washing. 				
2.10.3	A private area is accessible for changing diapers and is sanitized after each use.	<ul style="list-style-type: none"> The diaper changing area is located out of traffic pattern and play space and situated such that visual supervision of the classroom is possible. 				
2.10.4	The diaper changing table is located in a private area within each classroom.	<ul style="list-style-type: none"> Private area must allow for supervision of other children if only one teacher is in classroom. 				
2.10.5	The diaper changing table is convenient to use for both children and adults.	<ul style="list-style-type: none"> The changing table is at a height between 28” and 32” for adults and for toddlers and older children have available convenient locking steps. 				
2.10.6	Changing tables are equipped with railings or barriers that extend at least 6” above the changing surface.	<ul style="list-style-type: none"> Changing pads with sides at least 6 inches high may be used. 				
2.10.7	Bathrooms and toilets are sanitized daily.	<ul style="list-style-type: none"> A solution of bleach and water that is made fresh daily or a hospital quality disinfectant that is safe to use around young children is used for sanitizing. 				

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<i>Standard 2.10: Personal self-care activities are promoted by appropriate facilities, materials and curriculum.</i>					
INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
2.10.8 Non-porous gloves are accessible for adult use in situations where adults are exposed to any body fluids.	<ul style="list-style-type: none"> • Gloves are worn at any time staff encounter any type of body fluid including but not limited to blood, mucous, saliva, urine, feces, vomit, etc. • Staff take precautions not to contaminate any other surfaces with soiled gloves. Gloves are disposed of in covered lined containers after each use. • Appropriate diapering techniques are used as defined in "Caring for Our Children". 				
2.10.9 Toileting facilities are located within the classroom.	<ul style="list-style-type: none"> • Children do not have to leave classroom to use toilet facilities. 				
2.10.10 Toileting facilities are adapted to the child's size and/or ability.	<ul style="list-style-type: none"> • Toilets are low so that children's feet can touch the floor. 				
2.10.11 Child-sized sinks are accessible.	<ul style="list-style-type: none"> • Children can use sink area without the addition of steps or a stool. 				
2.10.12 Hand washing sinks in room are provided within arms reach of the caregiver to diaper changing tables and toilets, and are separate from sink used for food related purposes.	<ul style="list-style-type: none"> • Hand washing sinks adjacent to diapering area is not used for food related purposes. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

3. Child Experiences with Curriculum and Assessment

Rationale:

The quality of *Child Experience with Curriculum and Assessment* is determined by relationships and experiences. High quality programming for children birth to five years of age consists of positive classroom experiences that facilitate a continuum of growth in all developmental domains and fosters respectful, reciprocal and responsive relationships. Adults determine each child's level of interest, understanding, ability, age and ways of knowing through "formal" as well as "informal" measurements. Using this information, teachers can individualize their approach for each child with or without disabilities and growth is possible. Curriculum and assessment is impacted by the teacher's personal philosophy of teaching, learning, and guidance; the mission and goals of the program; the curriculum and assessment tool selection; the design and implementation of instruction; as well as, the daily classroom schedule.

Philosophy: A Philosophy of Education is a set of beliefs about how children develop and learn and what and how they should be taught. It is the framework for long-range planning as well as daily decisions—even those made spontaneously. Philosophy, whether it is program-wide or personal includes: mission or purpose, goals or vision and objectives, core beliefs and values, guiding principles, and a theoretical framework.

Guidance: Guidance is an avenue in which adults can affect children's behavior and learning. The outcome can vary depending on the types of interactions, degree of intervention, level of directness, selection of materials and equipment, classroom layout, and messages sent through verbal and non-verbal means. Appropriate adult-child guidance and interactions enable teachers to promote important pro-social skills in children, including self-regulation, conflict resolution, appropriate expression of emotions, development of empathy, and engagement in meaningful learning.

Curriculum: A Curriculum Plan fosters each child's optimal learning, supports positive interactions, establishes positive relationships among children and adults and helps the program meet its goals for children's development and learning by providing appropriate experiences and identifying the roles of staff members and families. A well thought-out, intentional curriculum plan guided by continuous assessment of individual children will assist classroom teachers to provide an optimal learning environment.

Daily Schedule: The Daily Schedule is a sequence of events and the duration of time for each event throughout the day. It is a guide to what children actually experience (or live) each day in terms of how time is used. A quality Daily Schedule consists of a) indoor/outdoor; b) free choice/structured choices; c) transitions (between activities and events); d) group activities (small and large); e) quiet/active time; f) child-initiated/teacher-initiated activities; and g) flexibility that takes into account individual needs, mental health, interests of the children and adults in the classroom. An appropriate Daily Schedule for a classroom a) allows for trust building for children by providing a routine that is predictable and consistent; b) encourages teachers to be explicit in planning the time and duration for activities and events as they consider children's developmental, social, cultural differences and levels as well as coordinate sharing of common areas (e.g., playground) with other classroom teachers; c) ensures a variety of learning experiences as well as designated time needed for transitions between activities; d) assists families in being cognizant of what is happening at school/center during the day; and e) helps with separation anxiety by providing a time/event guide for children and adults.

Assessment: Assessment is the process of gathering information through formal and informal means for a variety of purposes. This information collection occurs in authentic (i.e., natural) settings for children, where multiple tools (or sources) are utilized in observing and recording development and behavior. Information gathered about individual children's abilities, interests, and needs provide a basis for planning daily instruction and identifying goals/objectives for the curriculum plan as well as determining a need for further testing. Information gathered about the classroom environment usage provides a basis for modifying classroom environment set-up. Information gathered about family's needs provides a basis for identifying concerns and strengths of individual families in facilitating their own children's growth. Assessment serves as a basis for making educational decisions that determine individual and group activities and goals/objectives, instructional strategies, subject matter content concentration, interactions, and material selection. Assessment also informs classroom teachers if educational decisions made were appropriate and/or effective and informs future educational decisions regarding individual children, interactions, intervention strategies, materials, families, and classroom environment.

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

Standard 3.1: Teachers have a philosophy of education that guides and directs appropriate daily practices and they contribute to the program's philosophy and goals.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
3.1.1 Teachers give thought to and can describe their philosophy of teaching and caring for young children	<ul style="list-style-type: none"> Teachers read textbooks, journals, and other professional literature to develop their view of the purpose of education, how children learn, and the best ways to support their growth and development. 				
3.1.2 Teachers understand children's developmental stages and growth and use this knowledge to implement developmentally appropriate practice	<ul style="list-style-type: none"> Teachers use the <i>Kentucky Early Childhood Standards</i> as a guide to ensure that all domains and/or content areas are considered in daily plans. Schedules and daily plans reflect the differing needs of infants, toddlers, and preschoolers; <ul style="list-style-type: none"> - individualized schedules for infants and toddlers, - consistent one on one care for infants and toddlers, and - opportunities for preschoolers to practice self-help skills. 				
3.1.3 Teachers understand and respond to children as individuals with unique strengths and challenges.	<ul style="list-style-type: none"> Learning centers are designed and adapted to meet the unique strengths and learning needs of children. Teachers adapt lesson plans to consider children's individual interests, learning needs and styles. Attention to diversity is embedded in daily routines, classroom materials, and activities. 				
3.1.4 Teachers review the program's philosophy including mission values, policies and goals.	<ul style="list-style-type: none"> Program administrators provide opportunities for staff input regarding program goals and policies. Teachers have opportunities to suggest appropriate revisions to reflect new information or changes in the community. 				

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INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
3.1.5 Teachers' classroom practices are guided by the program philosophy.	<ul style="list-style-type: none"> Program practices are consistent with <i>Kentucky's Early Childhood Standards</i>. Classroom teachers strive to meet quality curriculum standards consistent with National Association for the Education of Young Children (NAEYC) Standards or STARS for KIDS NOW or Head Start Performance Standards or the <i>Kentucky Early Childhood Quality Self-Study</i>. 				
3.1.6 Teachers effectively communicate the program's philosophy with families.	<ul style="list-style-type: none"> Teachers discuss the program's beliefs, goals, and policies and listen to the each family's expectations. Teachers communicate with families in a variety of ways to support program philosophy: newsletters, parent handbooks, phone calls, daily reports and classroom participation. Teachers communicate in the family's home language and are sensitive to varying levels of literacy. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

Standard 3.2: Teachers practice and model professional qualities, behaviors and attitudes.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
3.2.1 Early childhood educators follow an ethical code, such as the National Association for the Education of Young Children (NAEYC) Revised Code.	<ul style="list-style-type: none"> • Staff are careful to keep children's records confidential and respect each family's right to privacy (except when necessary in cases of abuse or neglect). • Staff share resources and information from professional development experiences with other teachers. • When not agreeing with a new program policy, before discussing objections with co-workers or families, staff bring an alternative suggestion to the school or program director to seek a positive resolution. 				
3.2.2 Teachers demonstrate dependable responsible behavior including teamwork.	<ul style="list-style-type: none"> • Teachers are well prepared for the day including arriving on time, having lesson plans ready and advance preparation of learning environment. • Teachers use a shared approach preparation and implementation of daily plans maximizing their talents, preferences and skills. 				
3.2.3 Teachers and administrators recognize potential for burnout and develop prevention strategies.	<ul style="list-style-type: none"> • Teachers support other team members planning activities, and in varying routines so that the program remains fresh for adults and children. • Director recognizes the need for planning and curriculum development time scheduled during the work day. 				
3.2.4 Teachers develop and implement a written professional development plan.	<ul style="list-style-type: none"> • Staff practice self-evaluation using the <i>Kentucky Professional Development Framework: Early Childhood Core Content</i>. • Staff develop and maintain documents of growth and performance. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

<i>Standard 3.2: Teachers practice and model professional qualities, behaviors and attitudes.</i>					
INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
3.2.5 Teachers keep current in professional knowledge.	<ul style="list-style-type: none"> • Resources that enable staff to remain current on early childhood issues are provided in the work setting. • Teachers attend conferences, workshops and read written material to support their professional development plan. 				
3.2.6 Teachers advocate for early childhood by promoting the causes of children and families.	<ul style="list-style-type: none"> • Teachers participate in professional organizations by being an active member. • Staff are aware of community needs related to children and seek resources and solutions as a advocate for young children. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

Standard 3.3: Schedule provides learning experiences during all times, including play, routines and transitions.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
3.3.1 Time scheduled indoors and outdoors allows children to independently explore all available activities at their own pace and allows for blocks of time	<ul style="list-style-type: none"> • Children are given the opportunity to explore and independently choose from a variety of many developmentally appropriate materials and activities. • Toys are placed where they can be accessible for infant exploration throughout the day. • Outdoor play for infants can include push toys, crawl through tunnels and infant gyms and is arranged for periods of time appropriate to age. • Children are free to choose materials and activities from many categories, including art, fine motor, dramatic play, science, books and others for self chosen segments of time. • Outdoor play is scheduled so that preschoolers may use portable and stationary equipment such as swings, tricycles, climbers, a slide, hula hoops, jump ropes, and other age and size appropriate equipment for self chosen segments of time. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

Standard 3.3: Schedule provides learning experiences during all times, including play, routines and transitions.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
3.3.2 The schedule is planned so that children's individual needs are met and there is minimal waiting time between activities.	<ul style="list-style-type: none"> • A child has been working diligently to finish a puzzle during free play, although it is the scheduled time for another activity (s)he is permitted to continue to completion. • Preschool children are able to wash their hands individually without waiting for the entire group to finish washing hands. • Schedule allows children to experience routine activities at their own individual pace such as diapering, toileting, eating and sleeping. • Children are not required to stand in line as transition to the next activity. • Transition strategies are used so children are not waiting in line to toilet, eat, go outside, etc. 				
3.3.3 Scheduled time is available for staff to converse with the parents, families and other professionals involved in each child's life.	<ul style="list-style-type: none"> • Enough staff members are available in the afternoons so teachers are able to converse with the parents and families each day as they pick up their children. • Regularly scheduled communications regarding the child occurs among early childhood staff, parents, and related services personnel (e.g., occupational therapists, physical therapists, speech therapists, developmental interventionists, and registered dietitians). • Communication is documented in the child's written records. • Parental consent to share some information is obtained as appropriate. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

<i>Standard 3.4: Curriculum planning involves preparation and reflects intentionality.</i>					
INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
3.4.1 Teachers have opportunities to plan.	<ul style="list-style-type: none"> • There is scheduled planning time outside of the classroom for teacher planning. • There is protected paid time for planning. • Collaborative planning occurs on a schedule agreeable for all participants including related personnel such as speech or physical therapists. • Program administrator's support planning through classroom coverage, release time and other means. 				
3.4.2 Teachers gather assessment information for every child in the classroom.	<ul style="list-style-type: none"> • Classroom teachers and related services personnel observe each child regularly and systematically record what is being observed. • Products or evidence of work children create are collected at least once a month and stored in individual children's portfolio/file. • Classroom teachers observe and record how children are using the materials and interact in the environment. • Trained classroom teachers or related services personnel screen each child with approved formal and informal assessment as described in <i>Building a Strong Foundation for Schools Success: Kentucky's Early Childhood Continuous Assessment Guide (2004)</i>. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

<i>Standard 3.4: Curriculum planning involves preparation and reflects intentionality.</i>					
INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
3.4.3 Teachers review data and information about individual children and their families.	<ul style="list-style-type: none"> • Classroom teachers examine every child's file thoroughly at the beginning of the year or entrance in the program and use the information for individual planning. • Every child and family's assessment data and materials gathered since the last planning session meeting are examined and used as a basis for deciding on and modifying children's goals/objectives before every curriculum planning meeting. • Classroom teachers update every child's file with current assessment information and relevant documentation at the end of the year. 				
3.4.4 Current and research-based curriculum resources are available on site for planning.	<ul style="list-style-type: none"> • <i>Building a Strong Foundation for School Success: Kentucky Early Childhood Standards</i> is a reference for weekly planning. • Program provides resources and staff contribute activities and ideas including internet curriculum sites and professional organization websites at the weekly curriculum planning meeting. • Teachers submit requests each year for resources to build planning library. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

Standard 3.4: Curriculum planning involves preparation and reflects intentionality.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
3.4.5 The learning objectives for each child and curriculum goals are guided by child development learning theory and validated by appropriate state and federal standards.	<ul style="list-style-type: none"> • Classroom teachers and related services personnel examine objectives and activities to ensure alignment with <i>Kentucky's Early Childhood Standards</i> for the appropriate age group and domains/subject matter content areas. <u>Infant/Toddler domain areas:</u> <ul style="list-style-type: none"> - Communication - Creative Expression - Cognitive - Social/Emotional - Motor <u>Preschool subject matter content areas:</u> <ul style="list-style-type: none"> - Language Arts (observing, listening, speaking, writing, reading) - Arts and Humanities (dance, drama, visual arts, music) - Mathematics (numbers and counting, shapes and spatial relationships, comparisons and patterning, and measurements) - Science (science inquiry, using tools, collecting/describing explanations, making predictions) - Social Studies (past/present/future, environments, economic concepts, home/school/family/community, diversity) - Health Education (social relationships, self-care, sense of purpose) - Motor/Physical Education (gross and fine motor, coordination) • The goals/objectives appropriately reflect the results of current research and applicable learning theories. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

Standard 3.4: Curriculum planning involves preparation and reflects intentionality.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
3.4.6 Teachers decide on objectives for individual children and curriculum goals for groups of children.	<ul style="list-style-type: none"> Classroom teachers, related services personnel, families and other partners discuss and review the following as they determine each child's objectives: 1) each child's prior learning and experiences; 2) each child's developmental and age level based on informal and formal assessment evidence/data; 3) each child's ability and any disability; 4) each child's culture; 5) developmental theories and current research; and 6) content areas or subject matter. Classroom teachers focus on infants' development, the way infants and toddlers learn about themselves and others, how infants and toddlers learn to communicate, think and use their muscles as a basis for coming up with group general goals. Curriculum goals for infants address security, responsive interactions with caregivers and exploration; and goals for toddlers address independence, need for control, discovery and beginning social interactions. Classroom teachers focus on how preschool children explore, inquire and expand their vocabularies as a basis for development of general group goals. These curriculum goals for preschoolers address physical well-being and motor development, social and emotional development; approaches to learning, language development, cognition and general knowledge. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

<i>Standard 3.4: Curriculum planning involves preparation and reflects intentionality.</i>					
INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space: for plan to meet desired indicators or to note program evidence of those fully met.)
		NOT MET	IN PROCESS	FULLY MET	
3.4.7 Teachers systematically decide on the best processes for achieving individual goals/objectives, regardless of abilities, backgrounds, and differences.	<ul style="list-style-type: none"> • Classroom teachers and related services personnel analyze appropriate activities, materials, classroom environment set-up, and daily schedule: <ul style="list-style-type: none"> – Teachers provide experiences for knowledge and skill building in all learning domains/content areas. – Activities and materials allow experimentation so that children can construct their own knowledge. – The classroom environment and the daily schedule promote individual and group activities. – The classroom environment set-up and the daily schedule offer a balance of active play and quiet time, indoor and outdoor time, short and longer investigation time, free play and focused/intentional teaching. – The interventions or instructional strategies foster self-help skills and represent a balance of direct instruction and practice opportunities. – The intervention or instructional strategies incorporate related services and families' input. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

Standard 3.4: Curriculum planning involves preparation and reflects intentionality.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
3.4.8 Teachers consider children's abilities, interests and needs as they decide on materials and activities.	<ul style="list-style-type: none"> • Classroom teachers and related services personnel jointly decide how best to individualize and meet the established goals of children with special needs. • For children who receive therapy services, those services are coordinated with the program and are embedded, as feasible, in the daily routine to help enhance the achievement of individual goals. • Classroom teachers and the related services personnel consider children's home language and culture when planning curriculum and the classroom environment. • Classroom teachers and the related services personnel share on a regular basis observation about each child's learning style and activities/instructional strategies that worked best when they were working with various children. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

Standard 3.5: Curriculum reflects age appropriate subject content areas and activities that foster children's engagement and active investigation.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
3.5.1 Art materials are available daily for independent choice time and are regularly integrated into the schedule.	<ul style="list-style-type: none"> A variety of simple art materials (crayons, paper, etc.) are introduced as older infants and toddlers are ready. An art center, with crayons, markers, paper, scissors, play doh and a variety of collage materials, is available for preschoolers as a free-choice activity for a substantial portion of the day. Children initiate their art work and teachers respond and guide. Short and long term art projects are made available for child choice and participation. 				
3.5.2 Music is incorporated daily into group activities as well as through independent choice.	<ul style="list-style-type: none"> Many musical toys, including rattles, a xylophone, shakers and other toys that play music, are stored on low open shelves and made available to non-mobile children periodically throughout the day. During free choice time preschool children have access to a variety of musical instruments, including drums, xylophones, bells, keyboards, triangles, rhythm sticks, etc. Circle time for preschoolers regularly includes a time for singing and dancing with various types of music (i.e., represents different cultures and genres). 				
3.5.3 Children are given opportunities to pretend and engage in dramatic play.	<ul style="list-style-type: none"> A low, safe mirror is positioned on the wall for infants to watch their reflections as they play. Age appropriate materials for toddlers such as phones, baby dolls and push toys are provided to encourage pretend play. Children have access to various types of dramatic play props, including authentic materials for housekeeping, various types of work, and fantasy reflective of both genders and other cultures. Teachers become involved in supporting children's pretend play. 				

Building A Strong Foundation for School Success: Kentucky’s Early Childhood Quality Self Study

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INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
3.5.4 Gross motor activities are included in the daily schedule.	<ul style="list-style-type: none"> • Infants are given enough room to scoot, crawl, and walk, as they are able indoors and outdoors. Infants are not confined in swings, bouncers, etc. for more than a few minutes. • “Baby gyms” are made accessible to infants for kicking and reaching indoors and outdoors. • Preschool-age children are able to use a variety of stationary and portable gross motor equipment on the playground as well as inside throughout the day. Handicap accessible gross motor equipment is available indoors and outdoors. • When weather does not permit outdoor play, an indoor gross motor space is available. • Children are provided enough time to practice and fully explore gross motor activities and equipment. 				
3.5.5 Nutrition is addressed as an integrated part of the daily curriculum.	<ul style="list-style-type: none"> • During snack and meals, adults talk with children about what they are eating and why it is nutritious. • Older children are involved in preparing simple meals or snacks while adults talk to them about the various ingredients and their importance. 				
3.5.6 Literacy and language skills are encouraged through a variety of listening, speaking, reading, and writing activities.	<ul style="list-style-type: none"> • Infant teachers regularly read simple picture books and occasionally stop, pose questions, and wait for infants’ responses before continuing with reading. • Infants and toddlers have access to sturdy board books with simple pictures and words covering a variety of topics. • A listening center (with books and accompanying cassettes), flannel boards, puppets, and other story props are available as a free choice activity for children as they become developmentally appropriate. • The environment includes a variety of print materials for children and writing tools including crayons, pencils, paint brushes, markers and wipe off boards. • Opportunities for children to write and dictate words, stories, and descriptions occur throughout the day. 				

Building A Strong Foundation for School Success: Kentucky’s Early Childhood Quality Self Study

Standard 3.5: Curriculum reflects age appropriate subject content areas and activities that foster children’s engagement and active investigation.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
3.5.7 The curriculum includes activities to help educate young children about themselves and their community.	<ul style="list-style-type: none"> • Infants are provided with many pictures and books about their regular experiences in the community (e.g., grocery store, park, doctor’s office). • If field trips are scheduled to various resources in the community (e.g., public library, parks, art centers, etc.) they include preparation of children and follow-up of learnings. • Members of the community are used as resources and as guests to expand topics and activities of the curriculum. 				
3.5.8 A variety of appropriate fine motor materials are accessible to children during free choice time.	<ul style="list-style-type: none"> • Infants and toddlers play with various fine motor toys that address their individual developmental level, including grasping toys, cause-effect toys, shape sorters, stacking and sorting toys and large interlocking blocks. • Preschoolers have free access for most of the day to a variety of fine motor toys, including writing tools, materials for buttoning, zipping, snapping, tying, crayons and scissors with paper, play doh, lacing beads, peg boards, puzzles, interlocking blocks, and others. 				
3.5.9 Construction areas are available for any child during free choice times.	<ul style="list-style-type: none"> • Simple vinyl cubes, large foam blocks, card board blocks, etc. are available for infants and younger toddlers to stack and put into containers. • An appropriate space for block play is available to preschoolers during center time, and includes a large set of a variety of wooden blocks, some cardboard bricks, a set of foam unit blocks, as well as cars, trucks, small dolls and animals to use as accessories. • A woodworking center and assembly/disassembly area consisting of safety goggles, big magnets and appliance items (e.g., toaster) is available in preschool classrooms. • Appropriate adaptations are made for children with special needs. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

Standard 3.5: Curriculum reflects age appropriate subject content areas and activities that foster children's engagement and active investigation.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
3.5.10 Science and nature concepts and materials are a part of the daily curriculum.	<ul style="list-style-type: none"> • Adults use everyday events as opportunities to discuss science/nature concepts, such as gravity when a ball rolls downhill, when child sees his shadow in sunlight, and when ice cream melts at snack time. • Materials that offer many safe, hands-on opportunities to explore and experiment with the natural world are accessible to children during free time and group time. • Infants and toddlers can see realistic depictions of the natural world on a regular basis, through pictures, books and materials. • During time on the playground, teachers talk with infants about the birds, trees, grass and other natural aspects of their environment. • Preschoolers have access to a variety of science materials, which could include a collection of sea shells, rocks, pine cones, plastic dinosaurs, plastic farm animals, books on a variety of nature/science subjects, magnets and magnifying glasses. • During conversations with children, adults give older children an opportunity to discuss the weather, read thermometers and chart daily and seasonal changes when they show interest. • Opportunities are provided for children to make predictions and to test these using real materials (e.g., flashlight shining through paper or rock). 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

Standard 3.5: Curriculum reflects age appropriate subject content areas and activities that foster children's engagement and active investigation.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
3.5.11 Math concepts and materials are a part of the daily curriculum.	<ul style="list-style-type: none"> • Infant toddler classrooms provide access to a variety of developmentally appropriate materials including stacking cups, puzzles, shape sorters, and activity boxes. • Adults use children's play as an opportunity to expand math concepts in everyday activities. • Preschoolers have access to a variety of developmentally appropriate math materials, including toys for counting and sorting, pegboards with printed numbers and holes to match, measuring cups in the sand table, rulers with things to measure, dominoes, puzzles with various shapes, clocks, and board games. • Math materials that offer concrete, hands-on opportunities with number and math concepts are part of the daily curriculum during free time and group time. • Appropriate assistive or adaptive materials technology and equipment are made available. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

Standard 3.6: Teachers implement instruction that supports children in achieving learning goals.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
3.6.1 Teachers utilize instructional methods that are challenging and engaging for children at their level of development.	<ul style="list-style-type: none"> • Teachers facilitate children's involvement with materials and activities by asking questions, offering suggestions or adding more complex materials or ideas to an activity. • Teachers foster preschoolers' thinking that advances from simple to complex, concrete to abstract by offering materials of varying difficulties, partnering children in twos where one child is more advanced than the other in skills, asking provoking questions, making leading statements, and allowing ample time to work through a problem. • Teachers ensure activities for infant and toddlers support exploration with all of the senses. • Children work individually or in small informal groups most of the time. • The teacher incorporates multiple intelligences and different modes of learning styles in their interactions and planned instructional activities or centers with children. 				

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Standard 3.6: Teachers implement instruction that supports children in achieving learning goals.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
3.6.2 Teachers plan for child learning of the skills necessary for future academic success.	<ul style="list-style-type: none"> • Teachers provide children many opportunities to learn and practice concepts through hands-on activities. • Teachers recognize that children learn from self-directed problem solving and experimentation and accept that there is often more than one right answer. • Through their play children have the opportunity to learn expanded vocabulary, alphabetic principles, phonological awareness, concepts of numbers, shapes, measurements and spatial relations; task persistence, early scientific thinking and information about the world and how it works. • Teachers plan for teaching the skills necessary for future academic success while maintaining activities and curriculum appropriate to the child's present development and capabilities. • Teachers plan opportunities for children to learn the language of school- how to listen, follow directions, respond to teacher questions and initiate problem solving. • Children choose from a variety of activities, decide what type of products they want to create, engage in important conversations with friends and exercise their curiosity. 				
3.6.3 Children choose from among activities the teacher has organized or the children have spontaneously initiated.	<ul style="list-style-type: none"> • Teachers provide children concrete learning activities with materials relevant to their own life experiences. • Children select many of their own activities from among a variety of learning areas the teacher prepares, including dramatic play, blocks, science, math games and puzzles, books, recordings, writing, literacy games, art and music. • Teacher lesson plans reflect children's interests in the world around them. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

<i>Standard 3.6: Teachers implement instruction that supports children in achieving learning goals.</i>					
INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
3.6.4 Teachers establish a climate where children are respected, nurtured and challenged.	<ul style="list-style-type: none"> • Teachers provide children uninterrupted time to persist at self-selected tasks and activities. • Children enjoy close warm relationships with the adults and other children in their classroom. • Children frequently interact and communicate with peers and adults. • Children are able to make meaningful decisions throughout the day and their decisions are respected. • Children spend little time waiting. • Children are not ignored or isolated. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

<i>Standard 3.7: Teachers use positive guidance techniques to facilitate children's development and learning.</i>					
INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
3.7.1 Teachers are actively engaged with children and model expected social behavior.	<ul style="list-style-type: none"> • Teachers assist in exploring and investigating the answers to questions posed by children. • Teachers sit next to children in the sand box, respond to their play, and extend it through conversation and by using sand herself. • Teachers listen to infants cooing and observe facial expressions before responding reciprocally. • Teachers follow the same rules as children. 				
3.7.2 Teachers plan and support an environment that matches the age, development, culture, life experiences, temperament, and ability of each child.	<ul style="list-style-type: none"> • Infants are immediately responded to when crying. • Toddlers have access to toys/materials, routines, and activities so they can make simple choices. Duplicate materials are provided. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

Standard 3.7: Teachers use positive guidance techniques to facilitate children's development and learning.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
<p>(Continued)</p> <p>3.7.2 Teachers plan and support an environment that matches the age, development, culture, life experiences, temperament, and ability of each child.</p>	<ul style="list-style-type: none"> • Preschoolers have access to open-ended and multiple experiences and materials where the children can initiate actions, decisions, and directions. • Classroom daily schedule is flexible in meeting infants' own schedules and children's individual needs and is consistently followed for older children. 				
<p>3.7.3 Teachers respect, understand and take into consideration each child's life experiences, living situation, mood, culture, temperament, and individual needs.</p>	<ul style="list-style-type: none"> • Teachers regularly offer opportunities for exchanging information about family values and customs. • Families are encouraged to bring in pictures, music and materials that reflect their culture and themselves. Teachers ask individual family members about social practices and expectations for their infants. • Preschool children are encouraged to talk about themselves, their families, and their experiences. 				
<p>3.7.4 Teachers use positive guidance techniques to assist children in acquiring and expanding developmentally appropriate social behaviors.</p>	<ul style="list-style-type: none"> • Teachers work with children in setting limits in determining classroom rules that promote safety and prosocial behaviors. • Teachers facilitate the development of self-control in children by using multiple strategies to encourage expected behavior and redirect children to more acceptable behaviors. • Teachers support young children's friendships by modeling and encouraging children to take turns and share but do not always expect children to give up favorite items, especially those younger than three years old. • Teachers model appropriate behavior using appropriate language and actions. • Children are always treated with respect (i.e., no belittling or demeaning verbally or physically.) • Teachers provide role play opportunities for children to experience and define good choices and bad choices. 				

Building A Strong Foundation for School Success: Kentucky’s Early Childhood Quality Self Study

<i>Standard 3.7: Teachers use positive guidance techniques to facilitate children’s development and learning.</i>						
INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)	
		NOT MET	IN PROCESS	FULLY MET		
3.7.5	Teachers accept accidents and mistakes as part of children’s learning and model how to fix mistakes.	<ul style="list-style-type: none"> A two-year-old spills his milk at lunch. The teacher says, “This was an accident and let’s clean it up together.” 				
3.7.6	Teachers support activities and provide opportunities for children to practice appropriate learning skills that foster independence and initiative.	<ul style="list-style-type: none"> Teachers provide toddlers opportunities to eat foods with their fingers and practice with child size utensils. All children are given opportunities to collaborate with the teacher in planning their own learning experiences. Teachers provide cups and pitchers that make it easy to pour and hard to spill. Teachers allow toddlers sufficient time to work independently in learning to dress/undress. Teachers guide children through problem solving steps and support their self-directed efforts. 				
3.7.7	Teachers regularly offer opportunities for children to practice appropriate social skills independently.	<ul style="list-style-type: none"> Staff offer opportunities for turn taking and support independent play interaction. Staff model simple etiquette, e.g., “please,” “thank you,” “you’re welcome” and listen and respond to children and offer polite reminders and model for children’s practice. 				
3.7.8	Teachers encourage children to engage in all activities/centers.	<ul style="list-style-type: none"> Teachers provide opportunities for infants to explore their environment. Non-mobile infants should be situated in seating and on the floor for various visual perspectives. Infant swings or play saucers are used for very short periods. Teachers demonstrate the use of materials new to children and rotate materials for greater interest. Teachers encourage toddler exploration by introducing a variety of materials and experiences over time. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

<i>Standard 3.7: Teachers use positive guidance techniques to facilitate children's development and learning.</i>					
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		NOT MET	IN PROCESS	FULLY MET	
3.7.9 Teachers utilize multiple strategies to facilitate successful learning, taking into consideration all aspects of child's development.	<ul style="list-style-type: none"> • Teachers place a toy of interest just out of reach to encourage the infant to crawl toward it. • Teachers encourage toddlers to try finger painting by first modeling how to do circles in the paint. • Teachers provide privacy for children as needed (e.g., those who are frightened or upset or who have toileting accidents.) • Teachers set up systematic ways to include children with special needs in groups for social integration, assuming that all children are included as a part of a group. • Adults listen to each child to determine stress in child's life, and seek to understand the causes of inappropriate behavior. • Storybooks and relaxing expressive activities such as play doh and water play are provided to help children deal with stress. • Teachers group children occasionally to support learning cooperatively with attention to skills and persistence and provide focused teaching when appropriate. 				
3.7.10 Teachers set limits and intervene appropriately when necessary.	<ul style="list-style-type: none"> • Preschool teachers establish classroom rules with consequences by asking for the children's input at the beginning of the year; then teachers refer to these rules with appropriate consequences whenever the need arises. • Toddler teachers are close-by toddlers and constantly observing what toddlers are doing and respond with support or intervention as needed. • Adults label behaviors not the child as inappropriate, (i.e., a child is not told she is a bad person.) • Negative attention getting behavior is ignored when possible and attention is given to positive actions and words. • Rules are few, simple and are posted with words and pictures. 				

Building A Strong Foundation for School Success: Kentucky’s Early Childhood Quality Self Study

<i>Standard 3.7: Teachers use positive guidance techniques to facilitate children’s development and learning.</i>					
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		NOT MET	IN PROCESS	FULLY MET	
3.7.11 Adults employ verbal strategies that allow children to be successful and recognize children’s attempts at socially acceptable behavior.	<ul style="list-style-type: none"> • Adults avoid comparisons and competition between children. • Adult voices are used as a teaching tool. Teachers and volunteers do not yell at children. • Adults give directions one at a time and provide children opportunities to ask for help in complying with directions. • Adults give choices only when choices exist. Questions such as “You need to put away the blocks, O.K.?” implies a child has a choice when the adults expect compliance. • Positive statements are used in redirecting behavior. The use of words such as “no” and “don’t” are limited, e.g., “We use our words instead of our hands to tell our friends to stop” rather than, “Don’t hit.” • Adults assist children in resolving conflicts and building relationships through problem solving, rather than imposing an adult decision. 				
3.7.12 Adults support children’s communication skills and interpersonal relationships.	<ul style="list-style-type: none"> • Adults provide time to listen to children’s conversation and support their communication with other children. • Adults converse with all children, including nonverbal or those whose home language is not English. • Adults acknowledge children’s feelings, provide appropriate labels to describe feelings and encourage children to verbalize and label their feelings. • When engaging in conversation with the child, adults are on the child’s eye level. • Most time is spent conversing with child rather than asking questions of the child or telling the child what to do. • Children are acknowledged upon arrival and before departure. • Children’s names are used frequently in conversation, not as continuously corrective or directive. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

Standard 3.8: Ethical, appropriate, valid, and reliable assessment is a cornerstone of quality early childhood programs.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
3.8.1 All children are screened utilizing an appropriate developmental and/or health assessment according to program requirements.	<ul style="list-style-type: none"> • Screening instruments are selected from <i>Building a Strong Foundation for School Success: Kentucky's Early Childhood Continuous Assessment Guide (2004)</i>. • When a screening identifies concerns and with parental knowledge and consent a referral is made for further evaluation. • Brief screenings are not used for diagnosis. • Screening tools must meet strict technical standards for test construction and they should be culturally and linguistically relevant. • Only staff and volunteers with sufficient training conduct screening. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

Standard 3.8: Ethical, appropriate, valid, and reliable assessment is a cornerstone of quality early childhood programs.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
3.8.2 Children are regularly assessed using developmentally appropriate methods based on individual child needs.	<ul style="list-style-type: none"> Classroom/instruction assessment instruments are selected from <i>Building a Strong Foundation for School Success: Kentucky's Early Childhood Continuous Assessment Guide (2004)</i>. Classroom/instruction assessments are chosen based on the goals and curriculum of early childhood programs and with regard to the <i>Kentucky Early Childhood Standards</i>. Classroom/instructional assessments are appropriate for the characteristics of the children being assessed. The characteristics include age, culture, home language, socio-economic status, abilities and child temperament. Assessments use multiple sources of evidence gathered over a period of time. 				
3.8.3 Continuous assessment results are used to plan appropriate group and individual learning activities.	<ul style="list-style-type: none"> Teachers regularly assess each child's progress and make adjustments as necessary. Assessment data includes recorded teacher observations of children's performance during daily activities. Assessment data includes documentation such as photographs of children's work/accomplishments and samples of children's work that show/demonstrate progress overtime. Information provided by diagnostic tools is used by other professionals to plan services and further assessment for children with special education and developmental needs. (IFSPs and IEPs) 				

Building A Strong Foundation for School Success: Kentucky’s Early Childhood Quality Self Study

Standard 3.8: Ethical, appropriate, valid, and reliable assessment is a cornerstone of quality early childhood programs.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
3.8.4 The program is regularly evaluated for the purpose of documenting and improving the quality of early care and education and other services provided for children and families.	<ul style="list-style-type: none"> • Staff, families, and other stakeholders are involved in evaluating the program annually. • All classrooms within a program are assessed using developmentally appropriate researched-based tools such as ELLCO, ECERS-R, ITERS-R and NAEYC accreditation standards. • Evaluation is used to define and modify classroom practices. • Program evaluation results are used to help determine professional development of staff. • Program evaluation results are shared with appropriate stakeholders. 				
3.8.5 Families are involved in all aspects of the assessment process.	<ul style="list-style-type: none"> • Family consent is obtained for all screening and assessment activities. • Families are informed about the assessment and progress of their children on a regular basis. • Families of young children with disabilities have a legal right to be involved in assessment decisions. • Families are informed on a regular basis concerning the progress of their children. • During the assessment process, program staff share information in ways that are clear, respectful and culturally responsive, constructive, and using the language of the family. • Assessment for children includes a method by which teachers and parents share information periodically about children’s engagement in routines, experiences, and progress in all domains/content areas. • Teachers and parents work together to make decisions regarding children’s learning goals and approaches to learning. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

4. Health, Safety, and Nutrition

Rationale:

An early childhood learning environment cannot be considered of high quality unless the basic needs of young children are met. Staff must be aware of, promote, and model appropriate practices regarding the essential areas of health, safety, and nutrition. High quality in early care and education settings is promoted through a safe, nurturing environment that meets the basic needs of children and adults in that setting. In order to promote a quality environment, early care and education professionals must be knowledgeable concerning health, safety, and nutritional issues and promote these practices in daily routines.

Standard 4.1: All staff are knowledgeable in Health and Safety procedures.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
4.1.1 An Emergency Bulletin Board with current information is within easy access of program staff and volunteers.	<ul style="list-style-type: none"> • Items included but not limited to: <ul style="list-style-type: none"> - Evacuation Plan - Disaster Plan - Emergency Medical Plan 				
4.1.2 Child specific emergency information is current and confidentially maintained but within easy access of program staff.	<ul style="list-style-type: none"> • Items included but not limited to: <ul style="list-style-type: none"> - Emergency contacts and numbers - Children's allergies - Medication schedules - Release of information - Permission for pick up and delivery • Children's confidential records are kept in a locked file. • Staff follows guidelines for the administration and storage of medications. • Information recorded on closed card files and located in areas of activity for children. 				
4.1.3 All staff have current training in First Aid and CPR appropriate to age group.	<ul style="list-style-type: none"> • Staff work with infants and toddlers have pediatric CPR and First Aid. • Staff are certified in adult CPR and First Aid to accommodate children and other adults working in the program. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

Standard 4.1: All staff are knowledgeable in Health and Safety procedures.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
4.1.4 Staff and volunteers are trained in the identification and prevention of the spread of communicable diseases.	<ul style="list-style-type: none"> Inservice training is provided for staff and volunteers through the local health department, Healthy Start in Child Care program, and, child care resource and referral agencies. 				
4.1.5 Procedures are in place to assure that staff are adequately trained and prepared for children with special health care needs.	<ul style="list-style-type: none"> Specific training for staff members may include focusing on specific concerns for a child who has a tracheotomy, a feeding tube, who requires breathing treatments, or has severe allergies requiring epi-pens. Children in the program are appropriately prepared to support children with special health care needs. For example, children should know the procedure to alert the teacher if a class member should have a seizure, choke or stop breathing and staff are informed of procedures to help children understand these circumstances. Staff participate in the planning and preparation for the entry of the children with special needs into the early childhood setting. Instructional materials such as books about children with special needs are incorporated into the curriculum. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

<i>Standard 4.1: All staff are knowledgeable in Health and Safety procedures.</i>					
INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
4.1.6 A written program handbook is given to families of enrolled children.	<ul style="list-style-type: none"> • Handbook includes, but is not limited to: <ul style="list-style-type: none"> - Written plan for medical emergencies - Written policy and procedure outlining the course of action taken when a child cannot be delivered to an authorized person - Procedures to ensure that all immunizations, allergy lists, and health records are up to date at all times - Written check-in and check-out procedures followed for children not using school transport • Information for filing grievances or complaints is included. • The parent handbook contains a written policy for sick children. • Proper procedures are in place to report suspected child abuse/neglect to proper authorities. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

<i>Standard 4.2: Staff maintains a safe and healthy environment.</i>					
INDICATOR	EVIDENCE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
4.2.1 Physical space is maintained to promote optimal health outcomes for children.	<ul style="list-style-type: none"> • Healthy environments include but not limited to: <ul style="list-style-type: none"> - adequate lighting and ventilation - windows opened daily to provide fresh air as needed (weather permitting) and - clean and orderly surfaces and play materials. • Cleaning supplies in their original containers are stored in a locked cabinet. • The environment is free from lead. • Walls are clean and any paint is nontoxic and lead free. 				
4.2.2 Adequate accommodations are provided for sick children.	<ul style="list-style-type: none"> • A quiet area is set aside from the other children • Staff follow program guidelines for health precautions when supervising sick children. • Parents are contacted immediately when children are sick. 				
4.2.3 Safety/maintenance check is completed on a daily basis to prevent injury or accidents.	<ul style="list-style-type: none"> • A safety/maintenance check includes, but is not limited to: <ul style="list-style-type: none"> – all equipment and furniture is in good working order – no broken toys, no sharp edges exposed – a complete First Aid kit in each classroom, play ground and transportation vehicle. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

<i>Standard 4.2: Staff maintains a safe and healthy environment.</i>					
INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
4.2.4 Health education is demonstrated by staff in daily routines and is included in the curriculum.	<ul style="list-style-type: none"> • Planned activities encourage life skills such as good health, safety, and nutrition habits. They encourage leadership skills such as independence, responsibility, organization, good communication and problem-solving skills which will lead to life long successful habits. • Good health practices are promoted through songs, books, finger play, flannel stories, planned health/safety activities. • Staff demonstrates proper hand washing techniques for adults and children upon arrival, before/after preparation of meal, before meals and snack, after toileting or diapering, after wiping noses and before/after sand or water play, pet play, etc. • Adults sit and eat their meals with the children to promote healthy food choices and model proper sanitary conditions at the table. • Children are given opportunities to practice self-help procedures in personal care routines including: toileting, nose wiping, dressing if appropriate, feeding, tooth brushing, etc. • Staff demonstrate appropriate tooth brushing which occurs at least once a day in full day programs for children 12 months or older. • All toothbrushes are individually labeled and air dried and stored so they do not touch and contaminate other tooth brushes. • Other basic health concepts (e.g., exercise, preventive health care, germ avoidance) are taught through developmentally appropriate activities. • Health professionals visit the classroom regularly. • Any person (therapist, etc.) providing services in the classroom collaborates with the teacher in a consultation basis. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

<i>Standard 4.2: Staff maintains a safe and healthy environment.</i>					
INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
4.2.5 Steps are taken to minimize the spread of contagious disease.	<ul style="list-style-type: none"> • Staff and children wash hands frequently. • Daily sanitation occurs for all infant and toddler materials. • Diapering area and/or bathroom is arranged so that proper sanitation is easily maintained. • All toys (regardless of age group) that are mouthed are sanitized after each use. • A set format is implemented to ensure on a daily basis each child receives a health check upon arrival for signs of common childhood diseases. • Adults ensure that toilets are flushed and sanitary. • Individual children have personal care items that are not shared. • Trash is removed daily or more often as necessary. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

<i>Standard 4.2: Staff maintains a safe and healthy environment.</i>						
INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)	
		NOT MET	IN PROCESS	FULLY MET		
4.2.6	Personal self-care activities are promoted by appropriate facilities and materials.	<ul style="list-style-type: none"> • Anti-bacterial liquid soap and individual paper towels or hand dryers are utilized. • Children and staff work together to keep the classroom clean. • Non-porous gloves are readily available for adult use in situations where adults are exposed to bodily fluids. Hand washing occurs even when gloves are used. • Tissues are readily available for staff and children and used only once and then discarded into a closed plastic container. • Floors and trash receptacles are cleaned daily. 				
4.2.7	Teachers ensure that sanitary diapering/ toileting procedures are maintained.	<ul style="list-style-type: none"> • Pacifiers, toys, baby bottles and food are kept out of the diapering area. • Rooms have a diapering/toileting, hand-washing sink separate from food-prep sinks; they are at least 3 feet apart. • Toileting facilities are adapted to the child's size and/or disability and are located within or adjacent to the classroom. • Disposable diapers are discarded in a lined sealed trash can. • The surface of the diapering area is a smooth, moisture-resistant, easily cleanable material which is sanitized after each use. • A private area is available for changing diapers. • Hot water source is available in toileting and diapering areas. • Bathrooms are sanitized daily and throughout the day. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

<i>Standard 4.2: Staff maintains a safe and healthy environment.</i>					
INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
4.2.8 Proper supervision of children is evident in program practices.	<ul style="list-style-type: none"> • Staff demonstrate knowledge of appropriate staff to child ratios and implement appropriate ratios and group sizes according to NAEYC standards. Staff accommodate or make adjustments as appropriate for children with special needs. • Ratios are maintained at all times. • Children are never left unattended. • Supervising staff have an unobstructed view of children at all times in all activity areas and by all equipment. Furnishings are arranged so that staff can see all children at a glance • Supervision occurs near the children during all gross motor activities with attention to safety factors. • Supervision provided near children with staff attention to safety, cleanliness, and proper use of materials during all activities. • One staff person remains on duty at the facility until all children have been safely delivered or picked up. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

<i>Standard 4.2: Staff maintains a safe and healthy environment.</i>					
INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
4.2.9 Staff demonstrate a working knowledge of the organization and maintenance of the environment and its impact on the safety of children.	<ul style="list-style-type: none"> • Non-mobile children should have a safe, separated area that provides floor-time. • Cribs are only used for sleeping and are spaced at least 3 feet apart or are separated by a solid barrier. • Plastic bags should be stored properly and disposed of properly after use and kept out of reach of infants and toddlers. • Outdoor exits are controlled for the safety of all children. • Potentially dangerous objects are stored in a locked space (examples, knives, sharp objects, toxic cleaning supplies, poisons, insecticides, paper clips, thumbtacks and other choking hazards). • Children of any age are unable to access the kitchen. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

Standard 4.3: When transportation is provided by the program, appropriate safety precautions are taken.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)	
		NOT MET	IN PROCESS	FULLY MET		
4.3.1	Vehicles used in transporting children are appropriately licensed, inspected and maintained.	<ul style="list-style-type: none"> When buses are especially designed for preschool, children use age-appropriate child safety restraints. When standard school buses are used, children sit in mid-ship of the bus, maintaining separate seats for preschool children. 				
4.3.2	All bus drivers have a commercial driver's license and receive the driver's training provided according to current Kentucky requirements.	<ul style="list-style-type: none"> Driving records are checked before employment. Periodic, unannounced drug testing is conducted for all drivers. Driver's professional development plans reflect renewal and continuing education for licenses. 				
4.3.3	All transportation personnel implement exemplary health and safety practices.	<ul style="list-style-type: none"> Personnel are trained in child CPR and First Aid. Personnel have documented training in working with young children on buses (e.g., training in child development and behavior management). Personnel receive/deliver the child to the parent, guardian or person authorized by the parent. 				
4.3.4	Transportation procedures are implemented that consider the health and well-being of all children.	<ul style="list-style-type: none"> Transportation options are available which enable children with disabilities to attend the program. Individual children spend less than 30 minutes on bus. Children receive developmentally appropriate training in bus safety. Children less than 5 years of age have a minimum of one transportation assistant on the bus. 				
4.3.5	Staff and volunteers are trained in safety and health issues.	<ul style="list-style-type: none"> All staff maintain current child CPR and First Aid certification. Volunteers are provided training in safety policies and procedures. 				

Building A Strong Foundation for School Success: Kentucky’s Early Childhood Quality Self Study

<i>Standard 4.4: Identification and maintenance of appropriate child health and developmental services are evident in program practice.</i>					
INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
4.4.1 Individual child health and developmental status is determined as a part of program practice.	<ul style="list-style-type: none"> • Appropriate enrollment documentation is on file for each enrolled child. • All documents are sequentially organized in child’s folder. • Folders contain information provided by the family on the child’s current health status. Information may be in the form of an assessment, checklist or inventory that is shared by a staff person during the home visit. • Program has a tracking system to follow-up on child health status. 				
4.4.2 Programs provide health screening for all children.	<ul style="list-style-type: none"> • <i>Building a Strong Foundation for School Success: Kentucky’s Continuous Assessment</i> recommendations are followed. • Program staff help arrange referrals and health screenings, which can include, but are not limited to: <ul style="list-style-type: none"> – Vision exam, – Hearing and dental screening – Health/growth assessment records • Existing information from previous programs is utilized as appropriate. 				
4.4.3 All children with atypical developmental screening results receive re-screening and/or follow-up.	<ul style="list-style-type: none"> • If a child is under three, referral to First Steps is made with parent’s knowledge. • If child is over three years of age, a referral to the school district is made. • Current staff assist with service planning. 				
4.4.4 Program staff assist families with meeting children’s health needs when an IFSP or IEP is implemented.	<ul style="list-style-type: none"> • A current interagency agreement lists steps for staff and family involvement in development and implementation of IFSP and IEP, when these processes are needed. • The family is actively involved and input is sought throughout the process of the IFSP and IEP. • Staff helps clarify terminology used in the process of IFSP and IEP development and implementation. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

Standard 4.4: Identification and maintenance of appropriate child health and developmental services are evident in program practice.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
4.4.5 Families are involved in the health/safety aspects of the program.	<ul style="list-style-type: none"> • Observations related to health/safety/nutrition needs of the child are shared during parent conferences. • Notes are shared with families regarding daily health/safety/nutritional achievements or concerns. • Families are involved in defining the special dietary requirements of their child with a disability. • A family survey is used to obtain family feedback about the program. Items include but not limited to: <ul style="list-style-type: none"> - Did the program provide you with notification of minor injuries or first aid that child received in program? - Did the program discuss your child's eating, sleeping and toileting/diapering routines? - Did the program seek information regarding your child's allergies and then follow up with a specific feeding/dietary program? • Program staff provide multiple learning opportunities for families regarding health/safety/nutritional topics to include but not limited to: guidance and discipline, nutrition and young children and obesity, ages and stages of children of child development. • An incident report involving their child is shared with the family. 				

Building A Strong Foundation for School Success: Kentucky’s Early Childhood Quality Self Study

<i>Standard 4.5: Appropriate nutritional practices are evident within program practice.</i>					
INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
4.5.1 The nutritional needs of children are met through collaborative efforts with community health and social service agencies.	<ul style="list-style-type: none"> • Information regarding the quality of resources such as fluoridated water availability should be sought from local community agencies. • Staff assists families in coordinating interagency services. • Staff receive appropriate training and information about available public and community services for families. • 100% of children’s nutritional requirements are met through collaboration with other agencies, (e.g., WIC, community food programs) when necessary. 				
4.5.2 Nutrition is addressed as an integrated part of the daily curriculum.	<ul style="list-style-type: none"> • Activities include developmentally appropriate information about healthy foods and nutritious eating habits and consider cultural influences on nutritional practices and food preferences. • Children help with preparation of meal/snack, set up and clean up as appropriate for their developmental level. • Variety of foods are served to broaden food experience. • Meals and/or snacks is nutritious and promote positive eating habits. • Meals are planned to provide fresh and nutritious content high in vitamins, low in saturated fats and sugars. • Meals are served family style with adults eating with children during meals and snacks while encouraging conversation. • Food including snacks are not used as a punishment or reward. • Children experience a variety of age-appropriate written materials (e.g., picture directions, each child’s name used in labels, recipe charts, etc.) relating to health and nutrition. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

<i>Standard 4.5: Appropriate nutritional practices are evident within program practice.</i>					
INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
4.5.3 Individual health/nutritional needs of children are taken into consideration daily.	<ul style="list-style-type: none"> • Infants are held by caregivers for feedings and bottles and sippy cups are not placed with children in bed. • The requirements for children's medically based diets are followed. • Children are allowed sufficient time to complete routines such as eating, resting, napping, and toileting with consistency. • Clean, sanitary drinking water is readily available throughout day. • Arrangements are made for mothers who choose to breast feed during work hours. • Special dietary requirements and/or feeding needs for each child with special needs are implemented. 				
4.5.4 Compliance with sanitation and safety laws is consistent and the results of sanitation and safety inspections are posted.	<ul style="list-style-type: none"> • Proper storage and handling of breast milk and formula occurs. • Adults preparing food have current Food Handler's license. • Adults wear food handler's gloves during food preparation activities and/or adhere to strict procedures for frequent hand washing. 				
4.5.5 Families receive assistance with implementing and understanding good nutrition for their child.	<ul style="list-style-type: none"> • Information is made available to families about community resources and services related to nutrition and staff assist families in learning about these services. • Staff and families work together to identify each child's nutritional needs, taking into account staff and family discussions concerning: nutrition related assessment data; information about family eating patterns including cultural preferences. • Parent education activities include opportunities to assist individual families. • Information about childhood obesity is made available to families. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

Standard 4.6: Appropriate early childhood mental health practices are evident in program practice.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
4.6.1 Staff create nurturing and supportive environments for all children.	<ul style="list-style-type: none"> • Expectations match age, individual development, and style of each child. • Adults communicate with children at their eye level. • Staff respond to needs of crying infants. • Curriculum provides opportunities to support children's home culture and language while also developing all children's capabilities to participate in the shared culture of the program and the community. 				
4.6.2 Staff request information, observations and concerns about the child's developmental/social-emotional behavior levels from family.	<ul style="list-style-type: none"> • Developmental screening information is complete for these developmental domains: <ul style="list-style-type: none"> – Cognitive, – Communication, – Social/emotional, – Motor and – Self-help. • When asked, families indicate that the program provides opportunity for input of family and that the program appears interested in family priorities. For example: <ul style="list-style-type: none"> – Program asks family what they think is important in raising their child. – Program staff talk with family about fears in raising their child. – Program staff encourages family to visit program anytime. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

<i>Standard 4.6: Appropriate early childhood mental health practices are evident in program practice.</i>					
INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
4.6.3 Staff share observations of the child with the family and plan together for continued progress.	<ul style="list-style-type: none"> • Family values are respected and the importance of the role of family is reflected in collaborative program planning and implementation for individual children and for the child as a part of the group. For example: <ul style="list-style-type: none"> – Program staff are respectful of culture and expectations – Program staff solicit parent's advice about child and – Program staff provide feedback to family. • Teachers provide feedback about child's physical and mental health. • Teachers and families mutually problem solve strategies to support child (e.g., separation/attachment). 				
4.6.4 Parents and staff discuss how to strengthen and nurture supportive environments in home and in the early childhood program.	<ul style="list-style-type: none"> • Parents are encouraged to join related service or classroom staff in the classroom to share special techniques and to facilitate home/school carryover of learning. • Each family is given the opportunity to identify areas of family strengths, priorities and concerns. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

<i>Standard 4.6: Appropriate early childhood mental health practices are evident in program practice.</i>					
INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
4.6.5 Program staff plan for children's social/emotional needs prior to entry and exit of program.	<ul style="list-style-type: none"> • There is a process established for children to phase into the program in small groups and/or shorter periods of time, for gradual introduction to routines and materials. • Families have the opportunity to meet with staff to share concerns, strengths and needs of their child before transitioning into a new setting. • Staff scheduling patterns or multiage grouping of children permit teachers to remain with children through their early care and education experience providing the children with continuity of care instead of having children changing rooms with different teachers. • Staff make curriculum accommodation for new children during the adjustment period. • Staff prepare children with significant disabilities as well as peers in classroom prior to entry. Peers may be introduced to child through pictures, stories, etc. 				
4.6.6 Staff design and implement program practices that are responsive to the needs of the individual child and groups of children.	<ul style="list-style-type: none"> • Pictures and displays reflect inclusion of individual children and families in order to encourage a sense of belonging and trust. • Organized displays of children's art work and project materials are exhibited at a level where all children can easily view those materials, including infants and toddlers. • An awareness of diversity among individuals in terms of culture, race, family structure and job roles is reflected in materials such as posters or pictures. • Each child has a labeled space to hang his/her coat. • The day includes a balance of: active play, quiet play, group play, individual activities, and indoor and outdoor experiences. • Child is secure in knowing what is coming next. <ul style="list-style-type: none"> – No long waiting periods between activities. – No prolonged periods during which children sit or stand. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

Standard 4.6: Appropriate early childhood mental health practices are evident in program practice.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
4.6.7 Program staff provide special help for each child's individual needs.	<ul style="list-style-type: none"> • Consultation with therapists for equipment needs, positioning etc. • Staff and children are educated on the special needs of children with disabilities. • Adaptations are made for children's individual needs such as: <ul style="list-style-type: none"> – Adapted seating for children with special needs such as high or low muscle tone or orthopedic conditions. – Cabinets with sufficient low shelves so learning materials stored are uncluttered and can be reached by all children. • Staff use calming strategies and attention focusing techniques to facilitate each child's success. 				
4.6.8 Staff demonstrate knowledge of risks in the lives of children under stress.	<ul style="list-style-type: none"> • Staff demonstrate awareness of domestic violence, substance abuse, child abuse and neglect. • Staff receive training in identification and response to child abuse and neglect. • Staff identify and discuss with families appropriate responses to children's behaviors that may or may not be indicators of possible abuse or neglect. 				
4.6.9 Staff use community mental health resources.	<ul style="list-style-type: none"> • A mental health professional is available for consultation. • Families are encouraged to recognize natural support systems that may exist, such as family, friends, church, and/or support groups. • Staff demonstrate knowledge of postpartum treatment resources for families. • Families are linked to other community resources with topical interests, as available. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

Standard 4.6: Appropriate early childhood mental health practices are evident in program practice.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
4.6.10 Staff promote child mental wellness by providing group and individual staff/parent education focusing on child development and mental health.	<ul style="list-style-type: none"> Families are encouraged to meet with other parents individually and in groups to share experiences, concerns and supports. Family education opportunities are available throughout the year that includes child development and other topics of interests to families. Staff recognize mental health issues and support family participation in mental health intervention and resources. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

5. Family and Community Involvement

Rationale:

Families provide the most influence on children's development over their lifetime. Therefore, family involvement and support is an integral component of quality early childhood programs. Family involvement improves the program for the child, benefits the staff and program implementation, and enhances parenting skills. Support for families impacts the ongoing involvement in their child's education and recognizes that parenting is a developmental process. Assistance is provided to families through resources and information recognizing all families as having the primary responsibility for their child's growth and development. Today's families are diverse. The program embraces diversity with acceptance, awareness of differing values, structures, needs, and aspirations.

Standard 5.1: Family diversity is respected and incorporated into program activities, goals and evaluation.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
5.1.1 Respect for family values and the role of the family is reflected in collaborative program planning and implementation for individual children and as part of the group.	<ul style="list-style-type: none"> • Professionals fully and appropriately provide relevant information so parents can make informed choices and decisions. • Staff communicates with families about the daily happenings in the lives of individual children e.g., personal contact, notes, home visits, phone conversations, and newsletters including infant/toddler daily events • Families are provided a variety of opportunities for program participation (e.g., direct involvement in classroom, presentations for the class, parent/child time, trainings, take home activities). • Program has a written plan for family involvement, with minimum of four family involvement activities planned annually. • The program handbook, opportunities for program involvement, and the written plan for family involvement are jointly developed by families and professionals. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

Standard 5.1: Family diversity is respected and incorporated into program activities, goals and evaluation.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
5.1.2 The varied backgrounds and configurations of families are respected and considered in program planning and daily routines.	<ul style="list-style-type: none"> • Children are taught about their own cultures and are introduced to other cultures through positive experiences (e.g., exploring similarities and differences). • Photographs of the families of enrolled children are displayed (e.g., families representing various cultural and ethnic backgrounds, various family configurations) • Family values are reflected in program planning by respecting holiday celebrations, cultural beliefs, restrictions of food, or other activities. • Families are encouraged to volunteer in the program to increase staff understanding of a child's culture and home routines. • Program practice, supports, and resources are responsive to the cultural, ethnic, racial, language, and socioeconomic characteristics and preferences of families and their communities. • Communication is written clearly and in the language that the family understands. • Teachers model standard English, but accept the home language of the child to encourage communication and to support language and literacy development. • Interpreters are utilized as appropriate. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

Standard 5.1: Family diversity is respected and incorporated into program activities, goals and evaluation.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
5.1.3 Families assess program effectiveness and family satisfaction in an ongoing basis.	<ul style="list-style-type: none"> • Families are notified upon enrollment of their opportunity to participate in program evaluation. • Families participate in the development of the evaluation instrument(s). • The program uses multiple measures to obtain information on family satisfaction, (e.g., interviews, observations, surveys, etc). • Families evaluate the program on an annual basis with at least 50% to 75% return rate. • Families receive summaries of the program evaluation results and consequent actions to be taken. • For specific concerns or major issues, interactive means, such as public meetings or focus groups are used to solicit parent feedback and suggestions. • The program uses the evaluation results to identify its strengths and weaknesses, to develop an improvement plan, and plan for professional development activities. • Feedback from families and agencies is used to refine program polices and implementation for quality services to children and families. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

Standard 5.2: Children and families' unique needs are appreciated and reflected through relationships/interactions between the school, program and community.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
5.2.1 Education and training opportunities are made available to families.	<ul style="list-style-type: none"> • There is a process for orienting new children and families to the program. • Families are invited to participate in trainings with staff (e.g., CPR/First Aid, techniques for working with children with and without disabilities.) • A parent resource library reflecting language and characteristics of families enrolled is available during scheduled hours convenient for parent's use. • Opportunities are provided for parents to further develop their skills as their child's principal educator. (e.g., local parent training, regional learning opportunities, volunteering with guidance in classroom). • Parent input and expertise is used in planning and presenting local parent training topics (e.g., needs surveys including child development topics, joint presentations, advisory board members) • Supports are provided for family participation in meetings and trainings (e.g., transportation, child care, attendance incentives). • Parents are encouraged to assume responsibility for planning and organizing parent or class functions with assistance from staff as needed. • The program provides or has partnerships with Adult Education Programs for families of enrolled children, and families are encouraged to utilize such programs as appropriate (e.g., literacy, vocational training, higher education, parenting skills, and parent-child activity time). 				

Building A Strong Foundation for School Success: Kentucky’s Early Childhood Quality Self Study

Standard 5.2: Children and families’ unique needs are appreciated and reflected through relationships/interactions between the school, program and community.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
5.2.2 Opportunities for informal contacts and networking for parents are supported by the program.	<ul style="list-style-type: none"> Family involvement activities include unstructured time as well as planned programs. Parents are encouraged to meet with other parents individually and in groups to share experiences, concerns, and to gain support. Opportunities are provided to join with parents and/or staff from other programs for transition activities or training to inform parents and staff about the next setting for the child. 				
5.2.3 Smooth transitions to and from the program or classroom (First Steps, Preschool, Kindergarten) as well as class to class (e.g., infant to toddler) are planned to assist the child and the family as they adjust to new environments.	<ul style="list-style-type: none"> The program has a written procedure to guide transition planning for all children, with clearly defined timelines and responsibilities and/or participates in the current local interagency transition agreement with roles and responsibilities delineated. Current program participates in the local transition agreement process and utilizes consistent procedures and forms. Transition goals for the child are specified in the child's IFSP/IEP. Program staff provides information to families about transition process steps and the importance of giving permission at each step (e.g., for children under 3-Permission for Transition Conference, permission to initiate referral to local school district). Direct staff participate in IFSP and IEP transition conferences. Before transition to another program setting, with permission the child's assessment, health, attendance, and progress records are transferred to the receiving program. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

Standard 5.2: Children and families' unique needs are appreciated and reflected through relationships/interactions between the school, program and community.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
(continued) 5.2.3 Smooth transitions to and from the program or classroom (First Steps, Preschool, Kindergarten) as well as class to class (e.g., infant to toddler) are planned to assist the child and the family as they adjust to new environments.	<ul style="list-style-type: none"> • Before transition to another program setting, all children and parents have the opportunity to visit the receiving classroom and meet teachers or clinicians. • Staff individualize supports to the child and family during the adjustment period before and after transition to a new setting. • Program participates in an interagency effort to assess the quality of the transition process and family satisfaction with the process. • Homeless and Migrant families receive additional assistance and supports in locating services at their next destination. • Families are assisted in planning long term educational or life goals. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

Standard 5.3: Family priorities are identified and are integrated into program and service delivery.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
5.3.1 Families are supported in varied and flexible ways to interact and communicate with program staff.	<ul style="list-style-type: none"> • Families are asked about preferred locations for family/teacher meetings (e.g., home, workplace, local restaurant, early childhood program location). • Teachers use home visits as one way to give and receive information. Home visits are completed: <ul style="list-style-type: none"> - at a time of day convenient for the family, - with topics planned in advance that reflect family concerns and flexibility to address additional issues, - that address child outcomes and offer opportunities during the visit for the parent and child to work together on program related activities, - that is followed with a visit summary (e.g., brief narrative, necessary follow-up, materials left with parent). • Teachers use periodically scheduled parent conferences as one way to give and receive information. Parent conferences are: <ul style="list-style-type: none"> - at times convenient for the family, - planned in advance and address family and child concerns with flexibility to address additional issues that arise during the conference. - followed by a summary (e.g., with meeting outcomes, needed follow-up, materials left with parent) and a copy of the summary is available for the parent. • All information gained during the home visit or conference is regarded as completely confidential by staff and used to support efforts for the child. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

<i>Standard 5.3: Family priorities are identified and are integrated into program and service delivery.</i>						
INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)	
		NOT MET	IN PROCESS	FULLY MET		
5.3.2	Each family is given the opportunity to identify areas of family strengths, priorities and concerns.	<ul style="list-style-type: none"> • Home visits and/or parent teacher conferences are used to assess family strengths, priorities, and concerns through conversation and use of tools such as inventories, needs assessments or checklists. • The family controls the extent of information shared and has the opportunity to update this inventory as circumstances change and new needs arise. • Program staff share child observations with family, and family prioritizes concerns about their child's growth and development. • Identification of family strengths, priorities and concerns and child's growth and development are used in program planning for individual families and children (e.g., partnership agreement with family, IFSP/IEP for child). • Program staff support family in implementation of family goals through resource identification, referrals, etc. 				
5.3.3	Families of children with disabilities are informed of all available program options, of family rights and responsibilities as described in the law.	<ul style="list-style-type: none"> • Families and staff have shared opportunities to learn about state and federal regulations regarding services for children with special needs, such as <ul style="list-style-type: none"> - Family Transition Guides, - Joint training sessions, - Videotapes, - Program or explanatory brochures. • The program staff periodically provides the parents of children with disabilities with a written description of parents rights, and assists the family in understanding of contents. • There are written procedures for family/program mediation when differences occur. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

<i>Standard 5.4: Families are supported by the collaboration of the program with community resources.</i>					
INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
5.4.1 Staff locate, obtain, and use community resources to address the priorities identified by the family.	<ul style="list-style-type: none"> • Resources and supports are individualized to the child's and family's needs and preferences. • Programs encourage families to identify natural support systems that may exist, such as extended family, friends, church, and/or support groups and link with supplemental services as appropriate. • Written, up-to-date information about community resources is available to staff and families. • Staff provide follow-up with families and agencies to assure referral completion, family needs are met and partnership goals accomplished. • A specific staff person is assigned or employed to assist families to meet their needs, e.g., linking a family with resources. • The program partners with other agencies to assist families in, locating services, translators, and translations in the families' preferred languages. 				
5.4.2 Programs collaborate with existing resources in the community to advocate for children and families to increase program resources and support.	<ul style="list-style-type: none"> • Administrators and staff seek opportunities and interact with partnering agencies such as public library, health programs, United Way, Success by Six, and Chamber of Commerce to provide child experiences. 				

Building A Strong Foundation for School Success: Kentucky's Early Childhood Quality Self Study

Standard 5.4: Families are supported by the collaboration of the program with community resources.

INDICATOR	EXAMPLE (What the indicator may look like in practice.)	CONTINUUM			ACTION PLAN (Use this space to record your plan to meet desired indicators or to note Program Evidence of those FULLY MET.)
		NOT MET	IN PROCESS	FULLY MET	
5.4.3 The comprehensive needs of children are met through collaborative efforts with community health and social service agencies.	<ul style="list-style-type: none"> • Information is made available to families about community resources and services including immunization, dental, eye exams and mental health. • Staff assists parents in coordinating interagency services. • Staff receives appropriate training and information about available public and community services and resources for families. • The program ensures appropriate nutrition for children during hours of program operation through participation in the USDA Food Program. • Referrals are made to ensure that children's nutritional requirements are met through collaboration with other agencies, (e.g., WIC, community food programs, churches, food banks) when necessary. • Families are assisted in combining services of cooperating agencies for child care for full day/full year as needed. • Staff representatives participate in planned, periodic meetings (at least quarterly) with representatives of all agencies that serve early intervention and preschool children and families. • The director or other program staff serves as an active member in local interagency groups. 				

Appendix

Resources

- American Association of Colleges for Teacher Education Focus Council on Early Childhood Education (June 2004). *The early childhood challenge: Preparing high- quality teachers for a changing society*. Washington, D.C.
- American Public Health Association, American Academy of Pediatrics, & National Resources for Health and Safety in Child Care (2002). *Caring for our children – National health and safety performance standards: Guidelines for out-of-home child care programs*. 2nd ed. Elk Grove Village: AAP
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ADDITIONAL RESOURCES – ORGANIZATIONS AND WEBSITES (current 6/2005):

Cabinet for Health and Family Services, Division of Child Care. <http://chfs.ky.gov/dcbs/dcc>

Center for Evidence-Based Practices, Orelena Hawks Puckett Institute.

<http://www.researchtopractice.info/>

Council for Professional Recognition (CDA) Washington, D.C. <http://www.cdacouncil.org>

Center on the Social and Emotional Foundations for Early Learning. <http://csefel.uiuc.edu>

Division of Early Childhood of the Council of Exceptional Children. www.dec-sped.org

Environment Rating Scales. Chapel Hill, N.C. <http://www.fpg.unc.edu/~ecers/>

First Steps, Kentucky's Early Intervention System. <http://chfs.ky.gov/dph/firststeps.htm>

Head Start Information and Public Center (HSIPC), Washington, DC. ph 866-763-6481.

www.headstartinfo.org

Kentucky Administrative Regulations <http://www.lrc.state.ky.us/kar>

Related to Child Care: 922 KAR 2: 001, 922 KAR 2:090, 922 KAR 2:100, 922 KAR 2:110, 922 KAR 2:120, 922 KAR 2:160, 922 KAR 2:180, 922 KAR 2:190

Related to Early Care and Education Credentials: 922 KAR 2: 230, 922 KAR 2: 250, 16_KAR:040, 16 KAR 2:140

Related to STARS for KIDS NOW: 922 KAR 2:170, 922 KAR 2:210

Related to Kentucky State Funded Preschools: 704 KAR 3:410, 704 KAR 3:420, 707 KAR 1:280-1:380

KIDS NOW. www.kidsnow.ky.gov *Links to KDE-State Funded Preschool page also.*

National Association for the Education of Young Children (NAEYC), Washington, DC. Toll free 1-800-424-2460. www.naeyc.org

National Child Care Information Center: A service of the Child Care Bureau. <http://nccic.org>

National Center For Family Literacy, Louisville, KY. <http://www.familit.org>

National Early Childhood Technical Assistance Center. Chapel Hill, N.C. www.nectac.org

National Institute for Early Education Research. <http://nieer.org>

National Resource Center for Health and Safety in Child Care (NRCHSCC), Denver, CO, toll free 1-800-598-5437, <http://nrc.uchsc.edu/>

WestEd. Center for Child and Family Studies, San Francisco, CA. toll free 1-877-493-7833.
www.wested.org

Zero to Three: National Center for Infants, Toddlers, and Families, Washington, DC. Ph. 202-638-1144. www.zerotothree.org

Early Childhood Core Content

Kentucky's Early Childhood Core Content

The Kentucky Early Childhood Core Content (Revised 2004) provides general direction for what early childhood educators need to know and be able to do in order to work effectively with young children and includes expectations for assessment and evaluation across five levels, from entry into the field to professionals with advanced degrees. At the entry level, professionals are expected to participate in and support the collection of assessment data. As professionals gain more experience and training, they are expected to implement assessment processes within the classroom or program and use the data collected to make appropriate instructional and programmatic decisions. At the advanced level, professionals are expected to choose appropriate assessment tools based on program goals, supervise and mentor staff in using assessment information, and use data gathered throughout all phases of the assessment system in program design, evaluation and reporting. Specific core competencies are presented below. Specific information about the Early Childhood Professional Core Content is available on the KIDS NOW website at: <http://www.kidsnow.ky.gov>

Early Childhood Core Content

Core content is defined as the specific knowledge, competencies, and characteristics needed by early childhood practitioners to work effectively with young children and families. Core content is the foundation for determining training content, course content, and competency standards for professional performance.

The Core Content plan is drawn from existing professional resources that put forth standards, such as the Kentucky Interdisciplinary Early Childhood Education program, the Child Development Associate functional area competency standards, and the national accreditation standards of the National Association for the Education of Young Children, the National Association for Family Child Care, and the Head Start Program Performance Standards. Competencies are individually referenced from the early childhood literature or are cited from similar documents from other states. A complete reference list and a list of other resources consulted are included following the Core Content.

The Core Content plan is intended to be comprehensive and descriptive, but also fluid and flexible to allow for needed changes over time.

The Core Content Work Group created a plan that:

- Allows for multiple pathways for entering early childhood education and for exiting at various terminal points.
- Includes a mechanism for linking various early childhood education and training programs.
- Provides for continuous progress and professional development.

The Core Content plan covers seven essential competency subject areas of early childhood education. Each area is organized into five levels of increasing mastery.

Those individuals who are planning early childhood education and training programs may wish to use the Core Content plan to correlate program content with the expected skill levels and desired competency outcomes of the participants.

The Core Content plan, initially approved in 2002, has been reviewed by various practitioners and faculty and revised during Spring 2004. It will be reviewed and revised every five years hereafter.

Professionals in the field of early care and education become increasingly competent through their experiences and professional growth opportunities. This competence crosses a variety of content areas and many levels of skill. The competencies that are the focus of this document are organized from basic to high-level skills across five levels. Each level is a prerequisite to the next; thus the competencies build on one another. While skills generally progress from implementing recommended practices to planning programs and procedures to evaluating practices and resources, not all skills and knowledge in the field of early childhood are completely linear and not all begin at the entry level. Therefore, some skills that may seem similar (e.g., planning) may be initiated at differing levels, depending on the content.

These Levels of competencies are not awards or a certificate, but may overlap existing certificates or awards. Each level assumes greater knowledge and skill than the previous level; however, an individual level should not be seen as limited to a particular job or position of employment.

Level I - represents knowledge and skills across all seven content areas for professionals at the initial level, which includes entry into the field and a Commonwealth Child Care Credential.

Level II – represents knowledge and skills across all seven content areas for professionals with a Child Development Associate Credential.

Level III- represents knowledge and skills across all content areas for professionals from CDA to AA degrees.

Level IV - represents knowledge and skills across all content areas for professionals with a BA degree.

Level V - represents knowledge and skills across all content areas for professionals above a BA degree.

Levels

- 1) **Level 1.** Early childhood practitioners with a high school diploma or GED must demonstrate social skills such as courtesy, respect, and the appreciation for diverse ethnicities, cultures, ideas, and viewpoints. They must also demonstrate literacy skills that enable them to expressively read books appropriate for young children through age five; use acceptable grammar to communicate with children, staff, and parents; and legibly write a logical, organized lesson plan. They must also:
 - be able to verbalize their awareness of physical and biological processes in the natural environment;
 - display attitudes of wondering, investigation, and respect for the ecology of the natural world and enjoy partnering with children in experiencing all five senses and searching for more information;
 - demonstrate that they have the basic mathematical and spatial knowledge to solve practical problems while working with children and other adults;
 - demonstrate fundamental, coordinated small and large muscle skills in physical movements and games;
 - demonstrate a practical understanding of the principles of democracy, justice, and fair play by using techniques of positive guidance, conflict management, and peacemaking for children, other staff, and the community.

- 2) **Level 2.** At this level, practitioners may become lead teachers or administrators. They must:
 - demonstrate increased abilities to reason, think critically and reflectively, discern relationships between areas of knowledge, and analyze the nature of physical and social problems;
 - show evidence of basic computer literacy and internet search skills;
 - possess literacy, speaking, interpersonal, and leadership skills sufficient for effectively conducting parent meetings, relating to a board of directors, writing descriptive newsletters, and constructing detailed curriculum plans that include individual children's developmental goals; and,
 - master the grammatical and conversational rudiments of one other language, which assists early childhood educators in becoming aware of the rich cultures and languages of the children and families enrolled in their programs. Spanish is especially recommended because of the need to communicate effectively with Kentucky's rapidly increasing Hispanic populations.

- 3) **Levels 3, 4 and 5.** At these levels practitioners may increase their general knowledge through required and elective courses according to their interests and needs. In addition to exploring human development theories, anthropology, sociology, statistics, and consumer

issues, they may select advanced studies in foreign languages, computer technology, psychology, philosophy, history, and the arts and sciences. Increased experience and leadership in the early childhood field may lead to higher levels of competence in reasoning, critical and reflective thinking, mathematics, and the physical or biological sciences.

In reality, the best early childhood educators are lifelong learners. Because of their long association with curious and uninhibited children, they may naturally take advantage of new opportunities for investigation.

Subject Areas

The degree to which early childhood professionals are expected to master these subject areas depends on their level of competence. Specific core content requirements for the first level, for instance, require describing and demonstrating basic knowledge of the subject area; succeeding levels require more complex knowledge and the ability to plan and implement programs or procedures; and the highest levels require evaluation of early childhood practices.

- 1) **Child growth and development** – Experiences for any child, regardless of age, must be planned around the child’s developmental abilities. Development has several interrelated areas; each influences the others and all develop simultaneously. It is essential for early childhood educators to recognize that development proceeds in predictable steps and learning occurs in recognized sequences. At the same time, they must consider individual, age-level, and cultural/ethnic characteristics when assessing children’s rates and styles of development.
- 2) **Health, safety, and nutrition** – These are basic needs of all human beings, and early childhood environments must ensure them. Programs must adhere to relevant laws and regulations; furthermore, they must consider the health, growth, and developmental requirements for each child within the context of cultural and developmental diversity and any special needs.
- 3) **Professional development/professionalism** – Adults providing early care and education must take advantage of opportunities to grow professionally, follow ethical standards of behavior, and demonstrate knowledge of and involvement in advocacy for early childhood learning environments.
- 4) **Learning environments and curriculum** – Developmentally appropriate environments and curricula have a positive impact on a child’s emotional, physical, cognitive, communicative, creative, and social care. Adults who provide early care and education must know how to offer an organized, inviting, and accessible environment that has many diverse and appropriate materials, activities, and experiences.

- 5) **Child assessment** – Ongoing assessment helps early childhood educators evaluate all areas of a child’s growth and development. Educators must be able to observe, assess, interpret, and document children’s skills and behavior and systematically report on them to appropriate staff and family members.

- 6) **Family and community partnerships** – Understanding the roles that family members and others play in children’s lives is vital for early childhood educators. They must be able to integrate the following concepts:
 - Children develop within the context of their families, which may take many forms. Families are the primary influence on children’s development and have primary responsibility for child rearing. In turn, each child has influence on the members of his or her family and on the family as a system.
 - A responsive early education environment respects and celebrates the diversity of values, customs, and traditions in the family of each child. It nurtures the primary relationships between children and those who parent them. It also offers a variety of meaningful opportunities to families to participate in early childhood programs.
 - Early childhood professionals help connect children and their families with community resources. This can be accomplished through curriculum, interpersonal relationships and knowledgeable referrals.

- 7) **Program management and evaluation** – Adults providing early care and education must use all available resources for a quality program. They must also be effective communicators, planners, record-keepers, and evaluators. Evaluation of the program should include input from staff, families, and the community.

Early Childhood Core Competencies: Child Growth and Development

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Knowledge of Theory and Development</i>	<ul style="list-style-type: none"> ▪ Discuss at least three general principles of development that provide the basis for planning age appropriate programs for young children.¹ 	<ul style="list-style-type: none"> ▪ Demonstrate knowledge of basic differences in assumptions underlying major theories and basic practice compatible with the theories of development relative to children birth to six. Such theories include (but need not be limited to) those of <i>Piaget, Erikson, Vygotsky, Maslow, Bandura, and Skinner</i>.¹ 	<ul style="list-style-type: none"> ▪ State examples of how child development principles and theories influence aspects of program planning and implementation, such as guidance goals and practices, curriculum experiences, inclusion of families, and design of the physical space. Developmental theories include (but are not to be limited to) those of <i>Piaget, Erikson, Vygotsky, Maslow, Bandura, and Skinner</i>.¹ 	<ul style="list-style-type: none"> ▪ State the theoretical rationales for program planning; across all areas of development, that incorporate knowledge of both age-level characteristics and of developmental characteristics of individual children.² 	<ul style="list-style-type: none"> ▪ Provide guidance to ensure that practitioners understand developmental principles and incorporate the theories of <i>Piaget, Erikson, Vygotsky, Maslow, Bandura, and Skinner</i> (among other theorists) as they plan, implement, understand, and evaluate guidance goals and practice, curriculum experiences, inclusion of families, and design of the physical space.²
	<ul style="list-style-type: none"> ▪ Describe basic behavioral characteristics of children of various ages and stages, including the social/emotional, physical/motor, adaptive, communicative, and cognitive areas of development.¹ 	<ul style="list-style-type: none"> ▪ Describe comprehensive behavioral characteristics of the various ages and stages, including the social/emotional, physical/motor, adaptive, communicative and cognitive areas of development.¹ 	<ul style="list-style-type: none"> ▪ Describe behavioral, age-related examples of interrelationships between areas of development.¹ 	<ul style="list-style-type: none"> ▪ Evaluate guidance goals and practices, curriculum experiences, inclusion of families, and design of the physical space for evidence of the inclusion of developmental theories and principles.² 	<ul style="list-style-type: none"> ▪ Provide guidance to ensure that practitioners are able to incorporate knowledge of developmental characteristics into their interactions with children and to ensure that both age-level characteristics and the unique characteristics of individual children are respected and appreciated.²

Early Childhood Core Competencies: Child Growth and Development (continued)

	Level I : Pre-CDA/ Commonwealth Child Care Credential	Level II: CDA All items in Level 1, plus	Level III: Associates All items in Levels 1 and 2, plus	Level IV: Bachelors All items in Levels 1, 2 and 3, plus	Level V: Masters All items in Levels 1, 2, 3 and 4, plus	
<i>Application of Theory and Development</i>	<ul style="list-style-type: none"> ▪ Demonstrate knowledge that young children are diverse with regard to different: <ul style="list-style-type: none"> - rates of development, - individual interests, - special needs, - temperaments, - languages, - cultures, - and learning styles.^{1,3} 	<ul style="list-style-type: none"> ▪ Demonstrate knowledge that children are diverse through incorporating this knowledge into interactions with children in home and center-based programs.¹ 	<ul style="list-style-type: none"> • Plan and implement curriculum activities that reflect the diversity of children with regard to different rates of development, individual interests, special needs, temperaments, languages, cultures, and learning styles in home and center-based programs.¹ 	<ul style="list-style-type: none"> ▪ Plan, implement, and evaluate comprehensive programming that incorporates all areas of development as well as knowledge of both age-level characteristics and developmental characteristics of individual children.² 	<ul style="list-style-type: none"> ▪ Evaluate the activities that early childhood practitioners plan and implement in home and center-based programs to ensure that activities reflect the diversity of children with regard to different rates of development, individual interests, special needs, temperaments, languages, cultures, and learning styles.² 	
			<ul style="list-style-type: none"> ▪ Demonstrate awareness of indicators for early intervention based on knowledge of child development.⁴ 	<ul style="list-style-type: none"> ▪ Implement, with consultation, appropriate program adaptations for individual children, based on indicators for early intervention.⁴ 	<ul style="list-style-type: none"> ▪ Plan, with consultation, appropriate program adaptations for individual children, based on indicators for early intervention.^{3,4} 	
						<ul style="list-style-type: none"> ▪ Apply theoretical and research knowledge to practice in early childhood settings.⁵ ▪ Critically examine alternative perspectives regarding crucial and foundational issues in the field.⁵

Early Childhood Core Competencies: Health, Safety and Nutrition

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<ul style="list-style-type: none"> ▪ When abuse or neglect is suspected, follow program procedures for reporting. 	<ul style="list-style-type: none"> ▪ Identify, document, and report suspected abuse and neglect to appropriate persons.^{6,3} 			
<ul style="list-style-type: none"> ▪ Monitor safe use of indoor and outdoor equipment by children.^{3,6} ▪ Verbalize and demonstrate procedures for supervising children’s activities to prevent illness and injury.^{3,6} 	<ul style="list-style-type: none"> ▪ Describe and check for safe environments and potential health hazards.⁶ 	<ul style="list-style-type: none"> ▪ Use adaptive equipment appropriately with supervision.⁷ 	<ul style="list-style-type: none"> ▪ Communicate appropriate use of adaptive equipment to staff and families.⁷ 	
<ul style="list-style-type: none"> ▪ Follow regulations regarding health, safety and sanitation across multiple settings.⁶ 	<ul style="list-style-type: none"> ▪ Describe and participate in techniques and strategies that promote the physical and emotional health of adults and children.⁸ ▪ Recognize indicators of potential mental and physical health problems and report indicators to supervisor.⁶ 	<ul style="list-style-type: none"> ▪ Apply health promotion concepts in children and staff through health, safety, and nutrition practices.⁶ 	<ul style="list-style-type: none"> ▪ Design and implement health, safety, and nutrition education for families, children, and staff.⁶ ▪ Implement appropriate health assessments and recommend referral and ongoing follow-up to appropriate community health and social services.⁹ ▪ Develop, or update as needed, health, safety, nutrition, and sanitation policies and procedures.⁶ 	<ul style="list-style-type: none"> ▪ Collaborate with advisory groups or other community groups to identify health, safety, nutrition, and sanitation issues that impact children.⁶

Early Childhood Core Competencies: Health, Safety and Nutrition (continued)

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<ul style="list-style-type: none"> ▪ Practice procedures for emergencies including first aid and CPR.^{3,6} ▪ Practice procedures for the following situations: fire, tornado, earthquake and man-made disaster.¹⁰ 	<ul style="list-style-type: none"> ▪ Implement professionally recommended adaptations for children with special needs pertaining to emergency procedures, including first aid and CPR.³ 	<ul style="list-style-type: none"> ▪ Participate in planning for special health needs.⁷ ▪ Develop a written plan for responding to emergencies for children who have been identified as having special health needs and be able to react appropriately.^{6,7} 	<ul style="list-style-type: none"> ▪ Collaborate with specialists and families to develop and implement plans (i.e., IFSPs, IEPs, Family Partnership Agreements, special health plans) for children with developmental, emotional, and/or physical health care concerns or needs.^{6,11,12} 	
<ul style="list-style-type: none"> ▪ Demonstrate proper techniques for preventing communicable diseases, including hand washing, diapering, cleaning, and sanitizing.^{3,6} ▪ Follow a morning health check and identify potential health concerns.⁶ 		<ul style="list-style-type: none"> ▪ Design, in consultation with health personnel, appropriate procedures for morning health checks and for identification of health concerns.⁴ 		
<ul style="list-style-type: none"> ▪ Follow regulations for appropriate response to and documentation of children's injuries.^{3,6} 		<ul style="list-style-type: none"> ▪ Design, in consultation with health personnel, appropriate procedures for documentation of children's injuries. 		

Early Childhood Core Competencies: Health, Safety and Nutrition (continued)

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<ul style="list-style-type: none"> ▪ Follow regulations/written policies for administration of medications.^{3,6} 		<ul style="list-style-type: none"> ▪ Develop procedures for storing, administering, and documenting usage of medications.⁶ 		
<ul style="list-style-type: none"> ▪ Demonstrate basic principles of oral health care with children.⁶ 		<ul style="list-style-type: none"> ▪ Design, in consultation with health personnel, appropriate procedures for a comprehensive oral health care program. 		
<ul style="list-style-type: none"> ▪ Practice principles for SIDS prevention.⁶ 				
<ul style="list-style-type: none"> ▪ Know food guide pyramid guidelines.^{3,6} ▪ Follow regulations for food storage, preparation, serving, and clean-up.³ 	<ul style="list-style-type: none"> ▪ Identify basic nutrition concepts and follow recommendations for mealtime.¹³ ▪ Implement, with supervision, appropriate feeding procedures and adaptations for cultural preferences.⁴ 	<ul style="list-style-type: none"> ▪ Create menu plans for children, including children with special dietary concerns, that are age-appropriate and meet federal guidelines.⁶ ▪ Identify nutritional issues appropriate to the age and special needs of children, including feeding procedures, food choices and amounts, and cultural preferences.⁷ 		
	<ul style="list-style-type: none"> ▪ Identify current health trends in society using research-based knowledge and information. 		<ul style="list-style-type: none"> ▪ Incorporate appropriate practices into program in response to current health trends. 	<ul style="list-style-type: none"> ▪ Analyze, evaluate, and apply current theory and research to health, safety, nutrition, and sanitation policies and procedures.^{4,6}

Early Childhood Core Competencies: Professional Development/Professionalism

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<ul style="list-style-type: none"> ▪ Maintain confidentiality.^{3,14,15,16} 				
<ul style="list-style-type: none"> ▪ View self as a learner.^{14,17} ▪ Participate in professional development (i.e., credentials, degrees) as required for each level to improve performance and to expand personal knowledge of child development, interdisciplinary practices, and family-centered services.^{2,3,15,18} ▪ Develop and implement a written professional development plan.^{2,15,19} 	<ul style="list-style-type: none"> ▪ Practice self-evaluation to determine professional growth and performance, using <i>KY's Early Childhood Core Content</i> and other appropriate materials to assist in identifying areas of need.^{2,15,20,21} ▪ Develop, maintain, and continuously use a resource file or portfolio as documentation of growth and performance.^{2,3,19} 	<ul style="list-style-type: none"> ▪ Seek out professional relationships to enhance professional growth (e.g., securing a mentor).¹⁸ 	<ul style="list-style-type: none"> ▪ Seek out knowledge to improve practice.² ▪ Accept advice and constructive criticism to improve practice.¹⁸ ▪ Mentor colleagues and assistants.⁴ ▪ Support staff development through active listening; observation and constructive feedback; conferences; and the development of professional growth plans which reflect the results of self-assessment and performance reviews.^{2,22,23} ▪ Assist staff and assistants in selecting appropriate professional development formats and opportunities (e.g., observation, reading, training sessions, etc.) that are related to their individual growth plans. 	<ul style="list-style-type: none"> ▪ Evaluate personal performance and set goals to advance knowledge of the field.¹³ ▪ Explore models of professional development and opportunities to promote others' professional growth.¹⁸ ▪ Design staff development opportunities for colleagues.¹⁸ ▪ Employ adult learning principles in supervising and training other adults.^{2,20}

Early Childhood Core Competencies: Professional Development/Professionalism (continued)

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
	<ul style="list-style-type: none"> ▪ Join organizations for professional development.¹⁸ 	<ul style="list-style-type: none"> ▪ Actively participate in organizations for professional development.^{18,23} 	<ul style="list-style-type: none"> ▪ Disseminate knowledge at local, state, regional, and national conferences.¹⁸ 	<ul style="list-style-type: none"> ▪ Take leadership roles in professional organizations.⁵ ▪ Show evidence of effective professional leadership by: ▪ Communicating the importance of the early years and the role of quality early childhood educators in children’s development with families, colleagues, and the community. ▪ Supervising, coaching, mentoring, and training staff and volunteers. ▪ Presenting at local, state, and national conferences. ▪ Identifying and supporting the professional development of staff and volunteers.^{2,5,19,20}
<ul style="list-style-type: none"> ▪ Follow code of ethics.^{9,24,25} 	<ul style="list-style-type: none"> ▪ Identify and report potentially unethical practices to supervisor.¹⁶ 	<ul style="list-style-type: none"> ▪ Articulate and use a professional code of ethics for making professional decisions.¹⁶ 	<ul style="list-style-type: none"> ▪ Articulate professional values and implement ongoing professional self-reflection to improve practice.¹⁸ 	
<ul style="list-style-type: none"> ▪ Recognize symptoms of “burnout” and seek assistance when appropriate.¹⁶ 	<ul style="list-style-type: none"> ▪ Implement strategies for preventing “burnout”.¹⁶ 	<ul style="list-style-type: none"> ▪ Recognize causes of “burnout” and develop strategies to prevent.¹⁶ 	<ul style="list-style-type: none"> ▪ Assess effectiveness of “burnout” strategies for self and colleagues and make appropriate changes based on data. 	

Early Childhood Core Competencies: Professional Development/Professionalism (continued)

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
	<ul style="list-style-type: none"> ▪ Express a personal philosophy of early childhood education that includes active learning, developmentally effective approaches, and assessment.^{15,24,25} 	<ul style="list-style-type: none"> ▪ Express a personal philosophy of early childhood education that includes active learning, developmentally effective approaches, assessment, and inclusionary practices.^{15,17,23,24} 		<ul style="list-style-type: none"> ▪ Integrate knowledge of historical, philosophical, psychological, and social foundations of education, including early childhood education, into planning and decision-making.¹⁸
	<ul style="list-style-type: none"> ▪ Demonstrate awareness of other disciplines (e.g., physical therapy, occupational therapy, speech, nursing, special education) for collaboration.^{14,24,25} 	<ul style="list-style-type: none"> ▪ Demonstrate working knowledge of other disciplines in order to facilitate collaboration with colleagues, community members, families, and administrators^{24,26} and enhance transitions for children and families. 	<ul style="list-style-type: none"> ▪ Assure compliance with regulations and laws for children, families, and individuals with special needs (e.g., IDEA, ADA) through adaptations to environment and curriculum and through staff training.^{15,20} 	
<ul style="list-style-type: none"> ▪ Demonstrate job satisfaction and genuine interest in young children and their families.^{3,16} 	<ul style="list-style-type: none"> ▪ Demonstrate commitment to child advocacy.^{15,20,24} 			<ul style="list-style-type: none"> ▪ Support community initiatives and advocate for early childhood legislation at the local, state and national levels for improving quality in early childhood and early childhood special education fields.^{22,27}
<ul style="list-style-type: none"> ▪ Demonstrate dependable, responsible behavior including teamwork.^{19,24} 			<ul style="list-style-type: none"> ▪ Facilitate group problem solving of ethical dilemmas.¹⁶ 	

Early Childhood Core Competencies: Professional Development/Professionalism (continued)

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
		<ul style="list-style-type: none"> ▪ Describe the relationship between theory and practice.^{16,17} ▪ Identify current trends in early childhood education.¹⁶ 	<ul style="list-style-type: none"> ▪ Engage in critical analysis, assessment, and reflection of teaching practices and the behavior of children on a regular basis to improve competence, both for personal and professional growth and for the benefit of children and families.^{2,16} ▪ Make program decisions based on professional standards and position statements of professional organizations.¹⁶ ▪ Evaluate current trends in early childhood education and revise practice as appropriate.¹⁶ 	<ul style="list-style-type: none"> ▪ Critically review and apply child development theories, position statements, research and recommended practices in the program.²
		<ul style="list-style-type: none"> ▪ Gain knowledge of professional and community resources.² 		
				<ul style="list-style-type: none"> ▪ Engage in action research by systematically studying own teaching or children.⁴

Early Childhood Core Competencies: Learning Environments and Curriculum

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Space and Furnishings</i>	<ul style="list-style-type: none"> ▪ Assist in arranging furnishings and materials to allow and encourage appropriate independence (e.g., appropriately sized furniture, age-appropriate toys, etc.).^{3,28} 	<ul style="list-style-type: none"> ▪ Arrange furnishings and materials to allow and encourage appropriate independence (e.g., appropriately sized furniture, age-appropriate toys, etc.).²⁸ 	<ul style="list-style-type: none"> ▪ Organize space into identifiable areas that encourage active involvement, self-initiative, responsibility, and a growing sense of autonomy (e.g., variety of centers, adequate and varied materials, appropriate storage, labels).²⁴ 		<ul style="list-style-type: none"> ▪ Articulate how the arrangement of the environment reflects the philosophy of the program.²⁹
		<ul style="list-style-type: none"> ▪ Arrange environment to promote physical development, in both indoor and outdoor environments.^{3,13} 	<ul style="list-style-type: none"> ▪ Organize environment to facilitate positive interactions between children and adults. 		
			<ul style="list-style-type: none"> ▪ Arrange space to encourage appropriate communication. 		
			<ul style="list-style-type: none"> ▪ Organize environment to include large group areas, small group areas, quiet areas, and interest areas, with areas for quiet and active play separated.^{13,28} ▪ Implement and use outdoor environments and natural settings as an integral part of a child's active and quiet learning.^{3,24} 	<ul style="list-style-type: none"> ▪ Organize and use the outdoor environment and natural settings as an integral part of a child's active and quiet learning.²⁴ 	
			<ul style="list-style-type: none"> ▪ Model strategies, techniques, and methods which foster and ensure a physically and psychologically safe environment that promotes children's development and learning.⁹ 	<ul style="list-style-type: none"> ▪ Provide well-arranged indoor and outdoor space which meets developmental needs of all children, including adaptive and assistive technology.⁹ 	

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Space and Furnishings (continued)</i>	<ul style="list-style-type: none"> ▪ Maintain materials and equipment in arranged environments to allow and encourage appropriate independence, promote physical development, and encourage appropriate curriculum. 	<ul style="list-style-type: none"> ▪ Maintain and/or obtain equipment.^{14,15,19} ▪ Rotate materials and equipment to encourage planned and spontaneous activities.^{28,30} 	<ul style="list-style-type: none"> ▪ Organize environment to include a variety of materials and equipment.¹³ 	<ul style="list-style-type: none"> ▪ Plan for and use materials that recognize and value diversity as a strength in children and families.^{2,28} 	
	<ul style="list-style-type: none"> ▪ Demonstrate use of materials, such as blocks, etc., for play.⁴ 	<ul style="list-style-type: none"> ▪ Demonstrate knowledge that children learn through interactive play with materials, other children, and adults in their immediate environments in home and center-based programs.^{3,31} ▪ Describe how materials, such as blocks, water, sand, books, and puzzles, and experiences, such as music and practical life, are used for play and learning in home and center-based programs.³¹ 			<ul style="list-style-type: none"> ▪ Evaluate the program planning and implementation process of early childhood practitioners in various settings to ensure that practitioners demonstrate knowledge that children learn through interactive play with materials, children, and adults in their immediate environments.³¹

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Personal Care and Routines</i>	<ul style="list-style-type: none"> ▪ Follow established routines for adults and children in regard to diapering, toileting, eating, dressing, tooth brushing, sleeping, and general hygiene.^{16,25,32} 	<ul style="list-style-type: none"> ▪ Identify and implement developmentally appropriate nutrition, feeding, and self-help strategies for children on an individual basis.^{3,14} 			<ul style="list-style-type: none"> ▪ Ensure that staff incorporates routine tasks (e.g., diapering, toileting, eating, dressing, and sleeping) into the program in a relaxed, reassuring, and individualized manner based on developmental needs.⁵
	<ul style="list-style-type: none"> ▪ Assist in implementation of plans to make toileting, feeding, and the development of other independent skills a positive experience for children. 	<ul style="list-style-type: none"> ▪ Implement plans to make toileting, feeding, and the development of other independent skills a positive experience for children. 	<ul style="list-style-type: none"> ▪ Plan with families to make toileting, feeding, and the development of other independent skills a positive experience for children.²³ 		<ul style="list-style-type: none"> ▪ Ensure cooperative planning with parents to make toileting, feeding, and the development of other independent skills a positive experience for children.⁵
	<ul style="list-style-type: none"> ▪ Assist in appropriate use of physical positioning and management techniques to support children with physical and health disabilities. 			<ul style="list-style-type: none"> ▪ Use appropriate physical positioning and management techniques to support children with physical and health disabilities.²⁰ 	

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus	
<i>Language and Literacy</i>	<ul style="list-style-type: none"> ▪ Respond positively to children’s attempts to communicate.^{3,14,16} ▪ Use and respond to verbal and nonverbal communication techniques.^{20,32,33} 	<ul style="list-style-type: none"> ▪ Promote activities that provide time for children to respond through open-ended questions.²³ 	<ul style="list-style-type: none"> ▪ Plan activities and experiences that encourage the development of communication skills, both auditory and verbal, appropriate for young children.²³ 	<ul style="list-style-type: none"> ▪ During communication activities, ensure a balance of listening and talking appropriate for age and abilities of children.^{2,28} ▪ Develop strategies and methods to assist children in the use of alternative and augmentative communication systems.²⁰ 		
	<ul style="list-style-type: none"> • Encourage children to engage in meaningful conversation.^{3,14,32} 	<ul style="list-style-type: none"> • Conduct developmentally appropriate conversations.^{14,33} ▪ Implement daily intentional experiences with speaking and listening and immersion in an environment where oral and written language is used in meaningful ways by children and adults.^{32,33,34} 			<ul style="list-style-type: none"> ▪ Design activities to encourage children to talk through or explain their reasoning when solving problems (e.g., why they sorted objects into different groups; in what way two pictures are the same or different).²⁸ 	
			<ul style="list-style-type: none"> ▪ Incorporate to the greatest possible extent native language and linguistically diverse routines relative to individual children and families.^{3,25} 			

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Language and Literacy (continued)</i>	<ul style="list-style-type: none"> ▪ Engage in early literacy experiences with children, such as daily adult-child book reading, songs, and rhymes.^{32,34} 	<ul style="list-style-type: none"> ▪ Select age-appropriate print materials and activities to support early literacy skills.³² ▪ Conduct developmentally appropriate activities that support a print-rich environment, in which children learn about books, literature, and writing.^{3,14,32,33} 	<ul style="list-style-type: none"> ▪ Plan early literacy experiences for children across all domains of the curriculum.⁴ 	<ul style="list-style-type: none"> ▪ Facilitate activities to link children’s spoken communication with written language (e.g., write down what children dictate and read it back to them; help them write a note to parents).^{28,30,33} ▪ Facilitate and evaluate the effectiveness of children’s early literacy experiences (e.g., adult-child book reading, intentional experiences with speaking and listening, immersion in an environment where oral and written language is used in meaningful ways by children and adults).³⁴ 	<ul style="list-style-type: none"> ▪ Evaluate activities that practitioners plan and implement to ensure that they demonstrate daily adult-child book reading, experiences with speaking and listening, and immersion in an environment where oral and written language is used in meaningful ways by children and adults.²
		<ul style="list-style-type: none"> ▪ Provide activities and materials appropriate to children’s age for phonemic/phonological awareness (e.g., rhyming words, matching sounds, syllable discrimination) and alphabet recognition.^{32,33} 			

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Language and Literacy (continued)</i>		<ul style="list-style-type: none"> ▪ Assist colleagues, parents, and volunteers to promote children’s early literacy experiences. 	<ul style="list-style-type: none"> ▪ Explain to colleagues and families how children’s early literacy experiences begin with daily adult-child book reading, intentional experiences with speaking and listening, and immersion in an environment where oral and written language is used in meaningful ways by children and adults.³⁴ 		<ul style="list-style-type: none"> ▪ Collaborate with others in promoting language and literacy. ▪ Work with administrators to understand the goals, objectives and outcomes of emergent literacy.
					<ul style="list-style-type: none"> ▪ Articulate, analyze, evaluate, and apply current theory and research on emerging trends in language acquisition, development, and emerging literacy.¹⁶
<i>Activities and Materials</i>	<ul style="list-style-type: none"> ▪ Support children in making choices individually and cooperatively.²⁴ 	<ul style="list-style-type: none"> ▪ Provide opportunities for children to make choices individually and cooperatively.^{3,24} ▪ Facilitate activities and routines for children to express growing independence and self-reliance, (e.g., the ability to make choices and initiate own activities).^{3,35} 			

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Activities and Materials (continued)</i>	<ul style="list-style-type: none"> ▪ Support children in opportunities to be successful at meaningful tasks (e.g., using child-sized sinks or small, manageable, stable pitchers for pouring).³¹ 	<ul style="list-style-type: none"> ▪ Provide children with opportunities to be successful at meaningful tasks (e.g., using child-sized sinks or small, manageable, stable pitchers for pouring).^{3,31} 	<ul style="list-style-type: none"> ▪ Implement meaningful, integrated learning experiences, using the central concepts and tools of inquiry, in curricular areas including language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement.⁵ 	<ul style="list-style-type: none"> ▪ Plan and develop meaningful, integrated learning experiences, using the central concepts and tools of inquiry, in curricular areas including language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement.⁵ 	<ul style="list-style-type: none"> ▪ Develop and model meaningful integrated learning experiences, using the central concepts and tools of inquiry, in curricular areas including language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement.⁵ ▪ Evaluate the use of meaningful, integrated learning experiences, using the central concepts and tools of inquiry, in curricular areas including language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement to meet the needs of all children.⁵
	<ul style="list-style-type: none"> ▪ Follow program rules, routines, and activities, following children's lead.²⁴ 		<ul style="list-style-type: none"> ▪ Plan and implement program rules, routines, and activities, using children's input.²⁴ 		

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Activities and Materials (continued)</i>		<ul style="list-style-type: none"> ▪ Assist in planning and implementing developmentally and functionally appropriate individual, small and large group activities, which include teacher-designed and child-initiated experiences, based on the needs and interests of all young children.^{9,20,24} 	<ul style="list-style-type: none"> ▪ Plan and implement developmentally and functionally appropriate individual, small and large group activities.^{9,20,24} ▪ Implement both adult-directed and child-initiated activities, based on the needs and interests of all young children.³⁵ 	<ul style="list-style-type: none"> ▪ Plan and implement developmentally and individually appropriate curricula and instructional practices based on assessment knowledge of individual children, the community, and curricula goals and content.^{5,9,20} 	<ul style="list-style-type: none"> ▪ Apply and provide rationale for daily practice, based on how it relates to theories of child development.^{4,36}
	<ul style="list-style-type: none"> ▪ Use non-biased activities and materials.^{3,14} 	<ul style="list-style-type: none"> ▪ Implement and adapt activities that reflect developmental and individual needs of children identified through ongoing assessment, including progress toward IEP objectives, IFSP outcomes, and/or Family Partnership Agreement goals.^{2,12,15} 	<ul style="list-style-type: none"> ▪ Routinely incorporate activities and materials that represent and respect gender, age, roles, culture, and ethnicity.³⁰ ▪ Adapt the curricula to meet individual needs identified through ongoing assessment and transition planning, including progress toward IEP objectives, IFSP outcomes, Family Partnership Agreement goals.^{2,15} 	<ul style="list-style-type: none"> ▪ Provide activities and materials that address individual learning styles, varied developmental needs, and cultural diversity.²⁴ 	<ul style="list-style-type: none"> ▪ Ensure that staff is individualizing curricula by adapting to individual needs identified through ongoing assessment and transition planning, including progress toward IEP objectives, IFSP outcomes, and/or Family Partnership Plan outcomes.^{2,15}

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Activities and Materials (continued)</i>		<ul style="list-style-type: none"> ▪ Provide a variety of age appropriate materials and activities that encourage problem solving.^{3,14,33} 	<ul style="list-style-type: none"> ▪ Ensure that a variety of materials are available across a variety of interest centers (e.g., small figures and animals in block area; puppets and flannel board pieces in book area; toys for dramatic play outdoors and indoors).^{28,30} 	<ul style="list-style-type: none"> ▪ Incorporate experiences for children to construct their own knowledge in culturally familiar ways, through various strategies which include problem solving and inquiry experiences.²⁴ 	<ul style="list-style-type: none"> ▪ Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.⁵
				<ul style="list-style-type: none"> ▪ Create a caring community of learners, supporting children’s individual development and learning, constructing appropriate curriculum, assessing children’s learning and development for the purpose of planning, and establishing reciprocal relationships with families.¹³ 	

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

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<i>Activities and Materials (Motor)</i>	<ul style="list-style-type: none"> ▪ Support a variety of activities which promote large and small muscle development.^{14,25,31,32,33} 	<ul style="list-style-type: none"> ▪ Assist in planning and offer a variety of activities which promote large and small muscle development.^{3,14,25,31,32} 	<ul style="list-style-type: none"> ▪ Plan and implement many and varied activities for gross and fine motor play, both indoors and outdoors, as defined in daily lesson plans and curriculum.²⁸ 	<ul style="list-style-type: none"> ▪ Develop and implement on a daily basis developmentally and individually appropriate activities that enhance fine motor skills.^{28,30} ▪ Develop and implement on a daily basis developmentally and individually appropriate indoor and outdoor curricular activities that enhance gross motor skills and coordination.^{28,30} 	<ul style="list-style-type: none"> ▪ Ensure and evaluate the daily implementation of developmentally and individually appropriate activities to enhance fine motor skills.^{28,30} ▪ Ensure and evaluate the daily implementation of developmentally and individually appropriate indoor and outdoor curricular activities to enhance gross motor skills and coordination.^{28,30}
	<ul style="list-style-type: none"> ▪ Support children’s use of a variety of age appropriate block play opportunities.¹⁴ 	<ul style="list-style-type: none"> ▪ Assist in planning and offer a variety of age appropriate block play opportunities.¹⁴ 			
	<ul style="list-style-type: none"> ▪ Support children’s use of appropriate art materials and experiences.^{14,32,33} 	<ul style="list-style-type: none"> ▪ Assist in planning and offer appropriate art materials and experiences.^{3,14,32} 			
	<ul style="list-style-type: none"> ▪ Support children’s use of developmentally appropriate music experiences.^{14,32,33} 	<ul style="list-style-type: none"> ▪ Assist in planning and offer developmentally appropriate music and movement experiences.^{3,14,32} 			

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

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<i>Activities and Materials (Sensory)</i>	<ul style="list-style-type: none"> ▪ Support children’s opportunities to explore their senses (e.g., sand and water play, art and music experiences, exploration of textures).^{3,14,32} 	<ul style="list-style-type: none"> ▪ Offer and implement many and varied activities for children to explore and develop their senses, both indoors and outdoors (e.g., sand and water play, music experiences, clay, collage materials, textures).^{14,32} 	<ul style="list-style-type: none"> ▪ Plan many and varied activities for sensory development, both indoors and outdoors, as reflected in daily lesson plans and curriculum.¹⁴ 	<ul style="list-style-type: none"> ▪ Ensure that developmentally and individually appropriate curricular activities are provided on a daily basis to enhance children’s learning through all of their senses.^{28,30} 	<ul style="list-style-type: none"> ▪ Ensure that staff provide many and varied materials for sensory exploration and development.^{28,30} ▪ Evaluate the provision of developmentally and individually appropriate curricular activities to enhance children’s learning through all of their senses.^{28,30}
			<ul style="list-style-type: none"> ▪ Implement sensory stimulation programs, as appropriate, for children with special needs in collaboration with related service personnel.²⁰ 	<ul style="list-style-type: none"> ▪ In collaboration with related service personnel, plan sensory stimulation programs, as appropriate, for children with special needs.²⁰ 	<ul style="list-style-type: none"> ▪ Ensure that staff provide sensory stimulation programs, as appropriate, for children with special needs in collaboration with related service personnel.²⁰
				<ul style="list-style-type: none"> ▪ Implement experiences for sensory learning through projects that are integrated across the curriculum and extend over a period of time.²⁸ 	<ul style="list-style-type: none"> ▪ Plan opportunities for sensory learning through projects that are integrated across the curriculum and extend over a period of time.²⁸

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Activities and Materials (Social/ Emotional)</i>	<ul style="list-style-type: none"> ▪ Model respect for self and others.³⁷ 	<ul style="list-style-type: none"> ▪ Offer and support an environment to assist children in developing respect for self and others, self-control, and self-direction through dramatic play, large/small group activities, modeling, etc.^{32,33,37} 	<ul style="list-style-type: none"> ▪ Plan and implement an environment to assist children in developing respect for self and others, self-control, and self-direction through dramatic play, large/small group activities, modeling, etc.³⁷ 	<ul style="list-style-type: none"> ▪ Ensure and evaluate an environment to assist children in developing respect for self and others, self-control, and self-direction.³⁷ 	
				<ul style="list-style-type: none"> ▪ Provide opportunities, daily routines, and materials which foster caring, helping, cooperating, and negotiating.^{33,35} 	<ul style="list-style-type: none"> ▪ Ensure and evaluate the provision of opportunities which foster caring, helping, cooperation and negotiation.
				<ul style="list-style-type: none"> ▪ Provide space for children to be alone to enhance development of concentration, independence, and relaxation.²⁸ 	<ul style="list-style-type: none"> ▪ Ensure and evaluate the provision of space for children to be alone.²⁸
<i>Cognitive</i>	<ul style="list-style-type: none"> ▪ Encourage the development of cognitive skills by providing concrete experiences. ▪ Engage children in play that encourages curiosity, exploration, and problem solving.^{32,33} 	<ul style="list-style-type: none"> ▪ Provide activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of the children.^{3,35} 	<ul style="list-style-type: none"> ▪ Demonstrate awareness that individual cognitive development is related to a child's earliest experiences. ▪ Integrate cognitive development into the arts and all curricular areas. 	<ul style="list-style-type: none"> ▪ Describe how cognitive development and other areas of development interrelate. ▪ Plan, implement, evaluate, and modify curriculum to encourage children to construct knowledge. ▪ Encourage children to reflect and build on previous learning to develop and refine thinking skills.⁴ 	<ul style="list-style-type: none"> ▪ Ensure and evaluate the implementation of activities that are consistent with cognitive growth.⁴ ▪ Articulate, analyze, evaluate, and apply current theory and research on promoting cognitive development.

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Cognitive (continued)</i>	<ul style="list-style-type: none"> Support planned math, science, and nature exploration in response to children’s emerging interests.^{32,33} 	<ul style="list-style-type: none"> Guide math, science, and nature exploration in response to children’s emerging interests.³ 	<ul style="list-style-type: none"> Support and scaffold learning activities for children so they can develop thinking skills. Plan and implement math, science, pretend, and nature exploration activities in response to children’s emerging interests and cognitive development.³ 		
		<ul style="list-style-type: none"> Facilitate children’s exploration of concepts such as space, time, shape, size, and quantity in meaningful ways.^{32,33} Facilitate activities and opportunities appropriate to children’s development that promote counting and number concepts.^{32,33} 	<ul style="list-style-type: none"> Plan activities and opportunities appropriate to the children’s developmental levels that promote exploration of shapes, sizes, space, measurement, and time.³² Provide opportunities for children to organize, compare and contrast, pattern, and categorize thoughts, words, objects, and sensory experiences.^{32,33} 	<ul style="list-style-type: none"> Evaluate the appropriateness and effectiveness of activities and opportunities for promoting exploration of shapes, sizes, space, measurement, and time. Evaluate the appropriateness and effectiveness of opportunities for children to organize, compare and contrast, pattern, and categorize thoughts, words, objects, and sensory experiences. 	
			<ul style="list-style-type: none"> Maintain adult’s role as facilitator or partner in play.^{3,32} 		
		<ul style="list-style-type: none"> Provide materials and opportunities for children to imitate and engage in pretend and dramatic play.^{32,33} 			

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Interaction— Adult/Child and Child/Child</i>	<ul style="list-style-type: none"> ▪ Demonstrate behavior that communicates the importance of each child.^{3,14} 	<ul style="list-style-type: none"> ▪ Encourage feelings of empathy and respect for others^{3,14,32,33}. 		<ul style="list-style-type: none"> ▪ Articulate the importance of relationships to children’s development and learning.³⁸ 	
	<ul style="list-style-type: none"> ▪ Foster children’s sense of security.^{14,32} 		<ul style="list-style-type: none"> ▪ Facilitate children’s sense of security during transition through linkages with and visitation to the new setting/staff. 		
	<ul style="list-style-type: none"> ▪ Communicate frequently with each child, both verbally and non-verbally (e.g., calm voice, smiles, touch, embraces, child’s eye level).^{3,14,32} 				
		<ul style="list-style-type: none"> ▪ Recognize a variety of child behaviors according to individual development levels.⁴ 	<ul style="list-style-type: none"> ▪ Respond appropriately to a variety of child behaviors, recognizing individual development levels.¹³ 		<ul style="list-style-type: none"> ▪ Ensure that staff respond appropriately to a variety of child behaviors, recognizing individual development levels.
				<ul style="list-style-type: none"> ▪ Utilize modeling and various prompting techniques to facilitate children’s interactions with their environment.²⁴ 	

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

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<i>Interaction— Adult/Child and Child/Child (continued)</i>				<ul style="list-style-type: none"> ▪ Provide developmentally appropriate interactions that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.^{5,32} 	<ul style="list-style-type: none"> ▪ Articulate the rationale for developmentally appropriate interactions that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.⁵
				<ul style="list-style-type: none"> ▪ Provide assistance during conflict resolution, problem solving, friendship development, and other social interactions, which are based on the child's ability to understand.^{29,32,36} 	

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Interpersonal Interaction and Guidance</i>	<ul style="list-style-type: none"> ▪ Follow regulations regarding behavior guidance.^{3,10,25} 				
	<ul style="list-style-type: none"> ▪ Treat all children equitably and fairly.²⁵ ▪ React consistently to children's behavior.³⁰ 	<ul style="list-style-type: none"> ▪ Use positive guidance techniques and behaviors to help children act responsibly (e.g., consistent, kind, redirecting, modeling).³⁵ ▪ Establish supportive relationships with children and implement developmentally appropriate techniques of guidance and group management.^{9,14,29,39} 	<ul style="list-style-type: none"> ▪ Provide consistent, clear rules, which are explained to children and understood by adults.^{23,32} 	<ul style="list-style-type: none"> ▪ Embed opportunities into the normal routine to teach conflict resolution skills based on the child's ability to understand at different ages.³⁶ 	<ul style="list-style-type: none"> ▪ Ensure the use of positive techniques of guidance that include redirection, elimination of potential problems, positive reinforcement, and encouragement rather than competition, comparison, or criticism.^{4,5}
		<ul style="list-style-type: none"> ▪ Assist with methods of behavior support and management appropriate for young children with special needs.⁹ 	<ul style="list-style-type: none"> ▪ Implement, in collaboration with related service personnel, methods of behavior support and management appropriate for young children with special needs, including a range of strategies from less directive, less structured methods (e.g., verbal support and modeling) to more directive, more structured methods (e.g., applied behavior analysis).⁹ 	<ul style="list-style-type: none"> ▪ Work collaboratively with related service personnel to plan and document methods of behavior support and management appropriate for young children with special needs, including a range of strategies from less directive, less structured methods (e.g., verbal support and modeling) to more directive, more structured methods (e.g., applied behavior analysis).⁹ 	<ul style="list-style-type: none"> ▪ Ensure that staff implement guidance practices appropriate to each child's personality and individual development.
		<ul style="list-style-type: none"> ▪ Recognize signs of emotional distress in young children and follow procedures.^{9,3} 			

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Program Structure and Management (Individual Needs)</i>	<ul style="list-style-type: none"> ▪ Follow basic daily schedule that is familiar to children.^{3,28} 	<ul style="list-style-type: none"> ▪ Implement a schedule that meets children’s need for routine and play, including indoor/outdoor activities, individual and group activities, quiet and active activities, and child-chosen and teacher-directed activities, for a substantial part of day.^{14,28} 	<ul style="list-style-type: none"> ▪ Plan a schedule that meets children’s need for routine and play, including indoor/outdoor activities, individual and group activities, quiet and active activities, and child chosen and teacher directed activities, for a substantial part of day.²⁸ ▪ Arrange variations of schedules, activities, and materials to meet individual needs (indoor and outdoor).²⁸ ▪ Prepare and organize materials to implement daily lesson plans.²⁰ 	<ul style="list-style-type: none"> ▪ Plan and implement developmentally and individually appropriate curricula and instructional practices.^{5,9} 	<ul style="list-style-type: none"> ▪ Incorporate evaluation, planning, and management procedures that match learner needs.²⁰
	<ul style="list-style-type: none"> ▪ Support children’s transition between activities.^{3,14} 	<ul style="list-style-type: none"> ▪ Implement procedures that help children make smooth transitions from one activity to another.¹⁴ 	<ul style="list-style-type: none"> ▪ Plan procedures that help children make smooth transitions from one activity to another.¹⁴ 	<ul style="list-style-type: none"> ▪ Develop transition plans to support children’s movement between activities.¹³ 	<ul style="list-style-type: none"> ▪ Evaluate procedures to help children make smooth transitions between programs and within classroom events.^{14,15,27,29}

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Program Structure and Management (Individual Needs (continued))</i>	<ul style="list-style-type: none"> ▪ Assist in implementation of program’s curriculum and philosophy of learning. ▪ Demonstrate knowledge of <i>KY’s Early Childhood Standards</i>. 	<ul style="list-style-type: none"> ▪ Describe program’s curriculum and philosophy of learning. ▪ Utilize community resources to enrich curriculum.^{3,19,25} ▪ Demonstrate knowledge of <i>KY’s Early Childhood Standards</i> and its relationship to daily activities. 	<ul style="list-style-type: none"> ▪ Articulate various early childhood curricula approaches. ▪ Use a variety of strategies to encourage children’s physical/motor, social/emotional, aesthetic, and cognitive/language development.²³ ▪ Use <i>KY’s Early Childhood Standards</i> as a guide to plan appropriate activities and experiences based on children’s developmental progress. 	<ul style="list-style-type: none"> ▪ Evaluate critical attributes of various curricula approaches and potential outcomes for children. ▪ Select intervention, curricula and methods for children with specific disabilities.⁹ ▪ Use strategies for facilitating maintenance and generalization of skills across learning environments.²⁰ 	<ul style="list-style-type: none"> ▪ Ensure the use of pedagogically sound and legally defensible instructional practices.²⁰ ▪ Recognize the differences in adult and early childhood learning styles and apply knowledge to practice.^{16,17}
			<ul style="list-style-type: none"> ▪ Use technology for efficiency in basic program management activities.² 		<ul style="list-style-type: none"> ▪ Select and use computer software to meet the management needs of the program.²

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
		<ul style="list-style-type: none"> ▪ Utilize computer software to promote developmental skills of children, when appropriate to their age and abilities.⁴⁰ 	<ul style="list-style-type: none"> ▪ Select and plan for use of computer software to promote developmental skills of children, when appropriate to their ages and abilities.⁴⁰ ▪ Implement assistive technology for children with special needs, in collaboration with related service personnel.^{2,27} 	<ul style="list-style-type: none"> ▪ Ensure the appropriate use of computer software and technology to assist in meeting the developmental and special needs of individual children.^{2,9} ▪ Implement appropriate use of technology, including adaptive and assistive technology, in collaboration with related service personnel.⁹ 	<ul style="list-style-type: none"> ▪ Work, in collaboration with related service personnel, to evaluate the appropriate use of technology and computer software to meet the developmental and special needs of individual children.²
<i>Program Structure and Management (Adult Interaction)</i>	<ul style="list-style-type: none"> ▪ Cooperate with team members to implement daily activities.²⁸ 	<ul style="list-style-type: none"> ▪ Identify individual roles and responsibilities specific to daily routines, adult and child interactions, child supervision and guidance.^{25,28} 	<ul style="list-style-type: none"> ▪ Cooperate with team members to develop and implement daily activities.²⁸ 	<ul style="list-style-type: none"> ▪ Develop team strategies to plan for children's group and individual needs.^{5,28} 	<ul style="list-style-type: none"> ▪ Administer, supervise, and consult with, or instruct other adults.^{2,20}
	<ul style="list-style-type: none"> ▪ Collaborate daily with team members to share child-related information.²⁸ 				
			<ul style="list-style-type: none"> ▪ Identify and utilize appropriate community resources (e.g., mental and physical health agencies, educational programs-museums, libraries, and available social services).^{3,25} 		

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Family/Staff</i>	<ul style="list-style-type: none"> ▪ Conduct informal daily communications with families.^{3,28} 	<ul style="list-style-type: none"> ▪ Provide families with administrative information (e.g., parent handbooks, fees, hours of operation, transition procedures) in writing.^{3,28} 		<ul style="list-style-type: none"> ▪ Establish culturally and linguistically diverse, family-friendly strategies of communication with families through regular newsletters, bulletin boards, telephone calls, and other similar measures.^{2,5} 	
	<ul style="list-style-type: none"> ▪ Develop a positive, collaborative relationship with families.^{3,5,9} 		<ul style="list-style-type: none"> ▪ Foster partnerships between parents and staff to facilitate family and child interactions as the primary contexts for learning and development.^{9,37} 		
<i>Family/Staff (continued)</i>			<ul style="list-style-type: none"> ▪ Plan for transition by linking children’s current developmental and learning experiences and teaching strategies with those of the next educational setting.⁹ 	<ul style="list-style-type: none"> ▪ Communicate options for programs and services at the next level and assist the family in planning for transition.⁹ 	<ul style="list-style-type: none"> ▪ Design and evaluate processes and strategies that support transition among hospital, home, and infant/toddler, preschool and primary programs.^{9,20}

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
				<ul style="list-style-type: none"> ▪ Engage families in the assessment process of observing and recording children’s development and learning.⁵ 	<ul style="list-style-type: none"> ▪ Provide guidance for observing, recording, and assessing young children’s development and learning for the purpose of planning appropriate programs, environments, and interactions and adapting for individual differences.⁵ ▪ Interpret sensory, mobility, reflex, and perceptual information to create appropriate learning plans.²⁰
				<ul style="list-style-type: none"> ▪ Implement a range of family oriented services based on a family’s identified resources, concerns, priorities, and, as appropriate, due process safeguards.^{9,20} 	
				<ul style="list-style-type: none"> ▪ Develop, monitor, summarize, and evaluate the acquisition of child and family outcomes as outlined in the IFSP, IEP, or Family Partnership Agreement.^{15,24} 	

Early Childhood Core Competencies: Child Assessment

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Record Keeping Tools</i>	<ul style="list-style-type: none"> ▪ Assist with collection of information about each child’s development.⁴ 	<ul style="list-style-type: none"> ▪ Participate with supervision in developmental screening and classroom/instructional assessment of children’s social, emotional, physical, communicative, and cognitive development.^{41,42} ▪ Observe, collect, and record information about children across all areas of development and their families in a non-judgmental and unbiased manner.^{9,14,24,42} 	<ul style="list-style-type: none"> ▪ Supervise screening, classroom/instructional assessment of children, and documentation of information collected across all areas of development.⁴² 	<ul style="list-style-type: none"> ▪ Integrate informal assessment information with formal assessment data, ensuring that authentic procedures have been used during assessment.⁵ 	<ul style="list-style-type: none"> • Communicate major theories, research, and issues relevant to observation and assessment.¹⁶
	<ul style="list-style-type: none"> ▪ Implement appropriate use of techniques for assessing young children, such as observation and anecdotal records.⁴² 	<ul style="list-style-type: none"> ▪ Model and implement appropriate methods for assessment of children’s social/emotional, physical, communication, and cognitive development.⁴² 	<ul style="list-style-type: none"> ▪ Plan for and supervise the use of appropriate methods for assessment of children’s social/emotional, physical, communication, and cognitive development.^{41,42} 	<ul style="list-style-type: none"> ▪ Select, create, adapt, and use multiple modes and methods of assessment which are sensitive to the unique cultural and learning needs of each child.^{2,42} ▪ Select, administer, and evaluate instruments and procedures for a continuous assessment system, based on program goals and compliance with established criteria and standards, taking into consideration specific exceptionalities.^{5,9,20,42} 	<ul style="list-style-type: none"> • Establish criteria, procedures, and documentation methods for assessment that are systematic, multidisciplinary, and based on everyday tasks.^{16,42,43} • Ensure the selection and administration of assessment instruments and procedures for a continuous assessment system based on program goals and established criteria and standards.^{9,42}

Early Childhood Core Competencies: Child Assessment (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Record Keeping Tools (continued)</i>				<ul style="list-style-type: none"> ▪ Collaborate with related service personnel in the administration of diagnostic instruments, when indicated.⁴² 	<ul style="list-style-type: none"> • Administer diagnostic instruments to assess children as indicated, through screening, observation, and interview, in keeping with appropriate training and in collaboration with the family and other professionals.⁴²
		<ul style="list-style-type: none"> ▪ Have knowledge of and use the <i>KY's Early Childhood Continuous Assessment Guide</i> for assessment of children. 	<ul style="list-style-type: none"> ▪ Use <i>KY's Early Childhood Continuous Assessment Guide</i> as a tool in planning a continuous assessment system for a program. 		
		<ul style="list-style-type: none"> ▪ Communicate assessment information to families and other appropriate professionals in written and oral form and document.^{14,42} 			
		<ul style="list-style-type: none"> ▪ Collect and maintain records from a variety of assessment sources (e.g., screening, observation, interviews, portfolios) concerning the progress in growth, health, and behavior in each area of development.^{3,16,25,42} 			

Early Childhood Core Competencies:

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Assessment and Team Collaboration</i>	<ul style="list-style-type: none"> ▪ Participate as a team member in planning, coordinating and implementing assessment procedures.⁴² 	<ul style="list-style-type: none"> ▪ Participate and collaborate as a team member with other professionals in conducting family-centered assessments for all children, including children with exceptional learning needs.⁹ 		<ul style="list-style-type: none"> ▪ Promote and demonstrate team collaboration in planning, coordinating, implementing, and evaluating assessment procedures.⁴² 	<ul style="list-style-type: none"> ▪ Identify and ensure the existence of structures supporting intra-agency/interagency collaborations, including agreements, referrals, and consultation.²⁰
			<ul style="list-style-type: none"> ▪ Involve families in assessing and planning for all children.^{9,42} 	<ul style="list-style-type: none"> ▪ Assist families in identifying resources, priorities, and concerns related to their child's development, incorporating where appropriate into child and family outcomes.⁹ ▪ Communicate to families assessment information and relevant activities that may be embedded into the family's daily activities and routines.^{2,9} ▪ Monitor, summarize, and evaluate the acquisition of child and family outcomes as outlined in the IFSP, the IEP, and/or the Family Partnership Agreement.^{9,15,12} 	<ul style="list-style-type: none"> ▪ Ensure staff is sharing assessment information and relevant activities that may be embedded into the family's daily activities and routines.²
				<ul style="list-style-type: none"> ▪ Articulate that various types of assessment procedures are used across a variety of settings.^{20,41} 	

Early Childhood Core Competencies: Child Assessment (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Assessment and Team Collaboration (continued)</i>			<ul style="list-style-type: none"> ▪ Articulate that authentic assessment measures which address multiple developmental areas are used for classroom/ instructional assessment and that information gathered is used to plan curriculum, instruction, and individual and group learning goals.⁴¹ 	<ul style="list-style-type: none"> ▪ Use <i>KY's Early Childhood Standards</i> as a framework for determining overall progress of children's development. 	<ul style="list-style-type: none"> ▪ Ensure that assessment and curriculum are integrated throughout the program and that assessment is consistent with and relevant to the goals, objectives, and content of the program.^{41,42}

Early Childhood Core Competencies: Family and Community Partnerships

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<ul style="list-style-type: none"> ▪ Demonstrate confidentiality relative to all aspects of the lives of individual children and their families.^{3,14,16,35} 				
	<ul style="list-style-type: none"> ▪ Demonstrate awareness of individual families relative to differences in family strengths, structure, lifestyle, expectations, values, religions, customs, traditions, childrearing practices and language.^{3,16,19,24,25,35} 	<ul style="list-style-type: none"> ▪ Demonstrate respect for individual families relative to differences in family strengths, structure, lifestyle, expectations, values, religions, customs, traditions, childrearing practices, and language.^{16,19,23,24,35} 		<ul style="list-style-type: none"> ▪ Apply family systems theory and knowledge of the dynamics, roles, and relationships within families and communities.²⁰
	<ul style="list-style-type: none"> ▪ Respect the family's role as primary decision-maker for their child.^{14,35} 	<ul style="list-style-type: none"> ▪ Assist families in making their own decisions, accessing services, finding their own resources, and becoming independent of professionals.⁴¹ 		
<ul style="list-style-type: none"> ▪ Follow the program's plan for maintaining written and verbal daily communication with families.^{3,16,19,25,35} 	<ul style="list-style-type: none"> ▪ Conduct effective home visits with families to share information, report progress, and demonstrate developmentally appropriate techniques, in the home language whenever possible.^{14,24,25,35} ▪ Conduct parent conferences in collaboration with the program director and other staff, in the home language whenever possible.^{3,14,24,25,35} 	<ul style="list-style-type: none"> ▪ Plan and implement effective family meetings, considering adult learning principles and the interests and needs of families in the home or center-based program.^{2,24,26,35} 		

Early Childhood Core Competencies: Family and Community Partnerships (continued)

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<ul style="list-style-type: none"> ▪ Show a warm, welcoming attitude toward families and their involvement in the life of the center, child care home, or school.^{3,19,35} 	<ul style="list-style-type: none"> ▪ Assist families and children to become acquainted with the program and the staff on the child's first day.^{3,14,24,25} 	<ul style="list-style-type: none"> ▪ Assist families to become active participants on the educational team.²⁰ 	<ul style="list-style-type: none"> ▪ Foster alternative models and methodologies for family support and involvement.^{3,5,19,35} ▪ Provide opportunities to families and the community to be members of an advisory board that assists in policy setting and program evaluation.^{3,5,19,35} 	
	<ul style="list-style-type: none"> ▪ Respond empathetically and knowledgeably to families' feelings and concerns regarding child care, guidance, and their children's development, using the home language whenever possible.^{14,24,25,35} 	<ul style="list-style-type: none"> ▪ Incorporate the role of families' cultures, religions, and child rearing practices into the program.⁴ ▪ Utilize family goals, traditions, and cultural considerations in planning environments and programming to enrich children's health and experiences.^{2,24,26,35} 	<ul style="list-style-type: none"> ▪ Demonstrate knowledge sufficient to serve as a culturally responsive resource to families for information regarding child development and child rearing.^{5,24,35} ▪ Anticipate and negotiate potential conflicts in philosophies and child rearing practices between self, the program, and diverse parents.^{5,19} 	
	<ul style="list-style-type: none"> ▪ Show awareness of community resources^{19,35}. ▪ Provide relevant information to families regarding community resources.^{3,14,24,25,35} 	<ul style="list-style-type: none"> ▪ Develop positive learning opportunities for families.⁴⁴ 		
	<ul style="list-style-type: none"> ▪ Collaborate with families to support transition of children.^{2,25} 			

Early Childhood Core Competencies: Family and Community Partnerships (continued)

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
			<ul style="list-style-type: none"> ▪ Actively involve families in the assessment of their children’s development and communicate results in everyday language, using the home language whenever possible.² 	<ul style="list-style-type: none"> ▪ Ensure that child assessment is shaped by family priorities and information needs, as well as by child characteristics and diagnostic concerns.⁴⁵
		<ul style="list-style-type: none"> ▪ Identify the potential impact on the family of a child with special needs.²⁴ 	<ul style="list-style-type: none"> ▪ Collaborate with families in providing intervention strategies, including assistive technology, that promote development and learning for children with diverse needs and abilities.^{2,5,19,35} 	<ul style="list-style-type: none"> ▪ Ensure the provision of a range of family-oriented services based on each family’s identified resources, priorities, and concerns.²
			<ul style="list-style-type: none"> ▪ Effectively supervise and evaluate support staff in their work with families.^{5,19} 	
		<ul style="list-style-type: none"> ▪ Implement and interpret to other adults the program’s policies and procedures related to parents and families, including transition.^{2,24,26} 		
				<ul style="list-style-type: none"> ▪ Apply and/or conduct research that addresses families & communities.¹⁹ ▪ Apply research information regarding family systems and stresses to daily practice with families and children.^{2,5,19,24}
				<ul style="list-style-type: none"> ▪ Provide leadership through teaching, research, and advocacy for issues across the field of family and community involvement in early childhood development and education.¹⁹

Early Childhood Core Competencies: Program Management/Evaluation

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<ul style="list-style-type: none"> ▪ Adhere to program policies and regulations and assist with maintaining individual child records.^{14,15,19} 	<ul style="list-style-type: none"> ▪ Implement program policies and regulation requirements.^{3,14} ▪ Maintain and update individual child records.^{3,14,15,19} ▪ Maintain staff records required by program policies and regulations.^{3,14,15} 	<ul style="list-style-type: none"> ▪ With the family’s permission, ensure that child’s records are transferred for transition purposes in a timely manner. 		
<ul style="list-style-type: none"> ▪ Assist with program evaluation by providing input.² 	<ul style="list-style-type: none"> ▪ Become knowledgeable of various nationally recognized program and management/supervision evaluation tools.⁴² 	<ul style="list-style-type: none"> ▪ Utilize nationally recognized program evaluation tools appropriately (e.g., NAEYC Accreditation Classroom Observation Book, 2003; ECERS-R, 1998; ELLCO, 2002; McWilliam & Winton, 1990; ITERS-R, 2003; KDE & CHFS, 2004-Assesmt).^{28,30,42,,46,47,50} 	<ul style="list-style-type: none"> ▪ Apply professional guidelines/mandates in program evaluation.^{2,42} ▪ Design and ensure program evaluation, based on overall program goals, to determine if outcomes have been met and to ensure continuous and comprehensive quality of the total environment for children, families and the community.^{5,42} 	<ul style="list-style-type: none"> ▪ Demonstrate knowledge of the theoretical and practical intent of various program evaluation tools, so that appropriate instruments and strategies that are sensitive to culture and individual learning styles and abilities are used for enhancing program quality.^{5,15,24,42,48}
	<ul style="list-style-type: none"> ▪ Obtain feedback from families and staff for program evaluation.⁴² 	<ul style="list-style-type: none"> • Communicate program evaluation outcomes to staff and families.⁴² 	<ul style="list-style-type: none"> ▪ Involve families, other team members, community, patrons, and advisory boards in evaluation of programs.^{2,15} 	<ul style="list-style-type: none"> ▪ Ensure that the concerns and input of families and other stakeholders are reflected in program evaluation outcomes and result in appropriate modifications and adaptations in practice to accommodate the needs of the program, children, families, staff, and community.²⁹

Early Childhood Core Competencies: Program Management/Evaluation (continued)

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
	<ul style="list-style-type: none"> ▪ Orient new or substitute staff^{3,14,25}. 			
			<ul style="list-style-type: none"> • Develop plan to implement program changes that is reflective of program evaluation data^{29,42,48}. 	
				<ul style="list-style-type: none"> • Demonstrate an understanding of one's own managerial style and the impact on motivating, leading and supervising various staff^{21,49}.
				<ul style="list-style-type: none"> ▪ Promote an inclusive program, based on current research and coordination of services, personnel, and resources, which results in healthy growth and development for all children and which supports families and staff^{27,48}.

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Child care centers participating in Kentucky’s Quality Rating System, STARS for KIDS NOW demonstrate a commitment toward providing quality early care and education. All STAR levels surpass the minimum licensing requirements mandated for Kentucky’s child care programs. STARS for KIDS NOW is a voluntary quality rating system that uses a scale of 1 – 4 STARS to identify levels of quality. Child care centers participating in STARS for KIDS NOW are assessed in the following areas: staff/child ratios, curriculum, training/education of staff, regulatory compliance, and personnel practices.

Like the Quality Standards presented in this Self Study, the STARS for KIDS NOW standards are based on research that demonstrates what combination of criteria are essential for quality early childhood environments.

In the following page is the grid that shows in a brief form, the requirements for the various levels of the STARS FOR KIDS NOW levels for center based programs.

*Information for Family Child Care Homes to participate in the STARS for KIDS NOW can be accessed at www.kids.ky.gov

ST☆RS for KIDS NOW Childcare Quality Rating System Standards for Licensed Type 1 Child Care Centers

	Level 1	Level 2	Level 3	Level 4
Ratios	1. Current Licensing standards Age Ratio Group Size 0-1 1:5 10 1-2 1:6 12 2-3 1:10 20 3-4 1:12 24 4-5 1:14 28 5-7 1:15 30 7 and older 1:25 30 (for before and after school) 1:20 30 (for full day care) 2. Staff to child ratios posted prominently in each classroom	1. Current Licensing standards Age Ratio Group Size 0-1 1:5 10 1-2 1:6 12 2-3 1:10 20 3-4 1:12 24 4-5 1:14 28 5-7 1:15 30 7 and older 1:25 30 (for before and after school) 1:20 30 (for full day care) 2. Staff to child ratios posted prominently in each classroom	1. Age Ratio Group Size 0 - 1 1:4 8 1 - 2 1:5 10 2 - 3 1:8 16 3 - 4 1:11 22 4 - 6 1:12 24 6 -12 1:14 28 2. These required staff to child ratios posted prominently in each classroom.	1. Staff/Child ratios consistent with National Association for the Education of Young Children (NAEYC) standards. (Ratios vary according to group size.) 2. These required child to caregiver ratios posted prominently in each classroom.
Curriculum	3. Current Licensing standards regarding curriculum 4. Complete Overview of ST☆RS for KIDS NOW including Environment Rating Scales (ERS) information. 5. Posted plan of program activities 6. Posted daily schedule 7. At least one family involvement activity 8. Agree to complete ERS at each applicable age level within 12 months, no minimum score. 9. 2 nd year: written ERS improvement plan	Requirements 3-7 in Level 1 plus: 3. One more family involvement activity (total of 2) 4. A written plan for family involvement 5. Has completed all applicable Environment Rating Scales (ERS), average score of 3 6. Develop an annual written ERS improvement plan utilizing Childcare Quality Coordinator from local CCR&R with a required average ERS score of 4 by the 5 th year of participation. 7. Maintain a minimum average score of 4 beyond the 5 th year.	Level 2 requirements plus: 3. One more family involvement activity (total of 3) 4. Documented family feedback procedure used annually 5. Average program score of 4.5 on applicable ERS	Level 3 requirements plus: 3. One additional family involvement activity (total of 4) 4. Average program score of 6 on ERS 5. Accreditation by state approved national accrediting organization.*
Training	10. Current Licensing standards 11. Create and implement individual staff development plans for all staff annually 12. Introduction to the KY Early Childhood Development Scholarship program	Level 1 requirements and 8. Center offers staff opportunity to participate in KY Early Childhood Development Scholarship Program, if eligible 9. Staff: 3 additional clock hours training annually as per licensing standards (for a total of 15 hours) or Commonwealth Child Care Credential or CDA or Montessori Certificate or A.A. , B.A. (or higher) in Early Childhood/related degree 10. Director: 6 additional clock hours training annually as per licensing standards (for a total of 18 hours) or CDA or Director Credential or Montessori Certificate or A.A. (or higher) in Early Childhood/related degree	Level 2 requirements and 6. Staff: 50% of teaching staff have Commonwealth Child Care Credential or higher; or before 7/1/04, 9 additional clock hours training annually as per licensing standards (total of 21) and 50% of staff working with children have current CPR/First Aid training 7. Director: additional 12 clock hours training annually (total 24) as per licensing standards and CDA or Director Credential or Montessori Certificate or A.A. (or higher) in Early Childhood/Related degree 8. For 75% of program hours, director or person on-site responsible for daily supervision of program and staff must have CDA or higher.	Level 3 requirements and 6. Staff: Minimum of one CDA or higher in each classroom during all hours of operation 7. Director: Meets state approved national accrediting organization standards and an additional 12 clock hours of annual training (total 24) and after 7/1/04, KY Director's credential
Regulatory Compliance	Current License in good standing	Current License in good standing	Current License in good standing	Current License in good standing
Personnel	All staff receive In-House Overview to ST☆RS for KIDS NOW training in: <ul style="list-style-type: none"> • licensing regulations • ST☆RS for KIDS NOW standards • Environment Rating Scales • KY Early Childhood Development Scholarship program 	Level 1 and <ul style="list-style-type: none"> • written standardized staff evaluations annually 	Level 2 and <ul style="list-style-type: none"> • minimum of 6 paid holidays/year • minimum of 1 week paid leave time after 1 year 	Level 3 and <ul style="list-style-type: none"> • health insurance available; program pays no less than 50% single plan for full-time employees

*Approved accreditations include: National Association for the Education of Young Children Accreditation, National Early Childhood Program Accreditation, National School-Age Child Care Alliance, Southern Association for Colleges and Schools, National Accreditation Commission for Early Care and Education Programs, Association of Christian Schools International Preschool Accreditation Program, and Council on Accreditation.