New York State Prekindergarten Program
Quality Assurance Protocol

Grantee Name: East Harlem Scholars Academy II	**Project Number(s):**
Site Name: East Harlem Scholars Academy II	
Street Address: 1573 Madison Ave #408	☒ **Universal Prekindergarten (UPK)** ☐ **Priority Prekindergarten (PPK)** ☐ **Statewide Universal Full-Day Prekindergarten (SUFDPK)** ☐ **Expanded Prekindergarten (EPK)** ☐ **Federal Preschool Expansion (PDG)** ☐ **Prekindergarten for Three-Year-Old Students (3PK)**
City, NY, Zip: New York, NY 10029	
Site Type*: CS	
Program Administrator: Elizabeth Romano	
Title: Early Childhood Coordinator	
Email: eromano@eastharlemscholars.org	**Reviewer(s):** Andrew Kile
Phone: 212 -348-2518	
☐ ***This program participates in QUALITYstarsNY.***	**Site Visit Date:** 10/22/22

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

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

Promising Practices:

- East Harlem Scholars II pre-K program leverages its partnership with East Harlem Tutorial Program to provide many resources to families including access to health, financial planning, and legal services. During the pandemic, the charter helped set up emergency funding for families who had difficulties meeting basic needs.
- Teachers demonstrate an improvement in consistent interaction with students. Observations included most teachers asking series of questions to encourage conversation both between teacher and student and student to student.

Required Corrective Actions for Program Compliance:

- N/A

Recommendations for Program Quality Improvement:

- Program leaders recognize continuing to develop teacher-student interactions, specifically in language modeling with self talk and student narration.

- The program is experiencing lower than expected enrollment for the 2022-23 school year. It continues to recruit students, but the program should plan to understand enrollment patterns for the future or strategize new ways to fully enroll the program.

Using the Quality Assurance Protocol

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

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

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

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

Definitions for Program Performance:

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

A: Facility Quality

Indicators of Compliance		Sources of Evidence	Program Performance
A-1	The facility's design, equipment, and materials advance child development and early learning. *Part 155.1(b) – Facilities shall be designed and constructed to provide for the health and safety of occupants, with consideration of educational and planning efficiency, conservation of natural resources, practicality, and initial and long-range economy, and shall support an environment within the facility which is conducive to learning.* • There is adequate lighting and ventilation. • The temperature of the room is within the normal comfort range and is consistent with the rest of the building. • The room is clean. • The room is free of objects and fixtures that could be dangerous to a student.	☒ Reviewer Observation ☐ Other:	☒Yes ☐ No
A-2a	The site is in Good Standing. *Review of day care license demonstrates good standing.*	☒ Review of inspections on OCFS or DOHMH website ☐ Other:	☒Yes ☐ No ☐ Not applicable (District)
A-2b	The site has a process for requiring that violations classified: • as an "imminent danger" by the Office of Children and Family Services OR • as a "public health hazard" by the New York City Department of Health and Mental Hygiene are immediately corrected.	☒ Written Procedure/Policy ☐ Other:	☒ Yes ☐ No ☐ Not applicable (District)

A-3	Facility inspection has been completed. The site maintains all applicable documents: • Fire and safety inspection • Day care license • Record of fire drills • Fire drill schedule • Certificate of Occupancy • Emergency evacuation plan • Health/medical emergency procedures	☒ Date of Last Inspection: 11/10/22 ☒ Name of Inspection Agency: New York City Department of Health and Mental Hygiene	☒ Yes ☐ No

A: Facility Quality Comments:

- At the two most recent DOHMH inspection, the program received a few violations. The issues related to a few personnel issues including permission to share clearance reviews with the NYCDOE and staff member vaccination files. Another violation pertained to having all student vaccination and health files on record.
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Facility Evidence of Quality	I =Implemented,	N/I =Not Implemented	
	I	N/I	Comments
Outdoor play area provides adequate space for children to play safely.	☒	☐	•
Outdoor play area provides appropriate equipment for different abilities.	☒	☐	•
The bathroom is immediately accessible and barrier free.	☒	☐	•
The classroom space is arranged in “areas” for designated learning.	☒	☐	•
The classroom space allows for safe movement and activity for the number of children enrolled.	☒	☐	•

B: Curriculum

Indicators of Compliance		Sources of Evidence	Program Performance (0-4)
B-1	The program uses a written curriculum or curriculum framework that: • aligns with the NYS Prekindergarten Foundation for the Common Core, which ensures continuity with the NYS P-12 Common Core Learning Standards in ELA and Math; • is developmentally appropriate; • and is evidence-based.	☒ Written Curricula/Curricular Framework ☐ Reviewer Observation ☐ Other:	4
B-2	There is evidence that teachers and staff participate in high-quality professional development regarding curriculum.	☐ Written Policy/Procedure ☒ Agendas / Presentation Materials / Sign-in Sheets ☐ Other:	3
B-3	The program has implemented the appropriate accommodations, modifications, and supports to enable preschool children with disabilities effective inclusion in the full range of the program's activities	☒ Written Policy/Procedure ☐ Reviewer Observation ☒ Other: Leader Survey Response	3
B-4	The program has implemented appropriate modifications and supports to ensure that participating children who are English Language Learners are provided equal access to the program and opportunities to achieve the same program goals and standards as all students.	☒ Written Policy/Procedure ☐ Reviewer Observation ☐ Other:	3

B: Curriculum Comments

- East Harlem Scholars II pre-K program utilizes NYCDOE provided curriculum. The program is aligned to standards, and teachers implement with fidelity. Lessons include strategies for differentiation.

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

C: Learning Environment, Materials, and Supplies

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

C: Learning Environment, Materials and Supplies Comments

- The pre-K program maximizes its use of space in its two classrooms. The program utilizes space allocated by its NYCDOE facility, and teachers maximize the classroom space for student use by dividing the rooms into clearly delineated centers areas.

Learning Environment, Materials, and Supplies Evidence of Quality	**I =Implemented, I/P =In Process, N/I =Not Implemented**			
	I	**I/P**	**N/I**	**Comments**
Classroom Environment				
Program resources (materials, space, technology, instructional supports) are aligned to, and support the program's goals.	☒	☐	☐	•
Daily schedule is posted; is referenced daily; is represented in pictures and words; and is displayed at children's eye level.	☒	☐	☐	•
Age appropriate materials are varied and within children's reach so that children can use them independently.	☒	☐	☐	•
There is space for whole group meetings and opportunities for peer interactions and conversations.	☒	☐	☐	•
There is an area set aside where an individual child or a small group of children can engage in quiet activity.	☒	☐	☐	•
There is a private space for each child's possessions.	☒	☐	☐	•
Displays are authentic, child-made, process driven, and reflect students' individuality.	☒	☐	☐	•
Student work demonstrates students' understandings or questions about their world and their surroundings.	☒	☐	☐	•
Classroom environment and materials reflect diverse cultures and abilities (e.g., dolls, puppets, block accessories, books, food, pictures/posters).	☒	☐	☐	•
Interest Areas/Learning Centers				
A center management system is prominently displayed and used daily.	☒	☐	☐	•
Learning centers are well-equipped with an appropriate amount of materials, are easily accessible, and allow for engagement of all students.	☒	☐	☐	•

Learning center materials reflect an inclusive and culturally diverse classroom environment.	☒	☐	☐	•
Students have access to an assortment of theme/unit or study-related materials for independent inquiry and exploration.	☒	☐	☐	•
Appropriate reading and/or writing materials are accessible in all learning centers to promote literacy development.	☒	☐	☐	•
Interest area items are labeled with print and pictures.	☒	☐	☐	•
Teachers use activities that promote concrete experiential learning.	☒	☐	☐	•

Clearly-defined learning centers:

☒ Manipulatives and Mathematics
☒ Dramatic Play
☒ Blocks and Building
☒ Science/Discovery
☒ Literacy (Library, Language Arts/Media/Writing)
☒ Sand and Water Play/Sensory Area
☒ Creative Arts
☐ Music/Movement

Comments
The Institute observed the above centers for the program. The program incorporates music/movement into other parts of the day.

Teacher/Student Interactions				
Teachers use multiple strategies to facilitate engagement, participation, and learning.	☒	☐	☐	•
Teachers ask open-ended questions to promote higher-order thinking and provide students with opportunities to generate ideas, while allowing students enough time to respond.	☒	☐	☐	•
Teachers encourage students' persistence and scaffold when students are having difficulty.	☒	☐	☐	•
Teachers frequently promote language use by modeling advanced language, repeating and extending students responses.	☒	☐	☐	•

D: Family Engagement and Support

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

D: Family Engagement and Support Comments

- The program is excited to host more in-person family events this year. The program's typical engagement is high to involve families, and leaders continue to support families in a variety of ways.

Family Engagement and Support Evidence of Quality	I =Implemented, I/P =In Process, N/I =Not Implemented			
	I	I/P	N/I	Comments
Families are welcomed and encouraged to collaborate with program staff.	☒	☐	☐	•
Procedures are in place to actively involve each child's family in the overall program.	☒	☐	☐	•

Written materials and notices sent home are available in the primary language of the families.	☒	☐	☐	•
Translators are provided for family members who speak languages other than English.	☒	☐	☐	•
Families are supported in understanding strategies to promote and extend learning at home.	☒	☐	☐	•
Families are provided opportunities to participate in decision-making and policy-setting of the program.	☒	☐	☐	•
Families are made aware of the program's goals.	☒	☐	☐	•
Student progress is communicated to families consistently and frequently, in culturally and linguistically responsive ways.	☒	☐	☐	•

E: Staffing Patterns, Teacher Education and Experience

Indicators of Compliance		Sources of Evidence	Program Performance (0-4)
E-1	The program ensures that the maximum class size is twenty students. • For classes up to eighteen students, there must be at least one teacher and at least one paraprofessional assigned to each class. • For classes of nineteen or twenty students, there must be at least one teacher and at least two paraprofessionals assigned to each class. Note: maximum class size for FDC programs is six students and maximum class size for GFDC programs is 12 students.	☒ Class Lists ☐ Written Procedure/Policy ☐ Other:	☒Yes ☐ No
E-2	The program has written procedures in place for ensuring that all prekindergarten teaching staff members are appropriately certified, or in the case of eligible agencies, have a bachelor's degree in early childhood education or a related field and will obtain certification within the applicable timeline, including but not limited to having a written plan in place.	☐ Teacher Certification Records ☐ Teacher Study Plans ☒ Written Procedure/Policy ☒ Other: Leader Response	4
E-3	The program uses valid and reliable measures of teacher-student interactions to increase the understanding of the impact of the various interactions that occur within classrooms and to identify and support the use of classroom practices and processes that have the most positive effects on children's learning. **Required for PPK, SUFDPK, EPK, 3PK grants*	☒ Observation Records ☐ Reviewer Observation ☐ Other:	3
E-4	The program provides quality professional development to all staff and teachers based upon the instructional needs of students and integrated with Kindergarten - Third Grade curriculum.	☒ PD Meeting Agendas ☐ Sign-In Sheets ☐ Meeting Evaluations ☐ Reviewer Observation ☐ Other:	3

E: Staffing Patterns, Teacher Education and Experience Comments

- East Harlem Scholars partners with the NYCDOE for additional supports and services. Through these supports, the Department of Early Childhood Education conducts environmental reviews once every three years.

Staffing Patterns, Teacher Education and Experience Evidence of Quality	**I =Implemented, I/P =In Process, N/I =Not Implemented**			
	I	**I/P**	**N/I**	**Comments**
Classes are staffed to meet the appropriate ratios: • At least 1 teacher and 1 paraprofessional for 18 children. • At least 1 teacher and 2 paraprofessionals for 19 or 20 children.	☒	☐	☐	•
The Program has on file copies of the required credentials for each staff member.	☒	☐	☐	•
The program has written procedures to ensure that all staff members are appropriately certified, including the tracking of the three year/five year plan for certification as used by teachers in a community agency.	☒	☐	☐	•
Strategic hiring practices are evident with *intentional* teacher and paraprofessional *pairings* to meet the needs of students.	☒	☐	☐	•
The district or agency requires programs to adopt a policy for the recruitment and retention of a workforce that demonstrates commitment to diversity and having staff reflect its community.	☒	☐	☐	•
Teaching staff have individual professional development plans that align with core competency areas as defined in The Core Body of Knowledge.	☒	☐	☐	•
There is a system in place for tracking the professional development provided by the program and based on the needs of the children attending.	☒	☐	☐	•
Professional development is integrated with the needs of Kindergarten through Third Grade.	☒	☐	☐	•
All employees have formal, written performance assessments at least annually.	☒	☐	☐	•

The Principal/Director serves as a source of support for staff by facilitating ongoing opportunities for learning and development.	☒	☐	☐	•
The Principal/Director observes each classroom to provide constructive feedback and follow-up in order to improve teacher competency, and to ensure best practices.	☒	☐	☐	•
The Program makes use of data from CLASS or another valid and reliable measure of teacher/child interactions for program improvement.	☒	☐	☐	•
Teachers and paraprofessionals meet regularly with an identified purpose such as curriculum planning, analyzing student data, sharing best practices, etc.	☒	☐	☐	•

F: Physical Well-being and Health

Indicators of Compliance		Sources of Evidence	Program Performance (0-4)
F-1	The program has a variety of daily opportunities for students to engage in physical activities that are developmentally appropriate, structured and unstructured, and moderate to vigorous (both inside and outside) throughout the day.	☒ Daily Schedule ☐ Other:	4
F-2	The program provides appropriate meals and snacks to ensure that the nutritional needs of the children are met.	☐ Participant Guidelines ☒ Menu of meals and snacks ☐ Other:	☒Yes ☐ No
F-3	Meals and snacks are provided: • in an environment conducive to interaction between staff and children and • at a time appropriate to meet the children's needs, providing sufficient time for eating and interaction.	☒ Daily Schedule to Include Meals and Snack ☐ Other:	3

F: Physical Well-being and Health Comments

- East Harlem Scholars partners with the NYCDOE to provide meals and snacks.

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

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

Indicators of Compliance		Sources of Evidence	Program Performance (0-4)
G-1	The grantee has partnerships to support the non-academic needs of young children and their families, which may include: health and human service providers; cultural, educational, business and other community resources.	☒ Written Procedure/Policy ☒ Other: Leader survey response	4
G-2	The grantee has articulated transition strategies to ensure alignment between prekindergarten and kindergarten and successful transition to and collaboration with kindergarten programs.	☐ Meeting Agendas ☐ Parent Sign-In Sheets ☒ Written Procedure/Policy ☒ Other: Leader Survey response	4

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

- East Harlem Scholars II pre-K develops effective partnerships in collaboration with its main partner, East Harlem Tutorial Program, which has served the East Harlem community since 1958. Partnerships include multiple health agencies for pediatric appointments, tax preparation services, COVID-19 testing, and others. The program also developed an emergency relief fund for families facing basic needs difficulties over the COVID-19 lockdown period.

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

H: Program Oversight and Fiscal Management

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

H: Program Oversight and Fiscal Management Comments

- Through its partnership with East Harlem Tutorial Program, East Harlem Scholars pre-K program utilizes its shared services team for many aspects of program oversight and financial management. In addition, the program utilizes its environmental and teacher-interaction reviews to guide program evaluation.

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

I: Screening and Assessment

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

I: Screening and Assessment Comments

- The program utilizes the ASQ3 and TSGOLD for its screener and authentic assessment systems.

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