

New York State Prekindergarten Program Quality Assurance Protocol

Grantee Name: East Harlem Scholars Academy
Charter School

Project Number(s): - -

Site Name: East Harlem Scholars Academy I

Street Address: 2050 Second Avenue

City, NY, Zip: New York, NY 10029

Site Type*: CS

Program Administrator: Haley Hemwall

Title: Interim Early Childhood Director

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Phone: (212) 348-2518

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

Reviewer(s): Ciani Jones

This program participates in QUALITYstarsNY.

Site Visit Date: 4/3/24

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

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

Promising Practices:

- As a network, East Harlem Scholars Academy Charter School (“EHSA”) has reduced its focus on direct instruction in pre-Kindergarten while increasing the number of minutes allotted to self-directed play in accordance with current research. As a result, students exercise more independence and autonomy in the classroom environment than in past years.

Required Corrective Actions for Program Compliance:

- N/A

Recommendations for Program Quality Improvement:

- In the near term, program leaders recognize the need to increase professional development opportunities for teachers, reinforce teachers’ use of language modeling when interacting with students, and improve alignment between center activities and thematic units of study.
- The EHSA pre-K classroom environment does not have consistent expectations for student behavior and classroom routines.

Using the Quality Assurance Protocol

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

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

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

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

Definitions for Program Performance:

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

A: Facility Quality

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

A-3	Facility inspection has been completed. The site maintains all applicable documents: <ul style="list-style-type: none"> • Fire and safety inspection • Day care license • Record of fire drills • Fire drill schedule • Certificate of Occupancy • Emergency evacuation plan • Health/medical emergency procedures 	<input checked="" type="checkbox"/> Date of Last Inspection: 3/5/24 <input type="checkbox"/> Name of Inspection Agency: DOHMH	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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A: Facility Quality Comments:

- The EHSA pre-K learning environment is spacious, bright and well-appointed with multi-sensory learning materials and a lavatory.
- At the most recent DOHMH inspection, the program received two violations, which were corrected immediately. The violations pertained to an isolated incident of insufficient teacher coverage within a classroom (15 students to one adult) and unsupervised movement of children within the classroom.

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

B: Curriculum

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

B: Curriculum Comments

- The EHSA pre-K program is phasing out its usage of the Units of Study curriculum and will transition to the DOE's Creative Curriculum in the 2024-25 school year.
- The current curriculum does not provide scripted lesson plans for teachers, but there is guidance related to the management of centers, morning meeting routines, and questioning techniques for small group instruction.

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

C: Learning Environment, Materials, and Supplies

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

C: Learning Environment, Materials and Supplies Comments

- EHSAs provide spacious, cheerful classrooms with ample natural light. Teachers display student work related to thematic units on the walls, and centers provide various materials to encourage sensory and motor development.

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

Interest Areas/Learning Centers												
A center management system is prominently displayed and used daily.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•								
Learning centers are well-equipped with an appropriate amount of materials, are easily accessible, and allow for engagement of all students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•								
Learning center materials reflect an inclusive and culturally diverse classroom environment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•								
Students have access to an assortment of theme/unit or study-related materials for independent inquiry and exploration.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•								
Appropriate reading and/or writing materials are accessible in all learning centers to promote literacy development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•								
Interest area items are labeled with print and pictures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•								
Teachers use activities that promote concrete experiential learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•								
<p>Clearly-defined learning centers:</p> <table border="0"> <tr> <td><input checked="" type="checkbox"/> Manipulatives and Mathematics</td> <td><input checked="" type="checkbox"/> Literacy (Library, Language Arts/Media/Writing)</td> </tr> <tr> <td><input checked="" type="checkbox"/> Dramatic Play</td> <td><input checked="" type="checkbox"/> Sand and Water Play/Sensory Area</td> </tr> <tr> <td><input checked="" type="checkbox"/> Blocks and Building</td> <td><input checked="" type="checkbox"/> Creative Arts</td> </tr> <tr> <td><input checked="" type="checkbox"/> Science/Discovery</td> <td><input type="checkbox"/> Music/Movement</td> </tr> </table>					<input checked="" type="checkbox"/> Manipulatives and Mathematics	<input checked="" type="checkbox"/> Literacy (Library, Language Arts/Media/Writing)	<input checked="" type="checkbox"/> Dramatic Play	<input checked="" type="checkbox"/> Sand and Water Play/Sensory Area	<input checked="" type="checkbox"/> Blocks and Building	<input checked="" type="checkbox"/> Creative Arts	<input checked="" type="checkbox"/> Science/Discovery	<input type="checkbox"/> Music/Movement
<input checked="" type="checkbox"/> Manipulatives and Mathematics	<input checked="" type="checkbox"/> Literacy (Library, Language Arts/Media/Writing)											
<input checked="" type="checkbox"/> Dramatic Play	<input checked="" type="checkbox"/> Sand and Water Play/Sensory Area											
<input checked="" type="checkbox"/> Blocks and Building	<input checked="" type="checkbox"/> Creative Arts											
<input checked="" type="checkbox"/> Science/Discovery	<input type="checkbox"/> Music/Movement											
<p>Comments The Institute observed the above centers for the program. The program incorporates music/movement into other parts of the day.</p>												
Teacher/Student Interactions												
Teachers use multiple strategies to facilitate engagement, participation, and learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•								
Teachers ask open-ended questions to promote higher-order thinking and provide students with opportunities to generate ideas, while allowing students enough time to respond.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•								
Teachers encourage students' persistence and scaffold when students are having difficulty.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•								

Teachers frequently promote language use by modeling advanced language, repeating and extending students responses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
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D: Family Engagement and Support

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

D: Family Engagement and Support Comments

- At the beginning of each school year, EHSA offers “gradual release” playdates in which families spend part of the day with students to help ease the transition to a full day learning environment.
- EHSA I uses the Teaching Strategies Gold assessment at the end of the year to assess Kindergarten readiness for each student, and pre-K teachers use conference time to guide families through Kindergarten readiness skills starting in the spring of each school year.
- Pre-K families have the opportunity to offer input to the program through town hall discussions and family councils, and teachers welcome families to participate in classroom activities.

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

E: Staffing Patterns, Teacher Education and Experience

Indicators of Compliance		Sources of Evidence	Program Performance (0-4)
E-1	<p>The program ensures that the maximum class size is twenty students.</p> <ul style="list-style-type: none"> For classes up to eighteen students, there must be at least one teacher and at least one paraprofessional assigned to each class. For classes of nineteen or twenty students, there must be at least one teacher and at least two paraprofessionals assigned to each class. <p>Note: maximum class size for FDC programs is six students and maximum class size for GFDC programs is 12 students.</p>	<input checked="" type="checkbox"/> Class Lists <input type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Other: 17:2 student-to-teacher ratio at EHSA I	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Teacher Certification Records <input type="checkbox"/> Teacher Study Plans <input type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Other:	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. <i>*Required for PPK, SUFDPK, EPK, 3PK grants</i>	<input checked="" type="checkbox"/> Observation Records <input type="checkbox"/> Reviewer Observation <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> PD Meeting Agendas <input type="checkbox"/> Sign-In Sheets <input checked="" type="checkbox"/> Meeting Evaluations <input type="checkbox"/> Reviewer Observation <input type="checkbox"/> Other:	3

E: Staffing Patterns, Teacher Education and Experience Comments

- EHSA partners with the NYC Department of Early Childhood Education ("DECE") for additional supports and services, and DECE visits the EHSA pre-K program semi-monthly to provide on-site coaching for teachers and programmatic feedback to assistant principals.
- Currently, the program must leverage internal staff to conduct observations to focus on teacher-student interactions to supplement formal environmental reviews conducted by DECE.
- The network reduced the number of pre-K cohorts at its EHSA campus in the 2023-24 school year in response to post-pandemic enrollment challenges. It has also dissolved its director of early childhood programs position and transferred pre-K oversight to early elementary assistant principals who report to the director of inclusive learning.
- EHSA has a director of inclusive learning to support students with disabilities within each grade band, and the director oversees IEP implementation and lesson plan modifications for lesson plans. The program also provides speech therapy, occupational therapy, and SEIT providers.
- EHSA has bilingual teachers in two out of three of its pre-K programs to support Spanish speaking students, and it supports speakers of other languages with increased visual aids and the pairing of students with classroom buddies.

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

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

F: Physical Well-being and Health

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

F: Physical Well-being and Health Comments

- EHSA partners with the NYCDOE to provide meals and snacks.
- EHSA offers robust enrichment programming taught by in-house staff, including periods dedicated to music, dance, physical education, and performing and visual arts.
- EHSA provides outdoor and indoor play spaces for students and a variety of materials to encourage gross motor development.

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

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

Indicators of Compliance		Sources of Evidence	Program Performance (0-4)
G-1	The grantee has partnerships to support the non-academic needs of young children and their families, which may include: health and human service providers; cultural, educational, business and other community resources.	<input checked="" type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Other: Leader 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.	<input type="checkbox"/> Meeting Agendas <input type="checkbox"/> Parent Sign-In Sheets <input checked="" type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Other: Leader response	4

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

- EHSA pre-K develops effective partnerships with agencies such as Northside Mental Health in collaboration with its main partner, East Harlem Tutorial Program, to provide wraparound services to families. Services include assistance with pediatric medical appointments, English as a New Language (“ENL”) support, tax preparation, financial assistance, and mental health counseling.

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

H: Program Oversight and Fiscal Management

Indicators of Compliance		Sources of Evidence	Program Performance
H-1	There is a plan to assess the effectiveness of the prekindergarten program and to correct any identified program deficiencies.	<input type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Teacher Evaluations <input checked="" type="checkbox"/> Program Evaluations <input type="checkbox"/> Action Plans <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
H-2	When offering a full-day prekindergarten program, administrators must ensure that instruction occurs for a minimum of five hours per day, 180 days per year.	<input type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Eligibility Documentation <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
H-3	There is a plan to ensure that the measures of student outcomes will not be used to prohibit or discourage a child's enrollment in kindergarten.	<input type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Eligibility Documentation <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

H-4	The program has a plan to monitor compliance with program requirements across all prekindergarten settings.	<input type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Teacher Evaluations <input checked="" type="checkbox"/> Program Evaluations <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
H-5	The program has a plan to monitor compliance with fiscal requirements across all prekindergarten settings.	<input checked="" type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Spending Reports/Invoices <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
H-6	The program's spending reports are supported by detailed invoices and other financial and programmatic records.	<input checked="" type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Invoices <input type="checkbox"/> Fiscal/Program Records <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
H-7	The program has in place a system to review fiscal records regularly, safeguard against supplanting funds, and establish check and balance controls to mitigate fraud risks.	<input checked="" type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
H-8	The program has a system in place to verify student eligibility.	<input type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Eligibility Documentation <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

H: Program Oversight and Fiscal Management Comments

- Through its partnership with East Harlem Tutorial Program, EHSA pre-K program uses 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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
The program has written job descriptions for all positions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Each employee is given an employee handbook when hired.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
The program's spending reports are supported by detailed invoices and other financial and programmatic records.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
The program has documentation to support oversight of all State-funded prekindergarten providers (e.g., completed Quality Assurance Protocols, ECERS, CLASS)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•

I: Screening and Assessment

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

I: Screening and Assessment Comments

- EHSA I uses the ASQ3 and Teaching Strategies GOLD systems for universal screening, classroom environment evaluation and authentic assessment, respectively.

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

New York State Prekindergarten Program Quality Assurance Protocol

Grantee Name: East Harlem Scholars Academy
Charter School

Project Number(s): - -

Site Name: East Harlem Scholars Academy II

Street Address: 1573 Madison Avenue

City, NY, Zip: New York, NY 10029

Site Type*: CS

Program Administrator: Haley Hemwall

Title: Interim Early Childhood Director

Email: hhemwall@eastharlemscholars.org

Phone: (212) 348-2518

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

Reviewer(s): Ciani Jones

This program participates in QUALITYstarsNY.

Site Visit Date: 4/3/24

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

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

Promising Practices:

- As a network, East Harlem Scholars Academy Charter School II (“EHSA II”) has reduced its focus on direct instruction in pre-Kindergarten while increasing the number of minutes allotted to self-directed play in accordance with current research. As a result, students exercise more independence and autonomy in the classroom environment than in past years.

Required Corrective Actions for Program Compliance:

- N/A

Recommendations for Program Quality Improvement:

- In the near term, program leaders recognize the need to: increase professional development opportunities for teachers, reinforce teachers’ use of language modeling when interacting with students, and improve alignment between center activities and thematic units of study.

Using the Quality Assurance Protocol

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

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

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

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

Definitions for Program Performance:

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

A: Facility Quality

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

A-3	Facility inspection has been completed. The site maintains all applicable documents: <ul style="list-style-type: none"> • Fire and safety inspection • Day care license • Record of fire drills • Fire drill schedule • Certificate of Occupancy • Emergency evacuation plan • Health/medical emergency procedures 	<input checked="" type="checkbox"/> Date of Last Inspection: 10/3/23 <input type="checkbox"/> Name of Inspection Agency: DOHMH	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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A: Facility Quality Comments:
 The EHSA II pre-K learning environment is spacious, bright and well-appointed with multi-sensory learning materials and a lavatory.

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

B: Curriculum

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

B: Curriculum Comments

- EHSA II pre-K program is phasing out its usage of the Units of Study curriculum and will transition to the DOE's Creative Curriculum in the 2024-25 school year.
- The current curriculum does not provide scripted lesson plans for teachers, but there is guidance related to the management of centers, morning meeting routines, and questioning techniques for small group instruction.

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

C: Learning Environment, Materials, and Supplies

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

C: Learning Environment, Materials and Supplies Comments

- EHSA II provides spacious, cheerful classrooms with ample natural light. Teachers display student work related to thematic units on the walls, and centers provide various materials to encourage sensory and motor development.

Learning Environment, Materials, and Supplies Evidence of Quality	I =Implemented, I/P =In Process, N/I =Not Implemented			
	I	I/P	N/I	Comments
Classroom Environment				
Program resources (materials, space, technology, instructional supports) are aligned to, and support the program’s goals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Daily schedule is posted; is referenced daily; is represented in pictures and words; and is displayed at children’s eye level.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Age appropriate materials are varied and within children’s reach so that children can use them independently.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
There is space for whole group meetings and opportunities for peer interactions and conversations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
There is an area set aside where an individual child or a small group of children can engage in quiet activity.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
There is a private space for each child’s possessions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Displays are authentic, child-made, process driven, and reflect students’ individuality.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Student work demonstrates students’ understandings or questions about their world and their surroundings.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Classroom environment and materials reflect diverse cultures and abilities (e.g., dolls, puppets, block accessories, books, food, pictures/posters).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•

Interest Areas/Learning Centers												
A center management system is prominently displayed and used daily.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•								
Learning centers are well-equipped with an appropriate amount of materials, are easily accessible, and allow for engagement of all students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•								
Learning center materials reflect an inclusive and culturally diverse classroom environment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•								
Students have access to an assortment of theme/unit or study-related materials for independent inquiry and exploration.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•								
Appropriate reading and/or writing materials are accessible in all learning centers to promote literacy development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•								
Interest area items are labeled with print and pictures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•								
Teachers use activities that promote concrete experiential learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•								
<p>Clearly-defined learning centers:</p> <table border="0"> <tr> <td><input checked="" type="checkbox"/> Manipulatives and Mathematics</td> <td><input checked="" type="checkbox"/> Literacy (Library, Language Arts/Media/Writing)</td> </tr> <tr> <td><input checked="" type="checkbox"/> Dramatic Play</td> <td><input checked="" type="checkbox"/> Sand and Water Play/Sensory Area</td> </tr> <tr> <td><input checked="" type="checkbox"/> Blocks and Building</td> <td><input checked="" type="checkbox"/> Creative Arts</td> </tr> <tr> <td><input checked="" type="checkbox"/> Science/Discovery</td> <td><input type="checkbox"/> Music/Movement</td> </tr> </table>					<input checked="" type="checkbox"/> Manipulatives and Mathematics	<input checked="" type="checkbox"/> Literacy (Library, Language Arts/Media/Writing)	<input checked="" type="checkbox"/> Dramatic Play	<input checked="" type="checkbox"/> Sand and Water Play/Sensory Area	<input checked="" type="checkbox"/> Blocks and Building	<input checked="" type="checkbox"/> Creative Arts	<input checked="" type="checkbox"/> Science/Discovery	<input type="checkbox"/> Music/Movement
<input checked="" type="checkbox"/> Manipulatives and Mathematics	<input checked="" type="checkbox"/> Literacy (Library, Language Arts/Media/Writing)											
<input checked="" type="checkbox"/> Dramatic Play	<input checked="" type="checkbox"/> Sand and Water Play/Sensory Area											
<input checked="" type="checkbox"/> Blocks and Building	<input checked="" type="checkbox"/> Creative Arts											
<input checked="" type="checkbox"/> Science/Discovery	<input type="checkbox"/> Music/Movement											
<p>Comments The Institute observed the above centers for the program. The program incorporates music/movement into other parts of the day.</p>												
Teacher/Student Interactions												
Teachers use multiple strategies to facilitate engagement, participation, and learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•								
Teachers ask open-ended questions to promote higher-order thinking and provide students with opportunities to generate ideas, while allowing students enough time to respond.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•								
Teachers encourage students' persistence and scaffold when students are having difficulty.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•								

Teachers frequently promote language use by modeling advanced language, repeating and extending students responses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
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D: Family Engagement and Support

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

D: Family Engagement and Support Comments

- At the beginning of each school year, EHSA II offers “gradual release” playdates in which families spend part of the day with students to help ease the transition to a full day learning environment.
- EHSA II uses the Teaching Strategies Gold assessment at the end of the year to assess Kindergarten readiness for each student, and pre-K teachers use conference time to guide families through Kindergarten readiness skills starting in the spring of each school year.
- Pre-K families have the opportunity to offer input to the program through town hall discussions and family councils, and teachers welcome families to participate in classroom activities.

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

E: Staffing Patterns, Teacher Education and Experience

Indicators of Compliance	Sources of Evidence	Program Performance (0-4)
<p>E-1</p> <p>The program ensures that the maximum class size is twenty students.</p> <ul style="list-style-type: none"> For classes up to eighteen students, there must be at least one teacher and at least one paraprofessional assigned to each class. For classes of nineteen or twenty students, there must be at least one teacher and at least two paraprofessionals assigned to each class. <p>Note: maximum class size for FDC programs is six students and maximum class size for GFDC programs is 12 students.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Class Lists <input type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Other: <p>18:2 student-to-teacher ratio at EHS A II</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>E-2</p> <p>The program has written procedures in place for ensuring that all prekindergarten teaching staff members are appropriately certified, or in the case of eligible agencies, have a bachelor's degree in early childhood education or a related field and will obtain certification within the applicable timeline, including but not limited to having a written plan in place.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teacher Certification Records <input type="checkbox"/> Teacher Study Plans <input type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Other: 	<p>4</p>
<p>E-3</p> <p>The program uses valid and reliable measures of teacher-student interactions to increase the understanding of the impact of the various interactions that occur within classrooms and to identify and support the use of classroom practices and processes that have the most positive effects on children's learning.</p> <p><i>*Required for PPK, SUFDPK, EPK, 3PK gr[ants]</i></p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Observation Records <input type="checkbox"/> Reviewer Observation <input type="checkbox"/> Other: 	<p>3</p>
<p>E-4</p> <p>The program provides quality professional development to all staff and teachers based upon the instructional needs of students and integrated with Kindergarten - Third Grade curriculum.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PD Meeting Agendas <input type="checkbox"/> Sign-In Sheets <input checked="" type="checkbox"/> Meeting Evaluations <input type="checkbox"/> Reviewer Observation <input type="checkbox"/> Other: 	<p>3</p>

E: Staffing Patterns, Teacher Education and Experience Comments

- EHSA II partners with the NYC Department of Early Childhood Education (“DECE”) for additional supports and services, and DECE visits the EHSA II pre-K program semi-monthly to provide on-site coaching for teachers and programmatic feedback to assistant principals.
- Currently, the program must leverage internal staff to conduct CLASS observations to supplement formal environmental reviews conducted by DECE.
- The network reduced the number of pre-K cohorts at its EHSA II campus in the 2023-24 school year in response to post-pandemic enrollment challenges. It has also dissolved its director of early childhood programs position and transferred pre-K oversight to early elementary assistant principals who report to the director of inclusive learning.
- EHSA II has a director of inclusive learning to support students with disabilities within each grade band, and they oversee IEP implementation and lesson plan modifications for lesson plans. The program also provides speech therapy, occupational therapy, and SEIT providers.

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

Professional development is integrated with the needs of Kindergarten through Third Grade.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
All employees have formal, written performance assessments at least annually.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
The Principal/Director serves as a source of support for staff by facilitating ongoing opportunities for learning and development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
The Principal/Director observes each classroom to provide constructive feedback and follow-up in order to improve teacher competency, and to ensure best practices.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
The Program makes use of data from CLASS or another valid and reliable measure of teacher/child interactions for program improvement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Teachers and paraprofessionals meet regularly with an identified purpose such as curriculum planning, analyzing student data, sharing best practices, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•

F: Physical Well-being and Health

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

F: Physical Well-being and Health Comments

- EHSA II partners with the NYCDOE to provide meals and snacks.
- EHSA II offers robust enrichment programming taught by in-house staff, including periods dedicated to music, dance, physical education, and performing and visual arts.
- EHSA II provides outdoor and indoor play spaces for students and a variety of materials to encourage gross motor development.

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

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

Indicators of Compliance		Sources of Evidence	Program Performance (0-4)
G-1	The grantee has partnerships to support the non-academic needs of young children and their families, which may include: health and human service providers; cultural, educational, business and other community resources.	<input checked="" type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Other: Leader 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.	<input type="checkbox"/> Meeting Agendas <input type="checkbox"/> Parent Sign-In Sheets <input checked="" type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Other: Leader response	4

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

- The EHSA II pre-K program develops effective partnerships with agencies such as Northside Mental Health in collaboration with its main partner, East Harlem Tutorial Program, to provide wraparound services to families. Services include assistance with pediatric medical appointments, English as a New Language (“ENL”) support, tax preparation, financial assistance, and mental health counseling.

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

H: Program Oversight and Fiscal Management

Indicators of Compliance		Sources of Evidence	Program Performance
H-1	There is a plan to assess the effectiveness of the prekindergarten program and to correct any identified program deficiencies.	<input type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Teacher Evaluations <input checked="" type="checkbox"/> Program Evaluations <input type="checkbox"/> Action Plans <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
H-2	When offering a full-day prekindergarten program, administrators must ensure that instruction occurs for a minimum of five hours per day, 180 days per year.	<input type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Eligibility Documentation <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

H-3	There is a plan to ensure that the measures of student outcomes will not be used to prohibit or discourage a child's enrollment in kindergarten.	<input type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Eligibility Documentation <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
H-4	The program has a plan to monitor compliance with program requirements across all prekindergarten settings.	<input type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Teacher Evaluations <input checked="" type="checkbox"/> Program Evaluations <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
H-5	The program has a plan to monitor compliance with fiscal requirements across all prekindergarten settings.	<input checked="" type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Spending Reports/Invoices <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
H-6	The program's spending reports are supported by detailed invoices and other financial and programmatic records.	<input checked="" type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Invoices <input type="checkbox"/> Fiscal/Program Records <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
H-7	The program has in place a system to review fiscal records regularly, safeguard against supplanting funds, and establish check and balance controls to mitigate fraud risks.	<input checked="" type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
H-8	The program has a system in place to verify student eligibility.	<input type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Eligibility Documentation <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

H: Program Oversight and Fiscal Management Comments

- Through its partnership with East Harlem Tutorial Program, the EHSA II pre-K program uses 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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
The program has written job descriptions for all positions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Each employee is given an employee handbook when hired.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
The program's spending reports are supported by detailed invoices and other financial and programmatic records.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•

The program has documentation to support oversight of all State-funded prekindergarten providers (e.g., completed Quality Assurance Protocols, ECERS, CLASS)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
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I: Screening and Assessment

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

I: Screening and Assessment Comments

- The program uses the ASQ3 and Teaching Strategies GOLD systems for universal screening, classroom environment evaluation and authentic assessment, respectively.

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

The program can document that aggregated screening and assessment results are used to inform program practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•
Staff receives professional development in effective use of screening and assessment data.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	•