

Early Childhood Program Quality Indicators

Program Name: _____

Date: _____

Program Administration	Score: 0, 1, 2
The program is licensed and/or authorized.	
The program follows clear check-in / check-out procedures for children.	
Staff are licensed and/or certified.	
The teacher to child ratio for 3-year-old children is no greater than 1: 9.	
The teacher to child ratio for 4-year-old children is no greater than 1:10.	
Staff have active background checks.	
Staff are trained to identify symptoms of child abuse, neglect, or malnutrition.	
The program has emergency processes for lost, injured, or sick children, with staff trained on processes.	
The program office keeps emergency contact information for all children.	
Program directors and teachers have annual meeting with other early care and education programs.	
SCORE:	

Child Health and Safety	Score: 0, 1, 2
The program maintains current immunization records or for all children.	
The program enforces regular hand washing for staff and children.	
The program maintains information about food allergies or restrictions for all children.	
Children are supervised at all times and all places.	
First aid kits are fully stocked and available, and staff are trained to use them.	
Staff have current certifications in CPR and first aid.	
Toys are sanitized, clean, and safe for the age group.	
Children referred to health professionals for screening before or early in services.	
SCORE:	

Teacher and Child Interactions	Score: 0, 1, 2
Teachers interact with children with eye contact, smiles, and listening without interrupting.	
Staff read to children at the children's eye level.	
Teacher interact with children throughout activity times.	
Children are allowed to talk more than teachers.	
Teacher talk is affirmative, informational, or conversational, not for managing behavior.	
Teachers ask open-ended questions.	
Teachers help children develop self discipline through modeling behaviors and	

thought processes, and by offering praise.	
Teachers demonstrate and reinforce unconditional acceptance for each child.	
Teachers help children solve their own problems.	
SCORE:	

Environment (General)	Score: 0, 1, 2
Children have access to lots of books.	
Children have access to blocks and puzzles.	
Children have access to art materials and musical instruments.	
Children have access to materials with varied textures.	
Children have access to science materials.	
The environment is clean and sanitary.	
The environment contains separate areas for rest, quiet play, active play, and pretend play.	
Furniture for children's use is safe and appropriately sized.	
The environment is smoke, alcohol, and drug free.	
SCORE:	

Environment (Outdoors)	Score: 0, 1, 2
Children have access to an outdoor play area and use it daily (weather permitting).	
Items from inside the facilities can be brought outside for play.	
Teachers are engaged with kids playing.	
The environment is free from physical dangers.	
Outdoor equipment is safe for the age group.	
Children are encouraged to explore and study the natural environment.	
SCORE:	

Child to Child Interactions	Score: 0, 1, 2
Kids are encouraged to play together.	
Children are encouraged to work together and resolve differences.	
Kids can move freely from one activity to the next.	
Children participate in thoughtfully designed collaborative activities.	
SCORE:	

Teacher and Parent Interactions	Score: 0, 1, 2
Teachers discuss each child daily with parents / caregivers.	
Parents are encouraged to visit at any time.	
Staff reports on children's development regularly.	
Parents can provide input into the program.	
The program distributes a parents' handbook with information about helping children develop, participating in the program, and the enrollment process.	
Staff conduct 3 or more conferences with child's family members annually.	
The program offers 4 or more family engagement activities / events annually.	
SCORE:	

Learning Program	Score: 0, 1, 2
The program has an evidence-based curriculum, and staff use it with fidelity.	
Learning activities are interactive, participatory, and engaging, with opportunities for student activity, production, and collaboration.	
Staff are trained to administer development assessments.	
The curriculum design cross-walks development assessments and types of learning experiences.	
The curriculum includes a transition plan for next program level or kinder.	
Activities and staff-child interactions promote social and emotional development.	
Students participate in structured early literacy instruction throughout the day, including phonological awareness; oral language development; vocabulary development; alphabetic	
Staff conduct individual or small-group reading activities weekly.	
Staff conduct large-group reading activities daily.	
Children engage in developmentally appropriate writing activities daily.	
The curriculum includes age-appropriate developmental activities in math and science.	
Children use toys and resources for literacy, math, and science development.	
Staff conduct intentional activities to build numeracy development, such as counting comparing, and ordering.	
Staff receive professional development in age-appropriate development strategies and social-emotional development.	
SCORE:	

Community Cultural Relevancy	Score: 0, 2, 4
Parents provide input into instruction and environment regarding cultural relevancy.	
Staff have training in second language acquisition.	
Staff conduct a home language survey.	
Staff encourage students to speak home language, and can respond in the same.	
The environment reflects the cultures of the community, including pictures, artifacts, toys, books, decorations, and music.	
Children hear music from musician that represent the community culture, as appropriate to the time and place.	
The program supports both English language and home language development through speech, books, and environmental print.	
Children sing songs and listen to stories in English and community languages, as appropriate to the time, place, and children's development.	
Staff provide developmental activities that reflect common practices in the students' community.	
Children with different primary languages are encouraged to interact.	
SCORE:	