

FOCUS Verification Summary

Licensed Program Name:

License Number:

Physical Address:

Phone Number:

Site Director Name:

Site Director Email Address:

Program Contact Name (if different):

Program Contact Email Address (if different):

UNM ECSC Consultant Name:

Date of Verification Application:

Verification Visit Date:

Current STAR-Level:

Requested Star Level:

Approved STAR-Level:

Start Time:

End Time:

Verifier(s):

Best Practice/Developmentally Appropriate Practices/Health and Safety Promotions to Improve:

NOT MET Areas for Review:

FOUNDATIONS OF QUALITY

A. FULL PARTICIPATION OF EACH CHILD

ESSENTIAL ELEMENT I: FOUNDATIONS OF QUALITY

A. Full Participation of Each Child

Components:

- Family Engagement
- Inclusive practices for Children with Developmental Delays or Disabilities
- Culture and Language Including the Support of Dual Language Learners (DLL)
- Promoting Social Relationships

These components will be verified each year as part of the Continuous Quality Improvement Process. The continuum includes minimum elements that must be addressed and are identified as Beginning for programs that are at the implementation baseline, Intermediate to Advanced, for programs that are advancing in the implementation process and High Quality, for programs who have advanced to the full implementation of the continuum.

Definition: Full Participation refers to the range of practices that promotes engagement in play, learning, development and a sense of belonging for each child.

Rationale: Research indicates that human development is the result of an interaction of nature (biological factors) and nurture (experience factors) with culture affecting caregiving practices (Shonkoff & Phillips, 2000). Every child in New Mexico has diverse strengths rooted in his or her family's unique culture, heritage, language, beliefs and circumstances. Early learning programs that support the full participation of every child build on these strengths by promoting a sense of belonging, supporting positive social relationships and enabling families and professionals to gain advocacy skills that positively impact the life of every child (State of New Mexico Children, Youth and Families Department, 2010). In FOCUS, full participation is addressed in four areas: 1) how families are engaged in the development and learning of their children (family engagement); 2) how inclusive practices are implemented for young children with developmental delays and disabilities; 3) how the cultures and languages of each child, including young dual language learners (DLLs), are reflected and supported (culture and language including Dual Language Learners (DLLs); and 4) how focused attention is paid to promoting social relationships.

1. Family Engagement

Definition: Family engagement is essential for enhancing children's learning and family well-being. Family engagement occurs when there is an on-going, reciprocal, strengths-based partnership between families and their children's education programs (Halgunsewth et al, 2009).

Rationale: Positive family-program connections have been linked to greater academic motivation, grade promotion and socio-emotional skills across all children, including those from diverse ethnic and socioeconomic backgrounds (Christenson, 2000; Mantzicopoulos, 2003; McWayne et al., 2004).

The following continuum of examples ins provided as a reference or guide to be used in the **Continuous Quality Improvement (CQI) Process**. Program are encouraged to use other recommended self-assessment tools for this purpose as well.

Beginning	Intermediate to Advanced	High Quality
The space reflects a welcoming environment for families. As they drop off and pick up their children, displaying families and child center and classrooms reflect a welcoming environment for families. Greeting families as they drop off and pick up their children, displaying family and child photographs throughout the classroom at child's and families' eye level and ensuring that posters and signs are clear and in families' home language.	There is evidence in activity planning the program encourages and validates family knowledge and encourages participation Programs makes an effort to obtain information from families about their child's interest needs. Written policies and procedures reflect the philosophy that all families have strengths.	There is evidence in the activity plans that staff encourages family members to share cultural heritages and practices, stories, activities, and language in the daily activities There is evidence that families in surveys as part of the participate part of the Continuous Quality Improvement Process.

Program: Provide a minimum of three sources of evidence to support Family Engagement self-study.

Verifier:	Met	Not Met	*Not Obs.	Document How The Element Was Verified
Verify by reviewing a minimum of three sources of evidence of support program's self-study.				___ of 3 sources of evidence were reviewed and ___ of 3 sources support Family Engagement.

2. Inclusive Practices for Children with Developmental Delays and Disabilities

Definition: Early childhood inclusion embodies the values, policies and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities and society (DEC/NAEYC, 2009).

Rationale: Children with disabilities should experience the same quality preschool classroom program (presumably high quality) as typically developing children (Bailey et al., 1998); become members of the classroom community through participation in class activities (Schwartz, 1996); and develop positive social relationships with class members and teachers (Guralnick, 1999; Storey, 1993).

The following continuum of examples ins provided as a reference or guide to be used in the **Continuous Quality Improvement (CQI) Process**. Program are encouraged to use other recommended self-assessment tools for this purpose as well.

Beginning	Intermediate to Advanced	High Quality
-----------	--------------------------	--------------

There is a written plan indicating how the program will ensure that children and families of all abilities are welcome and supported. With parental written the child's family, appropriate accommodations and modifications have been made to ensure full participation.	There is a written plan for supporting individual children with disabilities. The plan describes the process for ongoing communication and consultation with the family, teacher and service. With parental written consent, use information from the child's Early Childhood Outcomes summary and IEP or RTI (Response to Intervention) for planning activities. With parental written consent program seeks expertise of school- day staff who interact with the student.	With written parental consent, actively participate in person or in writing in the child's RTI/IEP process. In collaboration and consultation with RTI service provider, strategies are integrated into the program.
---	--	--

Program: Provide a minimum of 3 sources of evidence to support Inclusive Practices for Children with Delays and Disabilities self-study.

Verifier:	Met	Not Met	*Not Obs.	Document How The Element Was Verified
Verify by reviewing a minimum of three sources of evidence of support program's self-study.				___ of 3 sources of evidence were reviewed and ___ of 3 sources support Inclusive Practices for Children with Delays and Disabilities.

3. Culture and Language Including the Support of Dual Language Learners

Definition: Culture refers to the thoughts, communications, actions, customs, beliefs, values and institutions of a racial, ethnic, religious or social group (National Center for Cultural Competence, nod). Dual language learners are children learning two (or more) languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language. (Head Start Early Childhood Learning and Knowledge Center).

Rationale: Every child in New Mexico has diverse strengths rooted in his or her family's unique culture, heritage, language, beliefs and circumstances. (State of New Mexico, Children, Youth and Families Department, 2010). In particular, children whose home language is other than English have many similarities to any other children. Yet, their development may also be different in many ways. Information about how to support DLLs is essential for teachers to know so that they can provide the best learning opportunities to ensure their future success in school and in life. Through their home language and culture, families share a sense of identity and belonging. (McCabe, et al, 2014).

The following continuum of examples ins provided as a reference or guide to be used in the **Continuous Quality Improvement (CQI) Process**. Program are encouraged to use other recommended self-assessment tools for this purpose as well.

Beginning	Intermediate to Advanced	High Quality
<u>Culture and Language</u> The program ensures materials and visuals in the classroom reflect the culture and language of the children and families enrolled in the program. The program conducts a survey to learn all about the families they serve. <u>Supporting Dual Language Learners</u> Program staff gather information from families regarding the language(s) that are spoken at home, documented in the enrollment information located in child's file.	<u>Culture and Language</u> The information is used to plan activities that support each child's and family's participation in program activities including holidays. <u>Supporting Dual Language Learners</u> There is intentionality in the activities plan to foster the relationship of children who speak languages other than English with English-speaking children. Implement a program policy describing how the program promotes children's home language while supporting English language development, and includes practices to communicate with families in their preferred language.	<u>Culture and Language</u> The classroom and program staff offer a variety of meaningful, culturally-sensitive opportunities for families to participate in classroom and center activities. The program makes every effort to hire staff reflective of cultures and languages of families enrolled in the program. <u>Supporting Dual Language Learners</u> Program staff understand the stages of second language acquisition and support children by planning activities, materials and experiences that support each stage. Families who speak languages other than English are invited and or encouraged in developing policies and procedures related to dual language learners and participate in the CQI process.
Program: Provide a minimum of 3 sources of evidence to support Culture and Language Including the Support of Dual Language Learners self-study.		

Verifier:	Met	Not Met	*Not Obs.	Document How The Element Was Verified
Verify by reviewing a minimum of three sources of evidence of support program's self-study.				___ of 3 sources of evidence were reviewed and ___ of 3 sources support Culture and Language including the Support of Dual Language Learners.

4. Promoting Social Relationships

Definition: Social skills that have been identified as essential for school success include: getting along with others, following directions, identifying and regulating one's emotions and behavior, thinking of appropriate solutions to conflict, persisting on tasks, engaging in social conversation and cooperative play, correctly interpreting other's behaviors and emotions and feeling good about oneself and others (Fox & Smith, 2007).

Rationale: Research has established a compelling link between social emotional development and school success (Rave, 2002; Smith, 2006).

The following continuum of examples ins provided as a reference or guide to be used in the **Continuous Quality Improvement (CQI) Process**. Program are encouraged to use other recommended self-assessment tools for this purpose as well.

Beginning	Intermediate to Advanced	High Quality
<u>Building Positive Relations</u> Program staff promote a positive environment by greeting children and families on arrival, using proper names and verbally interacting with each child. Interactions are supportive and adults engage children at eye level. <u>Implementing Preventive Practices</u> The learning environment is arranged to eliminate wide spaces, allow children to interact in different areas and reflect children's interests. The classroom schedule includes a balance of large-and small- group activities, minimizes the number of transitions between activities and is visibly posted. Transitions are addressed so that there is minimal waiting with nothing to do, children are notified individually and in a group about the upcoming transition. Activities are planned to be actively involved, adapts activity if children lose interest. Program rules, are brief, clear and posted.	<u>Implementing Targeted Social –Emotional Supports</u> The classroom staff demonstrate interactions with children to a) develop their self-esteem: active listening with children, no judgmental statements, responsive to children's ideas, recognizing children's efforts; b) encourage autonomy by providing children with opportunities to make choices, allowing children time to respond or complete task independently, creating opportunities for decision making, problem solving and working together and teaching children strategies for self-regulation and/or self-monitoring behaviors; and c) promote children's individualized emotional regulation by helping children recognize emotional cues, helping children identify appropriate choices and solving problems.	<u>Addressing Concerning Behaviors</u> If applicable and with written parental consent, the classroom staff actively participate in the child's social-emotional support plans/strategies. In collaboration and consultation with the mental health agency/individual(s) supporting the child and family, strategies are integrated into the program. Mental health agencies/individual(s) and Educators embed the goals into the daily schedule and, as appropriate, incorporate typical peers in the activities.
Program: Provide a minimum of 3 sources of evidence to support Promoting Social Relationships self-study.		

Verifier:	Met	Not Met	*Not Obs.	Document How The Element Was Verified
Verify by reviewing a minimum of three sources of evidence of support program's self-study.				___ of 3 sources of evidence were reviewed and ___ of 3 sources support Promoting Social Relationships.

ESSENTIAL ELEMENT I: FOUNDATIONS OF QUALITY

C. Professional Qualifications

DEFINITION - On-going training and professional development ensure that those working with young children have adequate knowledge to provide a developmentally-appropriate program that supports each learner.

RATIONALE- Education and training with specialized, child-focused content are directly linked to the quality of educator practice. Site Directors in quality programs possess the training and education necessary to support the implementation of a quality program that is consistent with the program's philosophy and mission. Educators possess the training and professional development to recognize that learning occurs within the context of positive relationships. They plan and provide developmentally-appropriate activities with experiences that support the growth, development, and learning of each child, including those of diverse cultures, languages, and abilities (Center for the Study of Child Care Employment, 2011; Center for Law and Social Policy, 2009; U.S. Department of Health and Human Services, 2010; State of New Mexico Children Youth and Families Department, 2010; Vu, Jeon, & Howes, 2008; Bowman, Donovan, & Burns, 2001; Corby, Fermat, Edwards & Chavez, 2012).

FOUNDATIONS OF QUALITY					
C. Professional Qualifications					
Site Directors					
Essential Element	Examples of How The Element Can Be Verified	Met	Not Met	*Not Obs.	Document How The Element Was Verified
Professional Development 2+.2 Program leadership must establish and update annually, a Professional Development Plan for themselves, as well as, for each educator.	Verify by reviewing the following: Site Director has a current Professional Development Plan and there is evidence that the plan has been reviewed/updated on an annual				

	basis. Personnel file(s) will be reviewed.				
3.1 Site Director must have successfully completed at least one course leading to their New Mexico Child Development Certificate; OR higher early childhood degree with corresponding certificate or license, Completed/Current CDA (7.2024): • Child Growth, Development & Learning (3 credits) • Assessment of Children and Evaluation of Programs (3 credits) • Family and Community Collaboration (3 credits) • Healthy, Safety & Nutrition (2 credits) or • Guiding Young Children (3 credits)	Verify by reviewing the following: Copy of transcript showing completion of the required course with a “C” or better is in each individual’s personnel file.				
5.1 Site Director must have successfully completed their New Mexico Child Development Certificate or have already obtained the New Mexico Child Development Certificate (or higher early childhood degree with corresponding certificate or license)	Verify by the reviewing the following: Copy of New Mexico Child Development Certificate or Higher Early Childhood Degree with corresponding certificate or license. or equivalent with corresponding certificate or license (example: In-state Elementary Education degree).				
Training 2+.3 Site Director must have successfully completed:	Verify by reviewing the following:				

2+.3.b Powerful Interactions (4 hours) 3.3b New Mexico Leadership Academy STAR 4 (6 hours) 4.3.b Leadership in Action 5.3a Leadership Academy Star 5 (Independent study = to 6 hours)	Copy of training certificates for all required FOCUS trainings are in the individual's personnel file. <i>All</i> Personnel file(s) will be reviewed.				
Training 3.3 Site Director must have successfully complete: Full Participation of Each Child (6 hours) And Quality Child Care Programs for All (6 hours)	Verify by reviewing the following: Copy of training certificates for all required FOCUS trainings are in the individual's personnel file. <i>All</i> Personnel file(s) will be reviewed.				

FOUNDATIONS OF QUALITY

C. PROFESSIONAL QUALIFICATIONS

Essential Element	Examples of How The Element Can Be Verified	Met	Not Met	*Not Obs.	Document How The Element Was Verified
Professional Development 2+1.1 Complete all the steps toward obtaining or have already obtained the New Mexico Child Development Certificate for the age(s) assigned.	Verify by reviewing the following: -Copy of Completed CDC Application. OR Transcript of completed courses				
4.1 At least one Educator per classroom (preferable the Lead Educator) must have successfully completed at least one course	Verify by reviewing the following: Copy of transcript showing completion of the required course				

leading to their New Mexico Child Development Certificate; OR higher early childhood degree with corresponding certificate or license, Completed/Current CDA (7.2024): • Child Growth, Development & Learning (3 credits) • Assessment of Children and Evaluation of Programs (3 credits) • Family and Community Collaboration (3 credits) • Healthy, Safety & Nutrition (2 credits) or • Guiding Young Children (3 credits)	with a “C” or better is in at least one Educator’s personnel file, per classroom (preferably the Lead Educator). Personnel files will be reviewed.				
5.2 At least one Educator per classroom (preferable the Lead Educator) must have successfully completed at least one additional course leading to their New Mexico Child Development Certificate; OR higher early childhood degree with corresponding certificate or license, Completed/Current CDA (7.2024): • Child Growth, Development & Learning (3 credits) • Assessment of Children and Evaluation of Programs (3 credits) • Family and Community Collaboration (3 credits) • Healthy, Safety & Nutrition (2 credits) or					

Guiding Young Children (3 credits)					
Experienced Educator Track Training – All Educators 2+1.2 All experienced Educators working directly with children must have successfully completed : 2+2a Powerful Interactions (4 hours) 2+1.2b Intro to FOCUS (online) And discussed content with Director.	Verify by reviewing the following: Copy of training certificates for all required FOCUS trainings are in each Educator’s individual personnel file. <i>All</i> personnel files will be reviewed.				
Experienced Educator Track Training – All Educators 4.4 All experienced Educators working directly with children must have successfully completed: Full Participation (6 hours) and Quality Child Care Programs for All (6 hours)	Verify by reviewing the following: Copy of training certificates for all required FOCUS trainings are in each Educator’s individual personnel file. <i>All</i> personnel files will be reviewed.				
New Educator Track 5.5 Those who were new Educators in Year 1 working directly with children must have successfully completed: Powerful Interactions (4 hours) And The Full Participation of Each Child (6 hours) and Quality Child Care Programs for All (6 hours)	Verify by reviewing the following: Copy of training certificates for all required FOCUS trainings are in each Educator’s individual personnel file.				

ESSENTIAL ELEMENT I: FOUNDATIONS OF QUALITY

D. Ratios and Group Size (for Center-Based Programs)

DEFINITION - Ratios are stated as the number of children allowed per one adult in each classroom

At all times. The number of children per adult increases as the ages of children increases. Group size refers to the total number of children in any one classroom or clearly defined space.

RATIONALE- When educators have smaller numbers of children and smaller groups, they can supervise the children more carefully, provide more individualized attention, support children's social and emotional needs, plan and implement activities that are developmentally appropriate for each child, ensure that health and safety measures are in place, and engage in more one-on-one communication with the children in their care. One of the most important quality indicators for early childhood programs is the number of children related to the number of educators. Fewer children per adult and smaller group sizes result in positive outcomes for children (Gilinsky, 2006; Howes, 1997; Le, Perlman, Zelman & Hamilton, 2006; NAEYC, 2005; Wisconsin Council on Children and Families, 2008).

FOUNDATIONS OF QUALITY					
D. RATIOS AND GROUP SIZE (for Center-Based Programs)					
Essential Element	Examples of How The Element Can Be Verified	Met	Not Met	*Not Obs.	Document How The Element Was Verified
Meet 2+ Year 1, 3 & 4 STAR requirements plus: <u>Staff: Child Ratios & Group Size</u> 5.1 Implement ratios: 5.1a Center in which children are grouped by age: 5+ years.....1:10 5.1.b Centers in which age groups are combined: 5.2 Recommendation: Implement Maximum Group Size 5.2a Centers in which children are grouped by age: 5 years.....20 5.2b Centers in which age groups are combined:	Verify by reviewing the following: Alignment of classroom roster and Educators daily schedule will be reviewed.				

Maximum Group Size is determined by the age of the majority of children in the group. For example, the maximum size of a group of 2's and 3's when most of the children are 2 would be 12.					
--	--	--	--	--	--

QUALITY PRACTICES THAT SUPPORT CHILDREN'S GROWTH, DEVELOPMENT, AND LEARNING

A. Intentional Teaching: Authentic Observation Documentation and Curriculum Planning Process

DEFINITION - New Mexico has created a comprehensive system for utilizing the *New Mexico Early Learning Guidelines: Birth through Kindergarten* as the framework and criteria for an authentic assessment process and curriculum planning.

RATIONALE - Research and best practice in early childhood care and education emphasize the importance of carefully observing and assessing children within the context of their daily activities - and using those observations for curriculum planning and the on-going monitoring of each child's growth, development, and learning. These criteria-based observations are the best way to plan developmentally appropriate curriculum that acknowledges each child's culture, language, and ability (Gao, & Grisham-Brown, 2011; NAEYC, 2005; New Mexico Perks, 2012; Maslow et al, 2010; Riley-Ayers et al, 2010; RAND Corporation, 2012).

B. Intentional Leadership: Continuous Quality Improvement

DEFINITION - *Continuous Quality Improvement (CQI)* is a proven strategy to increase and sustain efforts to improve a program's quality. *CQI* is considered to be an appropriate approach for a Tiered Quality Rating and Improvement System (TQRIS) because it provides a clear framework for programs that are moving from one level of quality to the next. *CQI* uses data to inform and guide a program's efforts to improve their quality, thereby influencing positive outcomes for children. *CQI* is a four-step cycle:

- *PLAN* – establishing a plan of action by identifying, describing, and analyzing strengths and needs;
- *DO* – implementing the plan of action and making programmatic changes;
- *STUDY* – reflecting on the actions taken and learning from what has been done; and
- *ACT* – implementing successful changes into daily practice and determining what needs to be done next. *CQI* relies on an organizational culture that is proactive, supports continuous learning, and is firmly grounded in the overall *mission, vision, and values* of a program. Perhaps most importantly, it is dependent upon the active inclusion and participation of everyone involved with the program - director, educators, board members, families, and FOCUS quality partners.

RATIONALE - The *Continuous Quality Improvement (CQI)* process is an essential element of FOCUS because it focuses on 1) learning what is working well to promote each child's growth, development, and learning; 2) systematically identifying programmatic challenges; and 3) targeting strategies to maintain and build upon successes. In FOCUS, program leadership guides the *PLAN – DO – STUDY – ACT CQI* cycle for the program as a whole that is focused on ten *Essential Elements of Program Quality*:

1. Inclusive Practices for Children with Developmental Delays and Disabilities
2. Culture and Language, including Dual Language Learners
3. Relationships, including Promoting Social Relationships
4. Family and Community Engagement
5. Environments
6. Staff Qualifications
7. Program Administration and Leadership
8. Ratios, Group Size, or Case Load

The FOCUS *CQI* process is more than a plan on paper, it is a culture of change created, embraced, and guided by a collective vision and willingness to work on moving forward with actions that benefit children, their families, and the program as a whole (Deming, 2000; Miller, 2014; Wiggins &

Mathias, 2013). The FOCUS *CQI* process will be verified each year. Verification includes *CQI* process implementation and documentation of progress, utilizing recommended tools as a source of evidence. Updates and progress must be documented quarterly by the last days of March, June, September, and December.

QUALITY PRACTICES THAT SUPPORT CHILDREN'S GROWTH, DEVELOPMENT AND LEARNING					
INTENTIONAL LEADERSHIP: CONTINUOUS QUALITY IMPROVEMENT					
Essential Element - Plan	Examples of How The Element Can Be Verified	Met	Not Met	*Not Obs.	Document How The Element Was Verified
Program Planning: Meet the following requirements: 3 Use the program's Mission, Philosophy and Curriculum Statements to guide the CQI Process.	Verify by reviewing the following: Program's CQI to verify evidence of implementation and correlation with program's Mission, Philosophy and Curriculum Statements.				
3 Align the program's Mission, Philosophy and Curriculum Statements with the <i>Guiding Principles for the Full Participation of Young Children</i> . Document this alignment in the Family Handbook.	Verify by reviewing the following: Statements developed on how program will implement the <i>Guiding Principles for the Full Participation of Young Children</i> .				
3 Annually, administer the <i>CQI Strengths and Needs Survey</i> with Families, Educators and Board (if	Verify by reviewing the following: Surveys completed by Families, Educators and Board, when				

appropriate) to use as a source of evidence for program planning.	applicable. Evidence of how the program has used the survey results in program planning.				
3 Gather other appropriate sources of evidence relevant to five Essential Elements of Program Quality: 2, 3, 5, and 7 plus at least one additional area.	Verify by reviewing the following: Evidence to ensure appropriate sources used, relevant to five Essential Elements of Program Quality: 2, 3, 5, and 7 plus at least one additional area.				
4 Utilize at least one additional recommended self-assessment tool for program planning	Verify by reviewing the following: Completed self-assessments tools which may include: BAS, PAS, CLASS, ERS or other approved assessment tools.				
5 Include community partners in the self-assessment process.	Verify by reviewing the following: Evidence of community partners involvement in the self-assessment process.				
3 Establish a team to review the CQI Survey results and other Sources of Evidence to identify program strengths in Essential Elements 2, 3, 5, and 7 plus at least one additional area.	Verify by reviewing the following: Minutes from team meetings, sign-in sheets.				
3 Identify program improvements needs for Essential Elements 2, 3, 5, and 7 plus at least one additional area.	Verify by reviewing the following: Action Plans that include detailed information regarding improvement needs and plans on how to address those that correlate to Essential				

	Elements 2, 3, 5, and 7 plus at least one additional area.				
5 Over a period of four years, the program must have addressed all eight Essential Elements of Program Quality in the Program Improvement Plan.	Verify by reviewing the following: Action Plans that include detailed information regarding improvement needs and plans on how to address those that correlate to all eight Areas of Program Quality in the Program Improvement Plan.				
3 Identify one task to strengthen and improve Essential Elements 2, 3, 5, and 7 plus at least one additional area.	Verify by reviewing the following: Completed Action plans that demonstrate how Program's concerns have been addressed. Identifying correlation to at least one of the following Essential Elements 2, 3, 5, and 7 plus at least one additional area.				
Classroom Planning: 3 Annually, use the recommended self-assessment tools and other sources of evidence regarding all classroom's strengths and improvement needs for Essential Elements 2, 3, 5, and 7.	Verify by reviewing the following: Completed assessment along with Action Plans per classroom, demonstrating the classroom's strengths and improvement needs.				
4 Annually, use at least one additional self-assessment tool or other source of evidence to gather information in at least one classroom for Essential Elements 4 or 9.	Verify by reviewing the following: Completed assessments along with Action Plans per classroom, demonstrating the classrooms strengths and improvement needs.				
3 Together with the classroom teams, identify one task to strengthen and improve for each Essential Element 1, 2, 3, 5 and 7 for all classrooms.	Verify by reviewing the following: Completed assessment along with completed Action Plans per classroom, demonstrating the completion of at least one task per classroom.				

4 Together with at least one classroom team, identify a task to strengthen and improve classroom quality for Essential Element 4 or 9.	Verify by reviewing the following: Completed assessment along with completed Action Plans per classroom, demonstrating the completion of at least one task per classroom.				
5 Over a period of four years, all spaces must have addressed the eight Essential Elements of Program Quality in their Program Improvement Plan.	Verify by reviewing the following: Review evidence of successful completion of the eight Essential Elements of Program Quality have been addressed in the past five years' Program Improvement Plans.				
For Both Program and Classrooms – Plan: 3 Identify how you will measure progress, accomplishments and success. 3 Document program improvement plan 3 Coordinate program improvement plan with each individual's Professional Development Plan, as appropriate.	Verify by reviewing the following: Review completed Action Plans, monthly meetings sign in sheets and minutes, Program Improvement Plans and Professional Development Plans for the past year.				
Essential Element - Do	Examples of How The Element Can Be Verified	Met	Not Met	*Not Obs.	Document How The Element Was Verified
For Both Program and Classroom – Do: 3 Work as a team and individually on Action Plans. 3 Meet monthly as a team to reflect, track and document Action Plan Progress.	Verify by reviewing the following: Review completed Action Plans, monthly meeting sign-in sheets and minutes and Program Improvement Plans for the past year.				

3 Build staff knowledge and capacity.					
3 Measure your success.					
Essential Element - Study	Examples of How The Element Can Be Verified	Met	Not Met	*Not Obs.	Document How The Element Was Verified
For Both Program and Classroom – Study: 3 As a team, review data, share and document what is working what has been successful and what needs improving. 3 Celebrate successes. 3 Update progress on the Program Improvement Plan quarterly as per schedule.	Verify by reviewing the following: Review completed Action Plans, monthly meeting sign-in sheets and minutes and Program Improvement Plans for the past year.				

Essential Element - Act	Examples of How The Element Can Be Verified	Met	Not Met	*Not Obs.	Document How The Element Was Verified
For Both Program and Classrooms – Act: 3 Integrate successful practices. 3 Determine what more needs to be learned and done. 3 Consider revisions, modifications and additions to plan.	Verify by reviewing the following: Review completed Action Plans and Program Improvement Plans for the past year.				