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National Association for the
Education of Young Children

Early Learning Program

Quality Assessment
and Accreditation
Assessment Items

February 2025

Contents

Overview

Assessment Items in Bold: Required; Must be met to earn and maintain applicable Tier status.

Assessment Items in Italic: Optional; Provide a nominal boost to scores and do not negatively affect scores if unmet.

Assessment Items with Asterisk (*): System Wide Evidence eligible.

The following outlines the columns included for each assessment item:

Column Name	Description
Standard	Indicates the new Early Learning Program Standards number, based on the revised Standards. <u>Click here for more information on the Standards</u>. • Standard 1: Creating a Caring and Equitable Community of Learners • Standard 2: Engaging in Reciprocal Partnerships with Families and Fostering Community Connections • Standard 3: Planning and Implementing an Engaging Curriculum to meet Meaningful Goals • Standard 4: Teaching to Enhance Each Child's Development and Learning • Standard 5: Observing, Documenting and Assessing Children's Development and Learning • Standard 6: Promoting Health and Well-Being in Early Childhood Programs • Standard 7: Designing Physical Environments that are Safe, Engaging, and Accessible • Standard 8: Demonstrating Professionalism as Early Childhood Educators • Standard 9: Supporting Staff, Children, and Families through Effective Leadership and Management
Item No.	Revised item number based on the following convention: • R = Recognition Item • A = Accreditation Item • O = Observation-Based Accreditation Item • Early Learning Program Standards number is 2nd digit • Item number within Standard is 3rd digit Example: R.1.01 – Recognition Item within Standard 1 – Creating a Caring and Equitable Community of Learners
I - Infants	Indicates if the item is specific to infant age group (0-15 months)
T – Toddlers	Indicates if the item is specific to toddler age group. (12 to 36 months)
P – Preschool	Indicates if the item is specific to preschool age group. (30 months to 5 years)
K – Kindergarten	Indicates if the item is specific to kindergarten age group. (5-6 years served in the program; not before/after care for Kindergarteners)
Evidence Type	Type of evidence that will be used for assessment of the item: • Family Handbook • Staff Handbook • Narrative Description • Show & Describe • Observation
Item	The specific assessment item language.

Recognition

Document-Based Assessment Items

Item No.	I	T	P	K	Evidence Type	Item
R.1.01	X	X	X	X	Narrative Description	The program or provider has worked to establish warm, positive relationships with each child.
R.1.02	X	X	X	X	Narrative Description	The program or provider has worked to establish warm, positive relationships with each family.
R.1.03	X				Narrative Description	Educators have intentionally facilitated relationship building between infants.
R.1.03				X	Narrative Description	Educators have intentionally facilitated relationship building between kindergarteners.
R.1.03			X		Narrative Description	Educators have intentionally facilitated relationship building between preschoolers.
R.1.03		X			Narrative Description	Educators have intentionally facilitated relationship building between toddlers.
R.1.04	X				Narrative Description	Educators have created a learning environment that reflects infants' identities and families.
R.1.04				X	Narrative Description	Educators have created a learning environment that reflects kindergarteners' identities and families.
R.1.04			X		Narrative Description	Educators have created a learning environment that reflects preschoolers' identities and families.
R.1.04		X			Narrative Description	Educators have created a learning environment that reflects toddlers' identities and families.
R.1.05*	X	X	X	X	Narrative Description	Program leadership or providers and educators have worked to build awareness and understanding of how personal culture, beliefs, values, and biases impact our work as early learning professionals.
R.2.01*	X	X	X	X	Family Handbook	The family handbook informs families of how the program or provider shares information and communicates with families on an ongoing basis.
R.2.02*	X	X	X	X	Family Handbook	The family handbook outlines the steps that families can take to ask questions, raise concerns, or provide feedback on an ongoing basis.
R.2.03*	X	X	X	X	Family Handbook	The family handbook provides information about how family members can be involved in their child's learning environment and at the program or provider.
R.2.04	X	X	X	X	Narrative Description	The program or provider has been regularly informed about community events.
R.2.05	X	X	X	X	Family Handbook	The family handbook includes a list of community resources that support families.
R.3.01*	X	X	X	X	Narrative Description	The curriculum or learning approach that has been used is play-based.

Item No.	I	T	P	K	Evidence Type	Item
R.3.02	X	X	X	X	Narrative Description	Educators have intentionally planned what to teach and when to teach children specific learning content over time.
R.3.03*	X	X	X	X	Show and Describe	The curriculum or learning approach addresses each of the following domains: social and emotional development, physical development, language and communication development (literacy, writing, speaking), cognitive development (math, science, engineering), and creative arts.
R.4.01*	X	X	X	X	Family Handbook	The family handbook includes a written commitment to playful learning which describes 1) the ways in which children learn through play and 2) how play is incorporated into every learning experience.
R.4.02	X				Show and Describe	The curriculum or learning approach has guided educators in individualizing activities for infants.
R.4.02				X	Show and Describe	The curriculum or learning approach has guided educators in individualizing activities for kindergarteners.
R.4.02			X		Show and Describe	The curriculum or learning approach has guided educators in individualizing activities for preschoolers.
R.4.02		X			Show and Describe	The curriculum or learning approach has guided educators in individualizing activities for toddlers.
R.4.03	X	X	X	X	Narrative Description	The curriculum or learning approach that has been used is responsive to children's home languages, dialects, abilities, and/or cultures.
R.5.01*	X	X	X	X	Family Handbook	The family handbook includes information that describes how the program or provider uses observation-based assessments to evaluate children's development and learning.
R.5.02*	X	X	X	X	Family Handbook	The family handbook includes information that describes how the program or provider uses assessment of children's development and learning to inform overall program or provider improvements.
R.5.03*	X	X	X	X	Family Handbook	The family handbook includes information that describes how families may contribute to the assessment of their child's development and learning.
R.6.01*	X	X	X	X	Family Handbook	The family handbook includes a policy to address when sick children should be excluded from care and when they may return.
R.6.02*	X	X	X	X	Staff Handbook	The staff handbook includes information about when and how to wash hands and change diapers (if applicable).
R.6.03*	X	X	X	X	Staff Handbook	The staff handbook includes information about safe practices related to the preparation, serving, and storage of foods and drinks. This includes at minimum that all whole fruits and vegetables that are provided by the program or provider or provider are washed thoroughly before they are prepared and served to children. [ECO]

Item No.	I	T	P	K	Evidence Type	Item
R.6.04*	X	X	X	X	Show and Describe	All families receive snack and meal menus and families are notified of menu changes in a timely manner.
R.6.05*	**X**	**X**	**X**	**X**	**Staff Handbook**	**The staff handbook includes a child guidance policy that 1) prohibits the use of physical punishment, psychological abuse, or coercion and 2) addresses how disruptive and unsafe behaviors in children are handled, and 3) limits or eliminates the use of suspension, expulsion, and other exclusionary measures due to consistent and prolonged disruptive or unsafe behavior.**
R.6.06*	X	X	X	X	Family Handbook	The family handbook includes a policy which describes the expectations for active supervision for each age category served by the program or provider.
R.7.01*	X	X	X	X	Staff Handbook	The staff handbook includes information about how staff report and/or address facility and equipment maintenance issues or other health and safety problems.
R.7.02	X	X	X	X	Narrative Description	The program or provider has ensured that children have access to drinking water when heat conditions are harmful.
R.7.03	X	X	X	X	Narrative Description	Children have been protected from harmful weather conditions in outdoor learning environments.
R.7.04	X	X	X	X	Narrative Description	The program leadership or provider has regularly received Consumer Product Safety Commission (CPSC) recall notices and ensured that recalled products for young children are identified and removed from classrooms.
R.7.05	X	X	X	X	Narrative Description	The program or provider has ensured that there are adequate learning materials in all learning environments and how all children, including children with disabilities and those who need individual accommodation have equitable access and use of learning materials.
R.8.01	X	X	X	X	ELP Hub	At least 25% of assistant teachers fulfill the requirements for ECE I designation
R.8.02	X	X	X	X	ELP Hub	At least 25% of teachers fulfill the requirements for ECE II designation
R.8.03	X	X	X	X	ELP Hub	At least 25% of administrators fulfill the requirements for ECE III designation
R.8.04*	X	X	X	X	Show and Describe	The program or provider has developed an orientation plan for onboarding new staff which includes expectations for conduct based on the Code of Ethics for Early Childhood Educators.
R.8.05*	X	X	X	X	Staff Handbook	The staff handbook addresses professional development for educators to include annual training on: 1) Identifying and reporting child abuse and neglect, 2) the curriculum and learning approaches used in the program or provider, 3) the assessment methods used in the

Item No.	I	T	P	K	Evidence Type	Item
						program or provider, and 4) child development or developmentally appropriate practice.
R.9.01*	X	X	X	X	Staff Handbook	The staff handbook includes information about educator planning time and how educators can access curricular resources when planning activities.
R.9.02	X	X	X	X	Show and Describe	The position description for program or provider leadership includes responsibilities related to preparing, reviewing, and reconciling the program or provider's operating budget.
R.9.03	**X**	**X**	**X**	**X**	**Narrative Description**	**The program is in good standing with the applicable state licensing authority or applicable public or governmental regulatory system.**
R.9.04*	X	X	X	X	Family Handbook	The family handbook describes the expectations for confidentiality regarding information about enrolled children and their families.
R.9.05*	X	X	X	X	Staff Handbook	The staff handbook includes a policy which prevents volunteers and other service providers from working alone with children and ensures they are always supervised by a staff member that has successfully completed new employee orientation.

Accreditation

Document-Based Assessment Items

Item No.	I	T	P	K	Evidence Type	Item
A.1.01		X			Narrative Description	Toddlers have had opportunities to decide what the class will do together (e.g., unit of study, interest areas, which book to read or song to sing as a group).
A.1.01			X		Narrative Description	Preschoolers have had opportunities to decide what the class will do together (e.g., unit of study, interest areas, which book to read or song to sing as a group).
A.1.01				X	Narrative Description	Kindergarteners have had opportunities to decide what the class will do together (e.g., unit of study, interest areas, which book to read or song to sing as a group).
A.1.02		X			Show and Describe	Educators have anticipated and taken steps to prevent unsafe or disruptive behavior of toddlers.
A.1.02			X		Show and Describe	Educators have anticipated and taken steps to prevent unsafe or disruptive behavior of preschoolers.
A.1.02				X	Show and Describe	Educators have anticipated and taken steps to prevent unsafe or disruptive behavior of kindergarteners.
A.2.01	X				Show and Describe	Educators have communicated daily with the families of infants about each child's developmental milestones, individual activities, and/or shared caregiving issues.
A.2.01		X			Show and Describe	Educators have communicated daily with the families of toddlers about each child's developmental milestones, individual activities, and/or shared caregiving issues.
A.2.02			X		Show and Describe	Educators have communicated with the families of preschoolers about each child's developmental milestones, individual activities, and shared caregiving issues.
A.2.02				X	Show and Describe	Educators have communicated with the families of kindergarteners about each child's developmental milestones, individual activities, and shared caregiving issues.
A.2.03*	X	X	X	X	Family Handbook	The family handbook outlines at least two ways families can negotiate difficulties that arise which involve increasing levels of formality.
A.2.04	X	X	X	X	Narrative Description	The program or provider has addressed concerns a family has raised about their child's education or care.
A.2.05	X				Show and Describe	Educators have invited infants' family members to participate in learning experiences.
A.2.05		X			Show and Describe	Educators have invited toddlers' family members to participate in learning experiences.
A.2.05			X		Show and Describe	Educators have invited preschoolers' family members to participate in learning experiences.
A.2.05				X	Show and Describe	Educators have invited kindergarteners' family members to participate in learning experiences.

Item No.	I	T	P	K	Evidence Type	Item
A.2.06	X	X	X	X	Narrative Description	Information about families has been used to adapt the program or provider's environment.
A.2.07	X	X	X	X	Show and Describe	The program or provider has worked with other community organizations or groups to co-sponsor or participate in an event to enrich the experience of enrolled children and families.
A.2.08	X	X	X	X	Narrative Description	The program or provider has worked with neighboring businesses, residents, or city council to address shared interests or needs.
A.2.09	X	X	X	X	*Narrative Description*	*The program or provider has engaged in policy and/or advocacy work at the state or federal level in the past 12 months.*
A.2.10	X	X	X	X	Show and Describe	The program or provider has shared information about child-centered community events with families in the past year.
A.2.11	X				Narrative Description	Educators have used their knowledge of the community and/or local cultural resources to adapt the curriculum and create learning experiences for infants.
A.2.11		X			Narrative Description	Educators have used their knowledge of the community and/or local cultural resources to adapt the curriculum and create learning experiences for toddlers.
A.2.11			X		Narrative Description	Educators have used their knowledge of the community and/or local cultural resources to adapt the curriculum and create learning experiences for preschoolers.
A.2.11				X	Narrative Description	Educators have used their knowledge of the community and/or local cultural resources to adapt the curriculum and create learning experiences for kindergarteners.
A.2.12	X	X	X	X	*Narrative Description*	*The program or provider knows the general demographics of enrolled families and has evaluated whether the list of child and family support services provided to families is culturally and linguistically appropriate.*
A.2.13	X	X	X	X	*Show and Describe*	*The program or provider has developed a formalized process for community asset mapping to identify community strengths, local leaders, and resources.*
A.3.01	X	X	X	X	Narrative Description	The curriculum or learning approach has guided educators in facilitating learning activities and experiences that are driven by the children's interests.
A.3.02	X	X	X	X	Narrative Description	The curriculum or learning approach has guided educators in planning and implementing learning activities and experiences that guide children's 1) physical development, 2) social development, 3) emotional development, 4) cognitive development, and 5) identity development.

Item No.	I	T	P	K	Evidence Type	Item
A.3.03	*X*	*X*	*X*	*X*	*Narrative Description*	*Educators have received feedback about how they are implementing the curriculum or learning approach used.*
A.3.04	X				Show and Describe	The curriculum or learning approach has guided educators of infants in supporting their social and emotional development through social stories or books on a daily basis.
A.3.04		X			Show and Describe	The curriculum or learning approach has guided educators of toddlers in supporting their social and emotional development through social stories or books on a daily basis.
A.3.05			X		Show and Describe	The curriculum or learning approach has guided educators of preschoolers in supporting their social and emotional development by helping them recognize, label, and manage their emotions.
A.3.06				X	Show and Describe	The curriculum or learning approach has guided educators of kindergarteners in supporting their social and emotional development through planned activities or discussions to learn strategies for calming and learning about the feelings and needs of self and others.
A.3.07	X				Narrative Description	Educators have used developmentally appropriate curricular plans/guidance to support infants' fine motor and gross motor development on a weekly basis.
A.3.07		X			Narrative Description	Educators have used developmentally appropriate curricular plans/guidance to support toddlers' fine motor and gross motor development on a weekly basis.
A.3.07			X		Narrative Description	Educators have used developmentally appropriate curricular plans/guidance to support preschoolers' fine motor and gross motor development on a weekly basis.
A.3.07				X	Narrative Description	Educators have used developmentally appropriate curricular plans/guidance to support kindergarteners' fine motor and gross motor development on a weekly basis.
A.3.08		X			Show and Describe	The curriculum or learning approach has guided educators in providing toddlers with materials or planned conversations to support healthy hygiene habits.
A.3.08			X		Show and Describe	The curriculum or learning approach has guided educators in providing preschoolers with materials or planned conversations to support healthy hygiene habits.
A.3.08				X	Show and Describe	The curriculum or learning approach has guided educators in providing kindergarteners with materials or planned conversations to support healthy hygiene habits.
A.3.09	X				Narrative Description	Educators select books that reflect many diversities and help infants identify with characters and themes.

Item No.	I	T	P	K	Evidence Type	Item
A.3.09		X			Narrative Description	Educators have selected books that reflect many diversities and help toddlers identify with characters and themes.
A.3.09			X		Narrative Description	Educators have selected books that reflect many diversities and help preschoolers identify with characters and themes.
A.3.09				X	Narrative Description	Educators have selected books that reflect many diversities and help kindergarteners identify with characters and themes.
A.3.10	X				Show and Describe	The curriculum or learning approach has guided educators in the adaptive reading of books with and to infants.
A.3.10		X			Show and Describe	The curriculum or learning approach has guided educators in the adaptive reading of books with and to toddlers.
A.3.10			X		Show and Describe	The curriculum or learning approach has guided educators in the adaptive reading of books with and to preschoolers.
A.3.10				X	Show and Describe	The curriculum or learning approach has guided educators in the adaptive reading of books with and to kindergarteners.
A.3.11			X		Show and Describe	The curriculum or learning approach has guided educators of preschoolers in 1) modeling the use of a range of materials to create messages, lists, and other writings in support of children's play and 2) providing children daily opportunities to write or dictate their ideas.
A.3.11				X	Show and Describe	The curriculum or learning approach has guided educators of Kindergartners in 1) modeling the use of a range of materials to create messages, lists, and other writings in support of children's play and 2) providing children daily opportunities to write or dictate their ideas.
A.3.12			X		Narrative Description	Educators have helped preschoolers write the words and messages they are trying to communicate.
A.3.12				X	Narrative Description	Educators have helped kindergarteners write the words and messages they are trying to communicate.
A.3.13			X		Show and Describe	Preschool learning environments have provided children with printed letters and illustrated word/labels. If posted, these materials must have been at children's eye level.
A.3.13				X	Show and Describe	Kindergarten learning environments have provided children with printed letters and illustrated word/labels. If posted, these materials must have been at children's eye level.

Page 10

Item No.	I	T	P	K	Evidence Type	Item
A.3.14			X		Show and Describe	The curriculum or learning approach has guided educators of preschoolers in planning experiences that enhance phonological and phonemic awareness.
A.3.14				X	Show and Describe	The curriculum or learning approach has guided educators of kindergarteners in planning experiences that enhance phonological and phonemic awareness.
A.3.15	X				Show and Describe	The curriculum or learning approach has guided educators of infants in their gradual discovery of math concepts and language over time.
A.3.16		X			Show and Describe	The curriculum or learning approach has guided educators of toddlers in planning or responding to activities which support sorting or organizing shapes, sizes, colors, and other attributes.
A.3.16			X		Show and Describe	The curriculum or learning approach has guided educators of preschoolers in planning or responding to activities which support sorting or organizing shapes, sizes, colors, and other attributes.
A.3.16				X	Show and Describe	The curriculum or learning approach has guided educators of kindergarteners in planning or responding to activities which support sorting or organizing shapes, sizes, colors, and other attributes.
A.3.17			X		Show and Describe	The curriculum or learning approach has guided educators of preschoolers in planning or responding to activities which support pattern building and recognition.
A.3.17				X	Show and Describe	The curriculum or learning approach has guided educators of kindergarteners in planning or responding to activities which support pattern building and recognition.
A.3.18			X		Show and Describe	The curriculum or learning approach has guided educators of preschoolers in planning activities or materials to support understanding of whole numbers (counting, one-to-one correspondence, number relationships) and beginning operations (joining and separating sets).
A.3.19				X	Show and Describe	The curriculum or learning approach has guided educators of kindergarteners in planning or responding to learning experiences that encourage children to do addition, subtraction, and other numerical functions using numerical symbols and operators.
A.3.20			X		Show and Describe	The curriculum or learning approach has guided educators of preschoolers in planning or responding to activities to support math reasoning by solving practical problems during daily activities.
A.3.20				X	Show and Describe	The curriculum or learning approach has guided educators of Kindergartners in planning or responding to activities to support math reasoning by solving practical problems during daily activities.

Item No.	I	T	P	K	Evidence Type	Item
A.3.21	X				Show and Describe	The curriculum or learning approach has guided educators of infants in supporting curiosity, observation, and engagement with daily natural events and patterns.
A.3.21		X			Show and Describe	The curriculum or learning approach has guided educators of toddlers in supporting curiosity, observation, and engagement with daily natural events and patterns.
A.3.22			X		Show and Describe	The curriculum or learning approach has guided educators of preschoolers in planning or responding to experiences that build understanding of the structure and properties of matter.
A.3.22				X	Show and Describe	The curriculum or learning approach has guided educators of kindergarteners in planning or responding to experiences that build understanding of the structure and properties of matter.
A.3.23			X		Show and Describe	The curriculum or learning approach has guided educators of preschoolers in planning or responding to experiences that allow children to engage in scientific practices (observation, prediction, collecting data, discussing and representing information).
A.3.23				X	Show and Describe	The curriculum or learning approach has guided educators of kindergarteners in planning or responding to experiences that allow children to engage in scientific practices (observation, prediction, collecting data, discussing and representing information).
A.3.24	X				Show and Describe	The curriculum or learning approach has guided educators in planning or responding to infants' interest in artistic expression in open-ended, process-oriented ways.
A.3.24		X			Show and Describe	The curriculum or learning approach has guided educators in planning or responding to toddlers' interest in artistic expression in open-ended, process-oriented ways.
A.3.24			X		Show and Describe	The curriculum or learning approach has guided educators in planning or responding to preschoolers' interest in artistic expression in open-ended, process-oriented ways.
A.3.24				X	Show and Describe	The curriculum or learning approach has guided educators in planning or responding to kindergarteners' interest in artistic expression in open-ended, process-oriented ways.
A.4.01		X			Narrative Description	Educators have engaged in collaborative inquiry with toddlers individually and with small groups of children.
A.4.01			X		Narrative Description	Educators have engaged in collaborative inquiry with preschoolers individually and with small groups of children.

Item No.	I	T	P	K	Evidence Type	Item
A.4.01				X	Narrative Description	Educators have engaged in collaborative inquiry with kindergarteners individually and with small groups of children.
A.4.02	X				Show and Describe	The curriculum or learning approach has guided educators in planning or responding to opportunities for infants to learn from each other.
A.4.02		X			Show and Describe	The curriculum or learning approach has guided educators in planning or responding to opportunities for toddlers to learn from each other.
A.4.02			X		Show and Describe	The curriculum or learning approach has guided educators in planning or responding to opportunities for preschoolers to learn from each other.
A.4.02				X	Show and Describe	The curriculum or learning approach has guided educators in planning or responding to opportunities for kindergarteners to learn from each other.
A.4.03		X			Show and Describe	The curriculum or learning approach has guided teachers in planning or responding to activities that allow toddlers to engage in group projects.
A.4.03			X		Show and Describe	The curriculum or learning approach has guided teachers in planning or responding to activities that allow preschoolers to engage in group projects.
A.4.03				X	Show and Describe	The curriculum or learning approach has guided teachers in planning or responding to activities that allow kindergarteners to engage in group projects.
A.4.04		X			Narrative Description	Educators have helped toddlers express their ideas about curriculum content and build upon the meaning of their experiences.
A.4.04			X		Narrative Description	Educators have helped preschoolers express their ideas about curriculum content and build upon the meaning of their experiences.
A.4.04				X	Narrative Description	Educators have helped kindergarteners express their ideas about curriculum content and build upon the meaning of their experiences.
A.4.05	X				Narrative Description	Educators have departed from an activity or lesson when infants showed disinterest.
A.4.05		X			Narrative Description	Educators have departed from an activity or lesson when toddlers showed disinterest.
A.4.05			X		Narrative Description	Educators have departed from an activity or lesson when preschoolers showed disinterest.

Item No.	I	T	P	K	Evidence Type	Item
A.4.05				X	Narrative Description	Educators have departed from an activity or lesson when kindergarteners showed disinterest.
A.4.06		X			Show and Describe	The curriculum or learning approach has guided educators in planning or responding to opportunities to teach toddlers self-help skills in meaningful and achievable parts.
A.4.06			X		Show and Describe	The curriculum or learning approach has guided educators in planning or responding to opportunities to teach preschoolers self-help skills in meaningful and achievable parts.
A.4.06				X	Show and Describe	The curriculum or learning approach has guided educators in planning or responding to opportunities to teach kindergarteners self-help skills in meaningful and achievable parts.
A.4.07	X				Show and Describe	Educators have intentionally revisited learning experiences for infants over several days to reinforce and expand on learning.
A.4.07		X			Show and Describe	Educators have intentionally revisited learning experiences for toddlers over several days to reinforce and expand on learning.
A.4.08			X		Show and Describe	Educators have intentionally revisited learning experiences for preschoolers over several weeks to reinforce and expand on learning.
A.4.08				X	Show and Describe	Educators have intentionally revisited learning experiences for kindergarteners over several weeks to reinforce and expand on learning.
A.4.09	X				Narrative Description	Educators have modified the procedures or time for an activity or learning unit to individualize learning for infants.
A.4.09		X			Narrative Description	Educators have modified the procedures or time for an activity or learning unit to individualize learning for toddlers.
A.4.09			X		Narrative Description	Educators have modified the procedures or time for an activity or learning unit to individualize learning for preschoolers.
A.4.09				X	Narrative Description	Educators have modified the procedures or time for an activity or learning unit to individualize learning for kindergarteners.
A.4.10	X				Narrative Description	Educators have made an activity less difficult to enable infants to develop toward skill mastery (scaffolding).

Item No.	I	T	P	K	Evidence Type	Item
A.4.10		X			Narrative Description	Educators have made an activity less difficult to enable toddlers to develop toward skill mastery (scaffolding).
A.4.10			X		Narrative Description	Educators have made an activity less difficult to enable preschoolers to develop toward skill mastery (scaffolding).
A.4.10				X	Narrative Description	Educators have made an activity less difficult to enable kindergarteners to develop toward skill mastery (scaffolding).
A.4.11	X				Narrative Description	Educators have made an activity more difficult as infants refine skills or gain new skills and knowledge (scaffolding).
A.4.11		X			Narrative Description	Educators have made an activity more difficult as toddlers refine skills or gain new skills and knowledge (scaffolding).
A.4.11			X		Narrative Description	Educators have made an activity more difficult as preschoolers refine skills or gain new skills and knowledge (scaffolding).
A.4.11				X	Narrative Description	Educators have made an activity more difficult as kindergarteners refine skills or gain new skills and knowledge (scaffolding).
A.4.12	X				Show and Describe	Educators have changed materials or equipment in the learning environment as infants' skill levels change over time.
A.4.12		X			Show and Describe	Educators have changed materials or equipment in the learning environment as toddlers' skill levels change over time.
A.4.12			X		Show and Describe	Educators have changed materials or equipment in the learning environment as preschoolers' skill levels change over time.
A.4.12				X	Show and Describe	Educators have changed materials or equipment in the learning environment as kindergarteners' skill levels change over time.
A.4.13*	X	X	X	X	*Staff Handbook*	*The staff handbook includes a policy to address the use of technology in learning environments. The policy 1) restricts screen time and media use to children over the age of 2 years, 2) limits technology and media use to less than 30 minutes in half-day program or providers and 60 minutes in full-day program or providers for toddlers over the age of 2 years, and 3) instructs educators of preschoolers and kindergarteners to integrate technology use into*

Item No.	I	T	P	K	Evidence Type	Item
						children's play and offering children access to apps that support collaborative play.
A.4.14	X				Narrative Description	Educators have modified the curriculum or learning approach to reflect 1) the values and/or beliefs of enrolled families of infants, 2) the experiences of the infants, and 3) the languages and/or dialects spoken by the infants (and/or their families).
A.4.14		X			Narrative Description	Educators have modified the curriculum or learning approach to reflect 1) the values and/or beliefs of enrolled families of toddlers, 2) the experiences of the toddlers, and 3) the languages and/or dialects spoken by the toddlers.
A.4.14			X		Narrative Description	Educators have modified the curriculum to reflect 1) the values and/or beliefs of enrolled families of preschoolers, 2) the experiences of the preschoolers, and 3) the languages and/or dialects spoken by the preschoolers.
A.4.14				X	Narrative Description	Educators have modified the curriculum to reflect 1) the values and/or beliefs of enrolled families of kindergarteners, 2) the experiences of the kindergarteners, and 3) the languages and/or dialects spoken by the kindergarteners.
A.4.15	X				Show and Describe	The curriculum or learning approach has been used by educators to incorporate words and language that reflects the local community and/or cultures in planned activities and in learning spaces for infants.
A.4.15		X			Show and Describe	The curriculum or learning approach has been used by educators to incorporate words and language that reflects the local community and/or cultures in planned activities and in learning spaces for toddlers.
A.4.15			X		Show and Describe	The curriculum or learning approach has been used by educators to incorporate words and language that reflects the local community and/or cultures in planned activities and in learning spaces for preschoolers.
A.4.15				X	Show and Describe	The curriculum or learning approach has been used by educators to incorporate words and language that reflects the local community and/or cultures in planned activities and in learning spaces for kindergarteners.
A.5.01*	X	X	X	X	Show and Describe	Developmental screenings have been completed annually for all children to evaluate children's language, cognition, gross motor, fine motor and social-emotional development.

Item No.	I	T	P	K	Evidence Type	Item
A.5.02*	X	X	X	X	Staff Handbook	The staff handbook outlines the steps taken to partner with families when there is reason to believe that a child has a developmental delay or other special need. These procedures include: 1) providing families with the documentation and explanation for the concern, 2) suggested next steps the family can take, and 3) information about resources for diagnostic evaluation.
A.5.03*	X	X	X	X	Show and Describe	Vision and hearing screenings have been conducted on all children annually.
A.5.04*	X	X	X	X	Narrative Description	The curriculum or learning approach has been aligned with the assessment methods used by the program or provider.
A.5.05	X				Show and Describe	Educators have used information from an observational assessment to create an individualized activity for infants through intentional selection of materials and/or instruction.
A.5.05		X			Show and Describe	Educators have used information from an observational assessment to create an individualized activity for toddlers through intentional selection of materials and/or instruction.
A.5.05			X		Show and Describe	Educators have used information from an observational assessment to create an individualized activity for preschoolers through intentional selection of materials and/or instruction.
A.5.05				X	Show and Describe	Educators have used information from an observational assessment to create an individualized activity for kindergarteners through intentional selection of materials and/or instruction.
A.5.06	X	X	X	X	Narrative Description	Educators, families, other program or provider staff, or specialized consultants have worked as a team to develop and implement individualized care or learning plans for a child.
A.5.07	X	X	X	X	Narrative Description	Child assessment results have been used to inform overall program or provider improvements in the past 12 months.
A.5.08*	X	X	X	X	Family Handbook	The family handbook describes at least two ways family members can provide their own observations from home to contribute to the child assessment process.
A.6.01*	X	X	X	X	Staff Handbook	The staff handbook includes a written procedure for promptly notifying families and, if necessary, temporarily excluding any under immunized children from care if a vaccine-preventable disease to which the children are susceptible occurs in the program or provider.

Item No.	I	T	P	K	Evidence Type	Item
A.6.02*	X	X	X	X	Staff Handbook	The staff handbook includes a policy addressing when sick staff should be excluded from work and when they may return.
A.6.03*	X	X	X	X	Staff Handbook	The staff handbook includes a medication policy which states that medications are stored in locked containers except those that must be readily available for emergency use. Emergency use medications are not required to be locked but must be inaccessible to children.
A.6.04*	X	X	X	X	Staff Handbook	The staff handbook includes a medical needs policy in which the program or provider assures that an appropriately trained staff member is always present when children who require specialized medical care are present.
A.6.05*	X	X	X	X	Staff Handbook	The staff handbook includes a diapering policy which includes instructions for staff to check for and change wet or soiled diapers when children wake up from naps.
A.6.06*	X	X	X	X	Staff Handbook	The staff handbook includes a hand hygiene policy that instructs staff to wash or sanitize hands 1) before and after feeding a child, 2) before and after administering medication, 3) after handling garbage, and 4) after cleaning.
A.6.07*	X				Family Handbook	The family handbook includes an infant feeding policy that requires breast milk to be labeled with the infant's full name and the date that the milk was expressed to ensure that staff and providers are able to offer the oldest milk first.
A.6.08*	X				Staff Handbook	The staff handbook instructs staff to discard unfinished breast milk that has been unrefrigerated for more than 2 hours.
A.6.09*	X	X	X	X	Staff Handbook	The staff handbook includes a food safety policy which instructs staff to never use plastic or polystyrene (Styrofoam) containers, plates, bags, or wraps when microwaving children's food or beverages.
A.6.10*	X	X	X	X	Show and Describe	Child nutrition guidelines have been referenced when planning menus for the types and amounts of food provided to children by the program or provider.
A.6.11	X	X	X	X	Narrative Description	The program or provider has worked with families in developing care plans for children with special dietary, medical, or cultural feeding needs. This at minimum includes 1) how staff are informed of and trained on special feeding needs, 2) how staff are held accountable to following established feeding plans, and 3) how families are provided necessary information to

Item No.	I	T	P	K	Evidence Type	Item
						know that their child's special feeding needs are being met.
A.6.12*	X	X	X	X	Show and Describe	The cleaning products that have been used by the program or provider are non-toxic and fragrance-free.
A.6.13*	X	X	X	X	Show and Describe	The program or provider has developed health and safety policies and/or procedures to reduce staff and child exposure to environmental hazards.
A.6.14*	X	X	X	X	Family Handbook	The family handbook includes a policy discouraging idling vehicles in parking areas, except if vehicles need to idle in extreme heat or cold to maintain interior or engine temperatures.
A.6.15*	**X**	**X**	**X**	**X**	**Staff Handbook**	**The staff handbook includes a child guidance policy that 1) includes examples and definitions of physical abuse, psychological abuse, and coercion, 2) outlines the steps the program or provider will take to address disruptive and unsafe behavior to include a) assessing why the behavior is happening, b) how the program or provider will work with families and other professionals to develop individualized plans, and c) how positive behavior support strategies will be used.**
A.6.16*	X	X	X	X	Staff Handbook	The staff handbook includes a child guidance policy that addresses the use of suspension, expulsion, and other exclusionary measures due to consistent and prolonged disruptive or unsafe behavior. The policy includes 1) the specific circumstances under which these types of separations may occur, 2) the specific steps to be taken before a decision to exclude is considered, 3) separations do not happen until all other possible interventions have been exhausted (refer to item A.6.15), and 4) how the program or provider will assist the family in accessing services and alternative placement.
A.6.17*	**X**	**X**	**X**	**X**	**Staff Handbook**	**The staff handbook includes a supervision policy which states 1) infants and toddlers are always supervised by sight and sound and 2) preschoolers and kindergarteners are primarily supervised by sight and sound with brief periods where they may be supervised by sound only, as is developmentally appropriate.**
A.6.18*	**X**	**X**	**X**	**X**	**Staff Handbook**	**The staff handbook includes a policy that outlines the expectation for all educators who work directly with children to be certified in pediatric CPR and first aid.**

Item No.	I	T	P	K	Evidence Type	Item
A.6.19*	X	X	X	X	Family Handbook	The family handbook includes relevant emergency response plans.
A.6.20*	**X**				**Staff Handbook**	**The staff handbook includes an infant sleep policy to include that:** **1) all staff must place infants younger than 12 months on their backs to sleep without the use of infant sleep positioners, unless ordered by a physician,** **2) when infants younger than 12 months arrive at the program or provider asleep, or fall asleep in equipment not specifically designed for infant sleep, the infant is removed and placed in appropriate sleep equipment (including infants who fall asleep while being held by program staff and providers), and** **3) soft items are not allowed in cribs or infant sleep equipment for infants younger than 12 months.**
A.6.21*	X	X	X	X	Show and Describe	The program or provider has developed health and safety procedures to reduce staff and child injuries.
A.6.22*	X	X	X	X	Narrative Description	Staff-related policies, practices, or projects have promoted a collaborative, inclusive organizational climate.
A.7.01*	X	X	X	X	Show and Describe	The program or provider uses an Integrated Pest Management (IPM) system to eliminate or reduce harmful chemical exposures along with non-toxic pest management techniques inside and outside the facility whenever possible.
A.7.02	X	X	X	X	Show and Describe	Each outdoor learning environment has been designed to protect children from harmful weather conditions.
A.7.03	X	X	X	X	Narrative Description	The program or provider has informed families of relevant Consumer Product Safety Commission (CPSC) recall notices.
A.7.04		X			Show and Describe	Handwashing sinks in toddler learning environments have been aligned with principles for universal design and have allowed all children to reach and use hand-washing sinks without assistance.
A.7.04			X		Show and Describe	Handwashing sinks in preschool learning environments have been aligned with principles for universal design and have allowed all children to reach and use hand-washing sinks without assistance.
A.7.04				X	Show and Describe	Handwashing sinks in kindergarten learning environments have aligned with principles for universal design and have allowed all children to reach and use hand-washing sinks without assistance.

Item No.	I	T	P	K	Evidence Type	Item
A.7.05	X	X	X	X	Show and Describe	Each indoor and outdoor gross motor environment provided by the program has been designed to provide at least 75 square feet of play space for each child playing at any time.
A.7.06	X	X	X	X	Show and Describe	Each indoor learning environment has been designed to provide at least 42 square feet of play space for each child playing at any time.
A.7.07	X	X	X	X	Show and Describe	Each indoor learning environment has been designed to provide at least 54 square feet of play space for each child playing at any time.
A.8.01	X	X	X	X	ELP Hub	At least 50% of assistant teachers fulfill the requirements for ECE I designation
A.8.02	X	X	X	X	ELP Hub	At least 50% of teachers fulfill the requirements for ECE II designation
A.8.03	X	X	X	X	ELP Hub	At least 50% of administrators fulfill the requirements for ECE III designation
A.8.04	X	X	X	X	ELP Hub	100% of assistant teachers fulfill the requirements for ECE I designation
A.8.05	X	X	X	X	ELP Hub	100% of teachers fulfill the requirements for ECE II designation
A.8.06	X	X	X	X	ELP Hub	100% of administrators fulfill the requirements for ECE III designation
A.8.07*	X	X	X	X	Staff Handbook	The staff handbook describes that new educators must complete an orientation plan for onboarding before working alone with children.
A.8.08*	X	X	X	X	Show and Describe	The program or provider has developed an orientation plan for onboarding new staff which includes a review of: 1) policies and procedures, 2) curriculum and learning approaches, 3) assessment methods, 4) child and family information, 5) child guidance and classroom management techniques, 6) the daily activities and routines of the assigned class.
A.8.09*	X	X	X	X	Narrative Description	At least three program or provider policies have been connected to the Code of Ethics for Early Childhood Educators.
A.8.10	X	X	X	X	Show and Describe	Educators have participated in advocacy or professional learning activities that connected with other early learning professionals in the community.
A.8.11*	X	X	X	X	Show and Describe	The professional development plan for educators has been reviewed and updated annually.
A.8.12*	X	X	X	X	Show and Describe	The professional development plan for educators has been developed to include access to trainings on: 1) ethical issues relevant to early learning, 2) serving children and families from a variety of contexts,

Item No.	I	T	P	K	Evidence Type	Item
						3) communication and collaboration skills to support a positive work environment, 4) trauma and adverse childhood experiences, and 5) disabilities and complex medical needs in young children.
A.8.13*	X	X	X	X	*Show and Describe*	*Educators are offered continuous job-embedded instructional coaching either within the program or provider by pairing newer staff with those that are more seasoned, or through outside supports.*
A.8.14*	X	X	X	X	*Show and Describe*	*The program or provider has provided professional development and/or mentoring and coaching experiences for other early learning programs, providers, and professionals related to Developmentally Appropriate Practice and high-quality early learning practices.*
A.8.15*	X	X	X	X	Show and Describe	The professional development plan for administrators and leaders has been developed to include annual training on: 1) leadership development (adult learning, conducting performance evaluations, adhering to personnel policies) and 2) fiscal management (budgeting, software training, payroll).
A.8.16	X	X	X	X	Narrative Description	Program administrators, leaders, and/or providers have maintained awareness of updates and changes in local, state, tribal, and/or federal policies related to early care and learning and family related services.
A.9.01*	**X**	**X**	**X**	**X**	**Staff Handbook**	**The staff handbook includes a policy which describes 1) how the rights of staff members and the children in their care are protected when a staff member is accused of abusing or neglecting children in their care and 2) how staff members who report legitimate suspicions of child abuse and/or neglect are protected from retaliation for doing so.**
A.9.02*	X	X	X	X	Show and Describe	Educators are regularly assigned to work with the same children day-to-day and stably over time. For infants and toddlers, show that the goal is for these children to remain with the same educators for a minimum of 9 months.
A.9.03*	X	X	X	X	Staff Handbook	The staff handbook includes procedures that address how to maintain developmentally appropriate staff-to-child ratios and class sizes: 1) during all hours of operation, 2) in learning environments and other indoor settings, 3) in outdoor learning environments, and 4) during field trips.
A.9.04*	X	X	X	X	Narrative Description	Annual performance reviews for educators and administrators have included opportunities for self-evaluation and professional reflection.

Item No.	I	T	P	K	Evidence Type	Item
A.9.05*	X	X	X	X	Staff Handbook	The staff handbook includes information about the employee benefits package which includes 1) health insurance, 2) education benefits, 3) retirement plan, and 4) sick leave and vacation/personal leave.
A.9.06*	X	X	X	X	Staff Handbook	The staff handbook includes information about staff planning time which specifies that educators are scheduled for at least 60 minutes of collaborative planning time weekly, during which they do not supervise awake children.
A.9.07*	X	X	X	X	Show and Describe	The program or provider has developed salary scales that include increments based on professional qualification, staff role, length of employment, and performance evaluation.
A.9.08*	X	X	X	X	Staff Handbook	The staff handbook includes information about how staff can locate resources that support them in stress management, prevention and treatment of depression, and/or general wellness.
A.9.09*	X	X	X	X	Staff Handbook	The staff handbook includes the program or provider's policies around staff breaks to include: 1) a minimum of 15-minute break after 4 hours of working directly with children and 2) that immediate breaks for brief periods of a few minutes may be requested when staff are unable to perform their duties safely and appropriately.
A.9.10*	X	X	X	X	Staff Handbook	The staff handbook includes resignation, termination, and grievance procedures.
A.9.11*	X	X	X	X	Show and Describe	The program or provider has developed relevant work materials (e.g., the staff manual, other relevant policies and procedures, professional development) in multiple languages when multi-lingual staff are employed.
A.9.12	X	X	X	X	Show and Describe	The program or provider has created quarterly or monthly accounting reports that include a reconciliation of expenses to budget.
A.9.13	X	X	X	X	Show and Describe	A financial review or financial audit was conducted in the most recent fiscal year.
A.9.14	**X**	**X**	**X**	**X**	**Narrative Description**	**The program is in good standing with the applicable state licensing authority or applicable public or governmental regulatory system at the time of assessment.**
A.9.15*	X	X	X	X	Staff Handbook	The staff handbook includes a confidentiality policy that addresses program or provider and educator use of social media regarding the protection of privacy and consent of children, families, and colleagues

Item No.	I	T	P	K	Evidence Type	Item
A.9.16*	X	X	X	X	Show and Describe	Before working with children, volunteers and other service providers (special education, therapy, extracurriculars) have been given a packet to review which includes: 1) relevant health, safety, and emergency procedures, 2) acceptable guidance and learning environment management techniques, and 3) mandated reporting procedures.
A.9.17*	X	X	X	X	Staff Handbook	The staff handbook includes procedures to address unusual circumstances at arrival and departure.
A.9.18*	X	X	X	X	Show and Describe	The program or provider has developed a detailed, written strategic plan that includes what the program or provider will do to: 1) implement the program or provider's vision and mission, 2) achieve desired child outcomes, 3) maintain high-quality services to children and families (NAEYC accreditation, use of other quality rating scales and instruments, participation in state quality rating/improvement systems, fidelity to an evidence-based curriculum) , and 4) assure adequate funding for future needs.

Observation-Based Assessment Items

Item No.	I	T	P	K	Evidence Type	Item
O.1.01	X	X	X	X	Observation	Educators consider children's differing activity levels when relating to each child.
O.1.02	X				Observation	Infant educators regularly communicate with individual infants (e.g., talk, coo, sing to, and repeat infant sounds).
O.1.03	X				Observation	Educators facilitate infants' interest in looking at, touching, or vocalizing to others.
O.1.04		X	X	X	Observation	When toddler, preschool, and kindergarten children are in conflict, educators support them in thinking of alternative solutions rather than immediately providing a solution.
O.1.05	X	X	X	X	Observation	Educators use narration and description of ongoing interactions to identify or model prosocial behaviors in children.
O.1.06		X	X	X	Observation	Educators guide and support toddlers, preschoolers, and kindergarteners in regulating their physical impulses.
O.1.07	X	X	X	X	Observation	Materials in the learning environment show persons with differing abilities engaged in activities that counteract stereotypical limitations.

Item No.	I	T	P	K	Evidence Type	Item
O.1.08	X	X	X	X	Observation	Materials in the learning environment represent the racial, ethnic, and cultural identities of the children and families in the program as well as society at large. These materials are not stereotypical, books are written by diverse authors and depict people in a variety of roles.
O.2.01	X	X	X	X	Observation	Staff communication with families is culturally sensitive and professional.
O.3.01	X	X	X	X	Observation	Children are provided opportunities to engage in playful learning activities.
O.3.02	X	X	X	X	Observation	Children are provided opportunities to engage in self-directed play and learning.
O.3.03	X	X	X	X	Observation	Educators integrate ideas and content across multiple learning domains in observed conversations and activities.
O.3.04	X	X			Observation	Infant and toddler educators use co-regulation to help children manage their emotions.
O.3.05	X	X	X	X	Observation	Children have chances to recognize and name their own and other's feelings.
O.3.06		X	X	X	Observation	Toddlers, preschoolers, and kindergarteners have chances to understand that others may have different thoughts and opinions than their own.
O.3.07	X	X			Observation	Infant and toddler learning environments provide children with access to a variety of materials and activities that promote freedom of movement (e.g., rolling, crawling, walking, ball play, balancing).
O.3.08			X	X	Observation	Preschool and kindergarten learning environments provide children with access to a variety of materials and activities that encourage vigorous exercise and physical skills (e.g., catching, running, balancing, jumping, and climbing).
O.3.09	X	X	X	X	Observation	Learning environments provide children with access to a variety of materials and activities that encourage development of fine motor skills.
O.3.10		X	X	X	Observation	Toddler, preschool, and kindergarten learning environments provide children with visual displays and educators use planned conversation or verbal reminds to support healthy hygiene habits.
O.3.11	X	X	X	X	Observation	Learning environments provide children with access to a variety of books that reflect the many diversities of society and also reflect the identities and experiences of the children themselves.
O.3.12	X				Observation	Infant educators lap read with individual children and engage them in the story or content.
O.3.13		X	X	X	Observation	Toddler, preschool, and kindergarten educators sit with individual children or groups of children to read books and engage them in the story or content.

Item No.	I	T	P	K	Evidence Type	Item
O.3.14			X	X	Observation	Preschoolers and Kindergarteners have access to a variety of books (e.g., picture books, content books, rhyming books, books of varying levels of difficulty) in multiple areas within the learning environment.
O.3.15			X	X	Observation	Preschool and kindergarten learning environments provide children with access to writing materials or activities in at least three different learning areas.
O.3.16		X	X		Observation	Educators of toddlers, preschoolers, and kindergarteners use words the children may not understand and provide explanations or examples of these words.
O.3.17			X	X	Observation	Educators in preschool and kindergarten classrooms regularly use oral blending and segmenting when communicating with children (in planned lessons and throughout the day).
O.3.18		X	X	X	Observation	The learning environment for toddlers, preschoolers, and kindergarteners provides children with access to materials that allow them to sort or organize shapes, sizes, colors, and other attributes.
O.3.19			X	X	Observation	The learning environment for preschoolers and kindergarteners provides children with access to materials that allow them to recognize and name repeating patterns.
O.3.20			X	X	Observation	Preschool and kindergarten learning environments provide children with access to a variety of math manipulatives.
O.3.21				X	Observation	Kindergarten learning spaces provide children with access to opportunities and materials to measure things.
O.3.22			X	X	Observation	Educators in preschool and kindergarten learning environments recognize opportunities to support developing math reasoning throughout the day.
O.3.23	X	X	X	X	Observation	Learning environments provide children with access to a variety of developmentally appropriate and interesting materials (colors, textures, sounds, weights, liquids, solids, patterns) with which they can explore and interact with.
O.3.24			X	X	Observation	In preschool and kindergarten learning spaces, there are at least two representations of data collection (e.g., drawing or graphing) included in child eye-level displays.
O.3.25	X	X			Observation	Infant and toddler educators have access to a variety of developmentally appropriate art materials such as non-toxic paints and watercolors, large-size crayons, collage materials, paper, playdough, large-size brushes.
O.3.26			X	X	Observation	Preschool and Kindergarteners have access to a variety of materials with which to create two- and three-dimensional art.

Item No.	I	T	P	K	Evidence Type	Item
O.4.01		X	X	X	Observation	When needed, educators support toddlers, preschoolers, and kindergarteners in performing daily cleanup and maintenance jobs in the learning environment.
O.4.02	X	X	X	X	Observation	Educators plan for children to smoothly transition from one activity to the next.
O.4.03	X				Observation	Educators adapt schedules and routines for infants based on their individual needs and interests.
O.4.04	X	X			Observation	Educators listen, narrate, and respond to what infants and toddlers say or do by providing additional information.
O.4.5			X	X	Observation	Educators have conversations with preschoolers and kindergarteners about their experiences.
O.4.6		X	X	X	Observation	Educators use their knowledge of curriculum content to pose problems and ask questions that stimulate toddlers, preschoolers, and kindergarteners to think.
O.4.07		X	X	X	Observation	The learning environment for toddlers, preschoolers, and kindergarteners includes at least two displays at child eye-level that have been created to help children reflect on and extend their learning.
O.4.08		X	X	X	Observation	Educators help toddlers, preschoolers, and kindergarteners identify and use what they already know.
O.4.09	X	X	X	X	Observation	Educators make suggestions, introduce new materials, use demonstrations, and offer encouragement when children need additional support in mastering a developing skill (scaffolding).
O.4.10	X	X	X	X	Observation	Educators advance children's further learning by making activities a little more difficult (scaffolding).
O.4.11	X	X	X	X	Observation	Educators have access to a variety of equipment and materials that can be rotated in and out of the learning environment to support children's changing skill levels over time.
O.4.12	X	X			Observation	Educators do not offer screen time or media use to infants or toddlers under the age of 2 years.
O.4.13		X			Observation	Educators do not exceed recommended screen time and media use to toddlers over the age of 2 (30 minutes in half-day programs and 60 minutes in full-day programs).
O.4.14			X	X	Observation	Educators of preschoolers and kindergarteners integrate technology use with the curriculum and as a tool to support children's communication, collaboration, and inquiry.
O.4.15	X	X	X	X	Observation	Learning spaces provide children with learning opportunities and materials that reflect a variety of family structures. At minimum, photographs of children's families displayed at child eye level and there are

Item No.	I	T	P	K	Evidence Type	Item
						multiple books available to children that reflect a variety of family structures found in society at large.
O.4.16	X	X	X	X	Observation	Learning spaces provide children with learning opportunities and materials that reflect the local community and/or cultures.
O.6.01	X	X	X	X	Observation	Children and adults wash or sanitize their hands before and after meals and snacks.
O.6.02	X	X	X	X	Observation	Children and adults wash or sanitize their hands after playing in water that is shared by two or more people.
O.6.03	X	X	X	X	Observation	Children and adults wash their hands after touching sand or dirt.
O.6.04	X	X	X	X	Observation	Adults wash their hands before and after feeding a child.
O.6.5	X	X	X	X	Observation	Food-serving tables and highchairs are cleaned and sanitized after snack and meal times have ended, prior to being used for other purposes.
O.6.06	X	X	X	X	Observation	If a child has contaminated an object with saliva or other body secretion or excretion, the object is set aside for washing in a labeled bin or in another location created for that purpose.
O.6.07	X	X	X	X	Observation	When strong odors occur in the air, they are controlled using ventilation (not air freshening sprays or diffusers). [ECO]
O.6.08	X	X	X	X	Observation	Candles and air fresheners are not used in any learning environments. [ECO]
O.6.09	X	X	X	X	Observation	Rough walk off mats are provided at external doorways leading to learning environments to prevent toxins and harmful debris from being tracked in on shoes. [ECO]
O.6.10	**X**	**X**	**X**	**X**	**Observation**	**Staff never use physical punishment and do not engage in psychological abuse or coercion.**
O.6.11	**X**	**X**			**Observation**	**Infants and toddlers are always supervised by sight and sound.**
O.6.12			**X**	**X**	**Observation**	**Preschoolers and kindergarteners are supervised by sight and sound most of the time. Children may be out of sight for up to five minutes so long as they can still be heard.**
O.6.13	**X**	**X**	**X**	**X**	**Observation**	**There is always at least one educator with current pediatric CPR and first aid training in the learning environments where children are present.**
O.6.14	**X**				**Observation**	**Staff always place infants younger than 12 months on their backs to sleep without the use of sleep positioners unless ordered by a physician.**

Item No.	I	T	P	K	Evidence Type	Item
O.6.15	**X**				**Observation**	**Infants are only placed to sleep, or permitted to sleep, in equipment that is specifically designed for infant sleep. When infants fall asleep in a staff member's arms the infant is placed to sleep in appropriate equipment.**
O.6.16	X	X			Observation	There are no choking hazards within reach of infants and toddlers in the learning environments.
O.7.01	X	X	X	X	Observation	Outdoor learning environments include at least three or more natural elements that children can interact with such as grass, sand, rocks, plants, and variations in ground elevation. [NATURE]
O.7.02	X	X	X	X	Observation	The outdoor learning environment includes one or more elements that protect children from harmful weather conditions that are present during the observation. [ECO]
O.7.03	X	X	X	X	Observation	The learning environment aligns with principles for universal design to provide all children with appropriately sized furnishings (children's feet rest on the floor when seated and children can sit comfortably with table edges between underarm and waist) and accommodations that allow all children equitable use of furnishing and equipment.
O.7.04	X	X	X	X	Observation	Learning environments align with principles for universal design and allow all children to move freely from one area to another without assistance or disturbing other children's work and play.
O.9.01	X	X	X	X	Observation	Staff maintain developmentally appropriate staff-to-child ratios in indoor learning environments.
O.9.02	X	X	X	X	Observation	Staff maintain a developmentally appropriate class size in indoor learning environments.
O.9.03	X	X	X	X	Observation	Staff maintain developmentally appropriate staff-to-child ratios in outdoor learning environments.
O.9.04	**X**	**X**	**X**	**X**	**Observation**	**The program is in good standing with the applicable state licensing authority or applicable public or governmental regulatory system.**

APPENDIX

APPENDIX A – Required Assessment Items

Item No.	I	T	P	K	Evidence Type	Item
R.6.05*	X	X	X	X	Staff Handbook	The staff handbook includes a child guidance policy that 1) prohibits the use of physical punishment, psychological abuse, or coercion and 2) addresses how disruptive and unsafe behaviors in children are handled, and 3) limits or eliminates the use of suspension, expulsion, and other exclusionary measures due to consistent and prolonged disruptive or unsafe behavior.
R.9.03	X	X	X	X	Narrative Description	The program is in good standing with the applicable state licensing authority or applicable public or governmental regulatory system.
A.6.15*	X	X	X	X	Staff Handbook	The staff handbook includes a child guidance policy that 1) includes examples and definitions of physical abuse, psychological abuse, and coercion, 2) outlines the steps the program or provider will take to address disruptive and unsafe behavior to include a) assessing why the behavior is happening, b) how the program or provider will work with families and other professionals to develop individualized plans, and c) how positive behavior support strategies will be used.
A.6.17*	X	X	X	X	Staff Handbook	The staff handbook includes a supervision policy which states 1) infants and toddlers are always supervised by sight and sound and 2) preschoolers and kindergarteners are primarily supervised by sight and sound with brief periods where they may be supervised by sound only, as is developmentally appropriate.
A.6.18*	X	X	X	X	Staff Handbook	The staff handbook includes a policy that outlines the expectation for all educators who work directly with children to be certified in pediatric CPR and first aid.
A.6.20*	X				Staff Handbook	The staff handbook includes an infant sleep policy to include that: 1) all staff must place infants younger than 12 months on their backs to sleep without the use of infant sleep positioners, unless ordered by a physician, 2) when infants younger than 12 months arrive at the program or provider asleep, or fall asleep in equipment not specifically designed for infant sleep, the infant is removed and placed in appropriate sleep equipment (including infants who fall asleep while being held by program staff and providers), and

Page 30

						3) soft items are not allowed in cribs or infant sleep equipment for infants younger than 12 months.
A.9.01*	X	X	X	X	Staff Handbook	The staff handbook includes a policy which describes 1) how the rights of staff members and the children in their care are protected when a staff member is accused of abusing or neglecting children in their care and 2) how staff members who report legitimate suspicions of child abuse and/or neglect are protected from retaliation for doing so.
A.9.14	X	X	X	X	Narrative Description	The program is in good standing with the applicable state licensing authority or applicable public or governmental regulatory system at the time of assessment.
O.6.10	X	X	X	X	Observation	Staff never use physical punishment and do not engage in psychological abuse or coercion.
O.6.11	X	X			Observation	Infants and toddlers are always supervised by sight and sound.
O.6.12			X	X	Observation	Preschoolers and kindergarteners are supervised by sight and sound most of the time. Children may be out of sight for up to five minutes so long as they can still be heard.
O.6.13	X	X	X	X	Observation	There is always at least one educator with current pediatric CPR and first aid training in the learning environments where children are present.
O.6.14	X				Observation	Staff always place infants younger than 12 months on their backs to sleep without the use of sleep positioners unless ordered by a physician.
O.6.15	X				Observation	Infants are only placed to sleep, or permitted to sleep, in equipment that is specifically designed for infant sleep. When infants fall asleep in a staff member's arms the infant is placed to sleep in appropriate equipment.
O.9.04	X	X	X	X	Observation	The program is in good standing with the applicable state licensing authority or applicable public or governmental regulatory system.

APPENDIX B – Optional Assessment Items

Item No.	I	T	P	K	Evidence Type	Item
A.2.09	X	X	X	X	Narrative Description	The program or provider has engaged in policy and/or advocacy work at the state or federal level in the past 12 months.
A.2.12	X	X	X	X	Narrative Description	The program or provider knows the general demographics of enrolled families and has evaluated whether the list of child and family support services provided to families is culturally and linguistically appropriate.
A.2.13	X	X	X	X	Show and Describe	The program or provider has developed a formalized process for community asset mapping to identify community strengths, local leaders, and resources.
A.3.03	X	X	X	X	Narrative Description	Educators have received feedback about how they are implementing the curriculum or learning approach used.
A.4.13*	X	X	X	X	Staff Handbook	The staff handbook includes a policy to address the use of technology in learning environments. The policy 1) restricts screen time and media use to children over the age of 2 years, 2) limits technology and media use to less than 30 minutes in half-day program or providers and 60 minutes in full-day program or providers for toddlers over the age of 2 years, and 3) instructs educators of preschoolers and kindergarteners to integrate technology use into children's play and offering children access to apps that support collaborative play.
A.5.03*	X	X	X	X	Show and Describe	Vision and hearing screenings have been conducted on all children annually.
A.5.06	X	X	X	X	Narrative Description	Educators, families, other program or provider staff, or specialized consultants have worked as a team to develop and implement individualized care or learning plans for a child.
A.6.04*	X	X	X	X	Staff Handbook	The staff handbook includes a medical needs policy in which the program or provider assures that an appropriately trained staff member is always present when children who require specialized medical care are present.
A.6.11	X	X	X	X	Narrative Description	The program or provider has worked with families in developing care plans for children with special dietary, medical, or cultural feeding needs. This at minimum includes 1) how staff are informed of and trained on special feeding needs, 2) how staff are held accountable to following established feeding plans, and 3) how families are provided necessary information to

Item No.	I	T	P	K	Evidence Type	Item
						know that their child's special feeding needs are being met.
A.7.07	X	X	X	X	*Show and Describe*	*Each indoor learning environment has been designed to provide at least 54 square feet of play space for each child playing at any time.*
A.8.04	X	X	X	X	*ELP Hub*	*100% of assistant teachers fulfill the requirements for ECE I designation*
A.8.05	X	X	X	X	*ELP Hub*	*100% of teachers fulfill the requirements for ECE II designation*
A.8.06	X	X	X	X	*ELP Hub*	*100% of administrators fulfill the requirements for ECE III designation*
A.8.09*	X	X	X	X	*Narrative Description*	*At least three program or provider policies have been connected to the Code of Ethics for Early Childhood Educators.*
A.8.10	X	X	X	X	*Show and Describe*	*Educators have participated in advocacy or professional learning activities that connected with other early learning professionals in the community.*
A.8.13*	X	X	X	X	*Show and Describe*	*Educators are offered continuous job-embedded instructional coaching either within the program or provider by pairing newer staff with those that are more seasoned, or through outside supports.*
A.8.14*	X	X	X	X	*Show and Describe*	*The program or provider has provided professional development and/or mentoring and coaching experiences for other early learning programs, providers, and professionals related to Developmentally Appropriate Practice and high-quality early learning practices.*
A.9.11*	X	X	X	X	*Show and Describe*	*The program or provider has developed relevant work materials (e.g., the staff manual, other relevant policies and procedures, professional development) in multiple languages when multi-lingual staff are employed.*
A.9.16*	X	X	X	X	*Show and Describe*	*Before working with children, volunteers and other service providers (special education, therapy, extracurriculars) have been given a packet to review which includes:* *1) relevant health, safety, and emergency procedures,* *2) acceptable guidance and learning environment management techniques, and* *3) mandated reporting procedures.*
A.9.18*	X	X	X	X	*Show and Describe*	*The program or provider has developed a detailed, written strategic plan that includes what the program or provider will do to:* *1) implement the program or provider's vision and mission,* *2) achieve desired child outcomes,* *3) maintain high-quality services to children and families (NAEYC accreditation, use of other quality rating scales*

Item No.	I	T	P	K	Evidence Type	Item
						and instruments, participation in state quality rating/improvement systems, fidelity to an evidence-based curriculum) , and 4) assure adequate funding for future needs.

APPENDIX C – System-Wide Evidence Eligible Assessment Items

Item No.	I	T	P	K	Evidence Type	Item
R.1.05*	X	X	X	X	Narrative Description	Program leadership or providers and educators have worked to build awareness and understanding of how personal culture, beliefs, values, and biases impact our work as early learning professionals.
R.2.01*	X	X	X	X	Family Handbook	The family handbook informs families of how the program or provider shares information and communicates with families on an ongoing basis.
R.2.02*	X	X	X	X	Family Handbook	The family handbook outlines the steps that families can take to ask questions, raise concerns, or provide feedback on an ongoing basis.
R.2.03*	X	X	X	X	Family Handbook	The family handbook provides information about how family members can be involved in their child's learning environment and at the program or provider.
R.3.01*	X	X	X	X	Narrative Description	The curriculum or learning approach that has been used is play-based.
R.3.03*	X	X	X	X	Show and Describe	The curriculum or learning approach addresses each of the following domains: social and emotional development, physical development, language and communication development (literacy, writing, speaking), cognitive development (math, science, engineering), and creative arts.
R.4.01*	X	X	X	X	Family Handbook	The family handbook includes a written commitment to playful learning which describes 1) the ways in which children learn through play and 2) how play is incorporated into every learning experience.
R.5.01*	X	X	X	X	Family Handbook	The family handbook includes information that describes how the program or provider uses observation-based assessments to evaluate children's development and learning.
R.5.02*	X	X	X	X	Family Handbook	The family handbook includes information that describes how the program or provider uses assessment of children's development and learning to inform overall program or provider improvements.
R.5.03*	X	X	X	X	Family Handbook	The family handbook includes information that describes how families may contribute to the assessment of their child's development and learning.
R.6.01*	X	X	X	X	Family Handbook	The family handbook includes a policy to address when sick children should be excluded from care and when they may return.
R.6.02*	X	X	X	X	Staff Handbook	The staff handbook includes information about when and how to wash hands and change diapers (if applicable).
R.6.03*	X	X	X	X	Staff Handbook	The staff handbook includes information about safe practices related to the preparation, serving, and storage of foods and drinks. This includes at minimum that all whole fruits and vegetables that are provided by the

Item No.	I	T	P	K	Evidence Type	Item
						program or provider or provider are washed thoroughly before they are prepared and served to children. [ECO]
R.6.04*	X	X	X	X	Show and Describe	All families receive snack and meal menus and families are notified of menu changes in a timely manner.
R.6.05*	**X**	**X**	**X**	**X**	**Staff Handbook**	**The staff handbook includes a child guidance policy that 1) prohibits the use of physical punishment, psychological abuse, or coercion and 2) addresses how disruptive and unsafe behaviors in children are handled, and 3) limits or eliminates the use of suspension, expulsion, and other exclusionary measures due to consistent and prolonged disruptive or unsafe behavior.**
R.6.06*	X	X	X	X	Family Handbook	The family handbook includes a policy which describes the expectations for active supervision for each age category served by the program or provider.
R.7.01*	X	X	X	X	Staff Handbook	The staff handbook includes information about how staff report and/or address facility and equipment maintenance issues or other health and safety problems.
R.8.04*	X	X	X	X	Show and Describe	The program or provider has developed an orientation plan for onboarding new staff which includes expectations for conduct based on the Code of Ethics for Early Childhood Educators.
R.8.05*	X	X	X	X	Staff Handbook	The staff handbook addresses professional development for educators to include annual training on: 1) Identifying and reporting child abuse and neglect, 2) the curriculum and learning approaches used in the program or provider, 3) the assessment methods used in the program or provider, and 4) child development or developmentally appropriate practice.
R.9.01*	X	X	X	X	Staff Handbook	The staff handbook includes information about educator planning time and how educators can access curricular resources when planning activities.
R.9.04*	X	X	X	X	Family Handbook	The family handbook describes the expectations for confidentiality regarding information about enrolled children and their families.
R.9.05*	X	X	X	X	Staff Handbook	The staff handbook includes a policy which prevents volunteers and other service providers from working alone with children and ensures they are always supervised by a staff member that has successfully completed new employee orientation.
A.2.03*	X	X	X	X	Family Handbook	The family handbook outlines at least two ways families can negotiate difficulties that arise which involve increasing levels of formality.
A.4.13*	X	X	X	X	Staff Handbook	The staff handbook includes a policy to address the use of technology in learning environments. The policy 1) restricts screen time and media use to children over the

						age of 2 years, 2) limits technology and media use to less than 30 minutes in half-day program or providers and 60 minutes in full-day program or providers for toddlers over the age of 2 years, and 3) instructs educators of preschoolers and kindergarteners to integrate technology use into children's play and offering children access to apps that support collaborative play.
A.5.01*	X	X	X	X	Show and Describe	Developmental screenings have been completed annually for all children to evaluate children's language, cognition, gross motor, fine motor and social-emotional development.
A.5.02*	X	X	X	X	Staff Handbook	The staff handbook outlines the steps taken to partner with families when there is reason to believe that a child has a developmental delay or other special need. These procedures include: 1) providing families with the documentation and explanation for the concern, 2) suggested next steps the family can take, and 3) information about resources for diagnostic evaluation.
*A.5.03**	*X*	*X*	*X*	*X*	*Show and Describe*	*Vision and hearing screenings have been conducted on all children annually.*
A.5.04*	X	X	X	X	Narrative Description	The curriculum or learning approach has been aligned with the assessment methods used by the program or provider.
A.5.08*	X	X	X	X	Family Handbook	The family handbook describes at least two ways family members can provide their own observations from home to contribute to the child assessment process.
A.6.01*	X	X	X	X	Staff Handbook	The staff handbook includes a written procedure for promptly notifying families and, if necessary, temporarily excluding any under immunized children from care if a vaccine-preventable disease to which the children are susceptible occurs in the program or provider.
A.6.02*	X	X	X	X	Staff Handbook	The staff handbook includes a policy addressing when sick staff should be excluded from work and when they may return.
A.6.03*	X	X	X	X	Staff Handbook	The staff handbook includes a medication policy which states that medications are stored in locked containers except those that must be readily available for emergency use. Emergency use medications are not required to be locked but must be inaccessible to children.
*A.6.04**	*X*	*X*	*X*	*X*	*Staff Handbook*	*The staff handbook includes a medical needs policy in which the program or provider assures that an appropriately trained staff member is always present when children who require specialized medical care are present.*

A.6.05*	X	X	X	X	Staff Handbook	The staff handbook includes a diapering policy which includes instructions for staff to check for and change wet or soiled diapers when children wake up from naps.
A.6.06*	X	X	X	X	Staff Handbook	The staff handbook includes a hand hygiene policy that instructs staff to wash or sanitize hands 1) before and after feeding a child, 2) before and after administering medication, 3) after handling garbage, and 4) after cleaning.
A.6.07*	X				Family Handbook	The family handbook includes an infant feeding policy that requires breast milk to be labeled with the infant's full name and the date that the milk was expressed to ensure that staff and providers are able to offer the oldest milk first.
A.6.08*	X				Staff Handbook	The staff handbook instructs staff to discard unfinished breast milk that has been unrefrigerated for more than 2 hours.
A.6.09*	X	X	X	X	Staff Handbook	The staff handbook includes a food safety policy which instructs staff to never use plastic or polystyrene (Styrofoam) containers, plates, bags, or wraps when microwaving children's food or beverages.
A.6.10*	X	X	X	X	Show and Describe	Child nutrition guidelines have been referenced when planning menus for the types and amounts of food provided to children by the program or provider.
A.6.12*	X	X	X	X	Show and Describe	The cleaning products that have been used by the program or provider are non-toxic and fragrance-free.
A.6.13*	X	X	X	X	Show and Describe	The program or provider has developed health and safety policies and/or procedures to reduce staff and child exposure to environmental hazards.
A.6.14*	X	X	X	X	Family Handbook	The family handbook includes a policy discouraging idling vehicles in parking areas, except if vehicles need to idle in extreme heat or cold to maintain interior or engine temperatures.
A.6.15*	**X**	**X**	**X**	**X**	**Staff Handbook**	**The staff handbook includes a child guidance policy that** **1) includes examples and definitions of physical abuse, psychological abuse, and coercion,** **2) outlines the steps the program or provider will take to address disruptive and unsafe behavior to include** **a) assessing why the behavior is happening,** **b) how the program or provider will work with families and other professionals to develop individualized plans, and** **c) how positive behavior support strategies will be used.**
A.6.16*	X	X	X	X	Staff Handbook	The staff handbook includes a child guidance policy that addresses the use of suspension, expulsion, and other exclusionary measures due to consistent and prolonged disruptive or unsafe behavior. The policy includes

						1) the specific circumstances under which these types of separations may occur, 2) the specific steps to be taken before a decision to exclude is considered, 3) separations do not happen until all other possible interventions have been exhausted (refer to item A.6.15), and 4) how the program or provider will assist the family in accessing services and alternative placement.
A.6.17*	X	X	X	X	**Staff Handbook**	**The staff handbook includes a supervision policy which states** **1) infants and toddlers are always supervised by sight and sound and** **2) preschoolers and kindergarteners are primarily supervised by sight and sound with brief periods where they may be supervised by sound only, as is developmentally appropriate.**
A.6.18*	X	X	X	X	**Staff Handbook**	**The staff handbook includes a policy that outlines the expectation for all educators who work directly with children to be certified in pediatric CPR and first aid.**
A.6.19*	X	X	X	X	Family Handbook	The family handbook includes relevant emergency response plans.
A.6.20*	X				**Staff Handbook**	**The staff handbook includes an infant sleep policy to include that:** **1) all staff must place infants younger than 12 months on their backs to sleep without the use of infant sleep positioners, unless ordered by a physician,** **2) when infants younger than 12 months arrive at the program or provider asleep, or fall asleep in equipment not specifically designed for infant sleep, the infant is removed and placed in appropriate sleep equipment (including infants who fall asleep while being held by program staff and providers), and** **3) soft items are not allowed in cribs or infant sleep equipment for infants younger than 12 months.**
A.6.21*	X	X	X	X	Show and Describe	The program or provider has developed health and safety procedures to reduce staff and child injuries.
A.6.22*	X	X	X	X	Narrative Description	Staff-related policies, practices, or projects have promoted a collaborative, inclusive organizational climate.
A.7.01*	X	X	X	X	Show and Describe	The program or provider uses an Integrated Pest Management (IPM) system to eliminate or reduce harmful chemical exposures along with non-toxic pest management techniques inside and outside the facility whenever possible.

A.8.07*	X	X	X	X	Staff Handbook	The staff handbook describes that new educators must complete an orientation plan for onboarding before working alone with children.
A.8.08*	X	X	X	X	Show and Describe	The program or provider has developed an orientation plan for onboarding new staff which includes a review of: 1) policies and procedures, 2) curriculum and learning approaches, 3) assessment methods, 4) child and family information, 5) child guidance and classroom management techniques, 6) the daily activities and routines of the assigned class.
*A.8.09**	X	X	X	X	*Narrative Description*	*At least three program or provider policies have been connected to the Code of Ethics for Early Childhood Educators.*
A.8.11*	X	X	X	X	Show and Describe	The professional development plan for educators has been reviewed and updated annually.
A.8.12*	X	X	X	X	Show and Describe	The professional development plan for educators has been developed to include access to trainings on: 1) ethical issues relevant to early learning, 2) serving children and families from a variety of contexts, 3) communication and collaboration skills to support a positive work environment, 4) trauma and adverse childhood experiences, and 5) disabilities and complex medical needs in young children.
*A.8.13**	X	X	X	X	*Show and Describe*	*Educators are offered continuous job-embedded instructional coaching either within the program or provider by pairing newer staff with those that are more seasoned, or through outside supports.*
*A.8.14**	X	X	X	X	*Show and Describe*	*The program or provider has provided professional development and/or mentoring and coaching experiences for other early learning programs, providers, and professionals related to Developmentally Appropriate Practice and high-quality early learning practices.*
A.8.15*	X	X	X	X	Show and Describe	The professional development plan for administrators and leaders has been developed to include annual training on: 1) leadership development (adult learning, conducting performance evaluations, adhering to personnel policies) and 2) fiscal management (budgeting, software training, payroll).
A.9.01*	**X**	**X**	**X**	**X**	**Staff Handbook**	**The staff handbook includes a policy which describes** **1) how the rights of staff members and the children in their care are protected when a staff member is accused of abusing or neglecting children in their care and** **2) how staff members who report legitimate suspicions of child abuse and/or neglect are protected from retaliation for doing so.**

A.9.02*	X	X	X	X	Show and Describe	Educators are regularly assigned to work with the same children day-to-day and stably over time. For infants and toddlers, show that the goal is for these children to remain with the same educators for a minimum of 9 months.
A.9.03*	X	X	X	X	Staff Handbook	The staff handbook includes procedures that address how to maintain developmentally appropriate staff-to-child ratios and class sizes: 1) during all hours of operation, 2) in learning environments and other indoor settings, 3) in outdoor learning environments, and 4) during field trips.
A.9.04*	X	X	X	X	Narrative Description	Annual performance reviews for educators and administrators have included opportunities for self-evaluation and professional reflection.
A.9.05*	X	X	X	X	Staff Handbook	The staff handbook includes information about the employee benefits package which includes 1) health insurance, 2) education benefits, 3) retirement plan, and 4) sick leave and vacation/personal leave.
A.9.06*	X	X	X	X	Staff Handbook	The staff handbook includes information about staff planning time which specifies that educators are scheduled for at least 60 minutes of collaborative planning time weekly, during which they do not supervise awake children.
A.9.07*	X	X	X	X	Show and Describe	The program or provider has developed salary scales that include increments based on professional qualification, staff role, length of employment, and performance evaluation.
A.9.08*	X	X	X	X	Staff Handbook	The staff handbook includes information about how staff can locate resources that support them in stress management, prevention and treatment of depression, and/or general wellness.
A.9.09*	X	X	X	X	Staff Handbook	The staff handbook includes the program or provider's policies around staff breaks to include: 1) a minimum of 15-minute break after 4 hours of working directly with children and 2) that immediate breaks for brief periods of a few minutes may be requested when staff are unable to perform their duties safely and appropriately.
A.9.10*	X	X	X	X	Staff Handbook	The staff handbook includes resignation, termination, and grievance procedures.
A.9.11*	X	X	X	X	*Show and Describe*	*The program or provider has developed relevant work materials (e.g., the staff manual, other relevant policies and procedures, professional development) in multiple languages when multi-lingual staff are employed.*
A.9.15*	X	X	X	X	Staff Handbook	The staff handbook includes a confidentiality policy that addresses program or provider and educator use of social media regarding the protection of privacy and consent of children, families, and colleagues

A.9.16*	X	X	X	X	Show and Describe	Before working with children, volunteers and other service providers (special education, therapy, extracurriculars) have been given a packet to review which includes: 1) relevant health, safety, and emergency procedures, 2) acceptable guidance and learning environment management techniques, and 3) mandated reporting procedures.
A.9.17*	X	X	X	X	Staff Handbook	The staff handbook includes procedures to address unusual circumstances at arrival and departure.
A.9.18*	X	X	X	X	Show and Describe	The program or provider has developed a detailed, written strategic plan that includes what the program or provider will do to: 1) implement the program or provider's vision and mission, 2) achieve desired child outcomes, 3) maintain high-quality services to children and families (NAEYC accreditation, use of other quality rating scales and instruments, participation in state quality rating/improvement systems, fidelity to an evidence-based curriculum) , and 4) assure adequate funding for future needs.