Service Standards

Early Childhood Education

Purpose

Early Childhood Education facilitates appropriate child development and ensures the health and safety of children in care.

Definition

Early Childhood Education programs serve families in need of high-quality child care in a center-based setting. Programs promote healthy child development through relationship building and a variety of cognitive, physical, and social activities.

Note: *Throughout this document, the term €œteaching staff€ is used to refer to individuals who work directly with children in the classroom, including teachers and assistant teachers. While organizations may use different terminology, the term €œteacher€ refers to the individual with primary responsibility for a group of children. Assistant teachers are directly supervised by teachers. When a standard was written for a specific position, the title is specified.*

Note: *Please see ECE Reference List for the research that informed the development of these standards.*

Table of Evidence

Self Study Evidence

No Self Study Evidence

Early Childhood Education

ECE 1: Person-Centered Logic Model

Purpose

Early Childhood Education facilitates appropriate child development and ensures the health and safety of children in care.

The organization implements a program logic model that describes how resources and program activities will support the achievement of positive outcomes.

Note: *Please see the Logic Model Template for additional guidance on this standard.*

Rating Indicators:

1 All elements or requirements outlined in the standard are evident in practice, as indicated by full implementation of the practices outlined in the Practice Standards.

Logic models have been implemented for all programs and the organization has identified at least two outcomes for all its programs.

2

Practices are basically sound but there is room for improvement, as noted in the ratings for the Practice Standards; e.g.,

- Logic models need improvement or clarification; or
- Logic models are still under development for some of its programs, but are completed for all high-risk programs such as protective services, foster care, residential treatment, etc.; or
- At least one desired outcome has been identified for all of its programs.

3 Practice requires significant improvement, as noted in the ratings for the Practice Standards. Service quality or program functioning may be compromised; e.g.,

- Logic models need significant improvement; or
- Logic models are still under development for a majority of programs; or
- A logic model has not been developed for one or more high-risk programs; or
- Outcomes have not been identified for one or more programs.

4 Implementation of the standard is minimal or there is no evidence of implementation at all, as noted in the ratings for the Practice Standards; e.g.,

- Logic models have not been developed or implemented; or
- Outcomes have not been identified for any programs.

Table of Evidence

Self Study Evidence

• See program description completed during intake	
* • Program logic model that includes a list of outcomes being measured	

Site Visit Evidence

No Site Visit Evidence

On-Site Activities

* • Interviews may include:

1. Program director
2. Relevant personnel

ECE 1.01

A program logic model, or equivalent framework, identifies:

a. needs the program will address;
b. available human, financial, organizational, and community resources (i.e. inputs);
c. program activities intended to bring about desired results;
d. program outputs (i.e. the size and scope of services delivered);
e. desired outcomes (i.e. the changes you expect to see in persons served); and
f. expected long-term impact on the organization, community, and/or system.

Examples: *Please see the W.K. Kellogg Foundation Logic Model Development Guide and COA Accreditation's PQI Guide for more information on developing and using program logic models.*

Examples: *Information that may be used to inform the development of the program logic model includes, but is not limited to:*

1. *developmentally appropriate practice in early childhood education; and*
2. *child assessments and periodic reassessments.*

ECE 1.02

The logic model identifies at least two desired outcomes appropriate to the program or service population.

Interpretation: *Outcomes data should be disaggregated to identify patterns of disparity or inequity that can be masked by aggregate data reporting. See PQI 5.02 for more information on disaggregating data to track and monitor identified outcomes.*

Early Childhood Education

ECE 2: Personnel

Purpose

Early Childhood Education facilitates appropriate child development and ensures the health and safety of children in care.

Program personnel have the competency and support needed to provide services and meet the needs of children.
Interpretation: *Competency can be demonstrated through education, training, or experience. Support can be provided through supervision or other learning activities to improve understanding or skill development in specific areas.*

Rating Indicators:

1 All elements or requirements outlined in the standard are evident in practice, as indicated by full implementation of the practices outlined in the Practice Standards.

2

Practices are basically sound but there is room for improvement, as noted in the ratings for the Practice Standards; e.g.,

- With some exceptions, staff (direct service providers, supervisors, and program managers) possess the required qualifications, but the integrity of the service is not compromised; or
- Supervisors provide additional support and oversight, as needed, to the few staff without the listed qualifications; or
- Most staff who do not meet educational requirements are seeking to obtain them; or
- With few exceptions, staff have received required training, including applicable specialized training; or
- Training curricula are not fully developed or lack depth; or
- Training documentation is consistently maintained and kept up-to-date with some exceptions; or
- A substantial number of supervisors meet the requirements of the standard, and the organization provides training and/or consultation to improve competencies when needed; or
- With few exceptions, caseload sizes are consistently maintained as required by the standards or as required by internal policy when caseload has not been set by a standard; or
- Workloads are such that staff can effectively accomplish their assigned tasks and provide quality services and are adjusted as necessary; or
- Specialized services are obtained as required by the standards.

3

Practice requires significant improvement, as noted in the ratings for the Practice Standards. Service quality or program functioning may be compromised; e.g.,

- A significant number of staff (direct service providers, supervisors, and program managers) do not possess the required qualifications, and, as a result, the integrity of the service may be compromised; or
- Job descriptions typically do not reflect the requirements of the standards, and/or hiring practices do not document efforts to hire staff with required qualifications when vacancies occur; or
- Supervisors do not typically provide additional support and oversight to staff without the listed qualifications; or
- A significant number of staff have not received required training, including applicable specialized training; or
- Training documentation is poorly maintained; or
- A significant number of supervisors do not meet the requirements of the standard, and the organization makes little effort to provide training and/or consultation to improve competencies; or
- There are numerous instances where caseload sizes exceed the standards' requirements or the requirements of internal policy when a caseload size is not set by the standard; or
- Workloads are excessive, and the integrity of the service may be compromised; or
- Specialized staff are typically not retained as required and/or many do not possess the required qualifications; or
- Specialized services are infrequently obtained as required by the standards.

4 Implementation of the standard is minimal or there is no evidence of implementation at all, as noted in the ratings for the Practice Standards.

Table of Evidence

Self Study Evidence

*	• Table of contents of training curricula	
*	• List of program personnel that includes: 1. Title 2. Name 3. Employee, volunteer, or independent contractor 4. Degree or other qualifications 5. Time in current position • See organizational chart submitted during application	

Site Visit Evidence

*	• Sample job descriptions from across relevant job categories • Documentation tracking staff completion of required training and/or competencies and training hours • Training curricula • Documentation of access to professional resources and materials from the previous 12 months • Documentation of: 1. Wages 2. Benefits 3. Paid time for planning and administrative tasks 4. Paid time to participate in professional development activities 5. Opportunities for breaks 6. Connections to resources that support wellness

On-Site Activities

*	• Interviews may include: 1. Program director 2. Relevant personnel • Review personnel files

ECE 2.01

Teachers have:

a. a Child Development Associate (CDA) credential, Certified Childcare Professional (CCP) credential, or equivalent;
b. an associate's degree in early childhood education or child development; or
c. a bachelor's degree in a related field with two years of post-graduate experience in early childhood education.

Examples: *Related fields include, but are not limited to: elementary education; special education; psychology; family consumer sciences; home economics; social work; and social services.*

ECE 2.02

Assistant teachers:

a. are at least 18 years of age;
b. have a high school diploma or GED; and
c. carry out classroom activities under the supervision of an appropriately qualified teacher.

ECE 2.03

The program director is qualified by:

a. a bachelor’s degree in a related field with two years of post-graduate experience in early childhood education;
b. a bachelor’s degree in an unrelated field with five years of post-graduate experience in early childhood education; or
c. a bachelor's degree in an unrelated field with a state-approved directors credential.

Examples: *Related fields include, but are not limited to: early childhood education; child development; elementary education; early childhood special education; psychology; family consumer sciences; home economics; social work; program administration; and social services.*

ECE 2.04

Teaching staff receive:

a. pre-service training that prepares them to perform their role and they are never expected to perform a task or provide a level of care that they have not been properly trained to handle;
b. at least 24 hours of training per year; and
c. access to relevant professional resources and materials.

ECE 2.05 (FP)

Teaching staff are trained on, or demonstrate competency in, meeting the health, safety, and nutritional needs of children including:

a. proper supervision;
b. appropriate nutrition and physical activity;
c. food preparation, storage, and service;
d. hand-washing procedures;
e. diapering procedures, if applicable, including how to properly use and dispose of gloves;
f. safe sleep practices including SIDS prevention procedures, if applicable;
g. sanitation and proper handling and storage of disinfectants; and
h. policies and procedures regarding contagious and infectious disease prevention.

ECE 2.06 (FP)

There is at least one person on duty and available at all times the program is in operation, including on field trips away from the program site, that has completed training in basic first aid and age-appropriate CPR in the previous two years that included an in-person, hands-on CPR skills assessment conducted by a certified CPR instructor.

Interpretation: *It is important to have someone close by to respond in an emergency. Accordingly, although not required by the standard, COA Accreditation recommends that organizations: (1) ensure at least one staff member in each class is appropriately trained/certified, and (2) strive to have all ECE personnel appropriately trained/certified.*

ECE 2.07

Teaching staff are trained on, or demonstrate competency in:

a. communicating openly and working respectfully with families;
b. understanding child development, including what matters most at different stages;
c. building caring, responsive relationships with children;
d. implementing the chosen curriculum;
e. supporting children’s positive relationships with their peers;
f. positive techniques for guiding behavior and managing a classroom;
g. classroom activities appropriate to children of different developmental levels;
h. recognizing developmental differences between children;
i. varying beliefs, customs, values, and child rearing practices of the different cultural groups represented by the children in their care;
j. conducting screenings and/or assessments;
k. observation and documentation; and
l. teaching strategies for working with young children.

Examples: *Teaching strategies include, but are not limited to: techniques for keeping children engaged and motivated; methods for evaluating the effectiveness of teaching strategies and the comprehension of the child; methods for working with small or large groups; teacher-directed and child-directed instruction; how to choose activities and materials; how to break down tasks into manageable components; and how to organize instruction to achieve developmental milestones.*

ECE 2.08

Teaching staff who work with children with special needs are qualified and trained to promote inclusion and meet the specific needs of children in their care, and family members, consultants, and other professionals are brought in when activities go beyond the capacities of staff.

Interpretation: *Appropriate qualifications and training will vary given the needs of the children in care. It can include a combination of education, training, and experience.*

Examples: *Consultants and other professionals can include medical providers and other specialists as needed.*

ECE 2.09

Supervisors provide ongoing support and guidance through mentoring, coaching, and classroom observation and feedback.

ECE 2.10

Teaching staff have opportunities to participate in collaborative activities that include:

a. group meetings for joint problem-solving and mutual support;
b. information sharing on child development and parent-child relationships; and
c. opportunities for teaching staff to plan together.

ECE 2.11

In an effort to promote staff well-being and compensate staff for their time and energy, the organization provides:

a. the best wages it can afford;
b. benefits, including health insurance and paid leave, for staff who work full-time;
c. paid time for planning and completing administrative tasks;
d. paid time to participate in professional development activities;
e. opportunities for teaching staff to take breaks outside the classroom; and
f. connections or referrals to resources that support staff wellness, as needed.

Note: *See TS 3.03 for more expectations about preventing and responding to work-related stress. Given that teachers who are stressed may have less effective interactions with children, attending to teacher burnout is important to the well-being of both teachers and the children they serve.*

Early Childhood Education

ECE 3: Enrollment

Purpose

Early Childhood Education facilitates appropriate child development and ensures the health and safety of children in care.

The organization's enrollment practices promote prompt and responsive access to appropriate care.

Rating Indicators:

1 All elements or requirements outlined in the standard are evident in practice, as indicated by full implementation of the practices outlined in the Practice Standards.

2

Practices are basically sound but there is room for improvement, as noted in the ratings for the Practice Standards; e.g.,

- Minor inconsistencies and not yet fully developed practices are noted; however, these do not significantly impact service quality; or
- Procedures need strengthening; or
- With few exceptions, procedures are understood by staff and are being used; or
- For the most part, established timeframes are met; or
- Proper documentation is the norm and any issues with individual staff members are being addressed through performance evaluations and training; or
- Active participation of persons served occurs to a considerable extent.

3

Practice requires significant improvement, as noted in the ratings for the Practice Standards. Service quality or program functioning may be compromised; e.g.,

- Procedures and/or case record documentation need significant strengthening; or
- Procedures are not well-understood or used appropriately; or
- Timeframes are often missed; or
- Several case records are missing important information; or
- Participation of persons served is inconsistent.

4 Implementation of the standard is minimal or there is no evidence of implementation at all, as noted in the ratings for the Practice Standards; e.g.,

- No written procedures, or procedures are clearly inadequate or not being used; or
- Documentation is routinely incomplete and/or missing.

Table of Evidence

Self Study Evidence

*	• Enrollment procedures	
*	• Procedures for developmental screenings	
*	• Child file access policy	
*	• Child file access procedures	

* • Procedures for file review, including sampling methodology	
* • Sample of file review form/tool(s)	

Site Visit Evidence

* • Informational materials provided to prospective families • List of community-based providers and/or resource and referral networks • Data from file reviews for the previous year (i.e. the past two reviews)

On-Site Activities

* • Interviews may include: 1. Program director 2. Relevant personnel 3. Families • Review child files • Observe how files are stored

ECE 3.01

Prior to enrollment, families interested in the program are offered a tour and receive information regarding:

a. program hours and fees;
b. the organization's approach to education and child development;
c. classroom rules and expectations, including the organization's approach to behavior management;
d. how the organization meets needs related to health, safety, and personal care;
e. how the organization keeps families informed about their child's day at the program;
f. opportunities and expectations for family participation, including policies regarding visits to the program;
g. teacher qualifications, teacher-child ratios, and group sizes;
h. applicable child protection reporting mandates;
i. established mechanisms for families to report safety concerns or suspected child abuse and neglect; and
j. whether or not there is space currently available.

ECE 3.02

Prompt, responsive enrollment practices:

a. support timely initiation of care; and
b. provide placement on a waiting list and/or referral to the local child care resource and referral network or a similar resource when families cannot be served or cannot be served promptly.

ECE 3.03 (FP)

During enrollment the organization collects information necessary to provide care, including:

a. identifying information, including name and date of birth;
b. address;
c. emergency contact information;
d. written parental/guardian authorization for emergency care including name of the hospital to be used;
e. authorizations for pick-up;
f. verification of up-to-date preventative screenings and immunizations;
g. relevant health information and needs, including physician name, allergy information, permission forms (e.g., for medication, sunscreen, insect repellent, etc.), and any special care instructions;

h. information and consent/authorization forms related to special needs, if applicable; and
i. any additional information that may enable the organization to provide responsive care, including information related to the child's home language, development, and preferences.

ECE 3.04

The organization:

a. conducts developmental screenings within established timeframes;
b. communicates results to families; and
c. uses results to meet children's needs.

Interpretation: *The organization can also demonstrate implementation of elements (a) and (b) by collaborating with families to ensure a developmental screening is conducted by another party.*

Examples: *Developmental screenings will typically be conducted within 45 to 90 days of enrollment. Results can be used to help the organization provide responsive care, promote individual learning, and facilitate referrals to additional services, as needed.*

Note: *See ECE 9.02 for more information regarding ongoing assessments of children's strengths, needs, and progress.*

ECE 3.05 (FP)

The organization maintains a file for each child that:

a. contains relevant information;
b. is specific, factual, and legible;
c. is updated at least annually;
d. is signed and dated by parents/guardians and authorized personnel, where appropriate; and
e. is maintained and disposed of in a manner that protects privacy and confidentiality.

Interpretation: *Relevant information includes the information specified in ECE 3.03 and ECE 3.04, as well as information that would not have been available at the time of enrollment, including additional permission or consent forms, accident report forms, attendance records, payment receipts, assessment results, and evidence of ongoing communication with family members.*

Examples: *Files and signatures can be paper, electronic, or a combination of paper and electronic.*

Note: *Please see the Facility Observation Checklist for additional guidance on this standard.*

ECE 3.06 (FP)

Access to confidential child files is limited to:

a. the child's parents or legal guardians;
b. personnel authorized to access specific information on a "need-to-know" basis; and
c. auditors, contractors, and licensing or accrediting personnel, consistent with the organization's confidentiality policy.

ECE 3.07

At least twice a year the program:

a. conducts a review of child files to evaluate the presence, clarity, continuity, and completeness of required documents and information, using a uniform tool to ensure consistency; and
b. updates files based on the results of the review, as needed.

Interpretation: *Rather than conducting a review of all files, programs may review a random sample of children's files. For the purpose of identifying trends and patterns, COA Accreditation suggests programs use the sampling guidelines included below, based on the number of children served per year. For example, if a program serves 300 children per year, it should review 135 files total per year, across both of the reviews – not 135 files during each of the reviews. Programs may choose a different sampling method as long as a rationale is provided.*

When a program chooses to review only a sample of files it will be especially important to: (1) aggregate and analyze the results in order to determine whether there are any overarching issues that may impact the accuracy and completeness of un-reviewed files; and (2) ensure that all files are updated, as needed. For example, if reviews reveal that many files are lacking emergency contact information, the program should take steps to ensure that emergency contact information is added in to all files, including files that were not part of the sample reviewed.

SAMPLING GUIDELINES FOR FILE REVIEW

Number of Children Served Per Year.....Sample Size for File Review

1,000 or > … 35% annually

999 – 500 ... 40% annually

499 – 400 …45% annually

399 – 300 … 45% annually

299 – 200 … 47% annually

199 – 100 … 48% annually

99 – 50 … 50% annually

49 – 25...75% annually

Less than 25 … 100% annually

Early Childhood Education

ECE 4: Family Involvement and Support

Purpose

Early Childhood Education facilitates appropriate child development and ensures the health and safety of children in care.

The organization partners with families to promote positive child development both at home and at the program.

Rating Indicators:

1 All elements or requirements outlined in the standard are evident in practice, as indicated by full implementation of the practices outlined in the Practice Standards.

2

Practices are basically sound but there is room for improvement, as noted in the ratings for the Practice Standards; e.g.,

- Minor inconsistencies and not yet fully developed practices are noted; however, these do not significantly impact service quality; or
- Procedures need strengthening; or
- With few exceptions, procedures are understood by staff and are being used; or
- For the most part, established timeframes are met; or
- Proper documentation is the norm and any issues with individual staff members are being addressed through performance evaluations and training; or
- Active participation of persons served occurs to a considerable extent.

3

Practice requires significant improvement, as noted in the ratings for the Practice Standards. Service quality or program functioning may be compromised; e.g.,

- Procedures and/or case record documentation need significant strengthening; or
- Procedures are not well-understood or used appropriately; or
- Timeframes are often missed; or
- Several case records are missing important information; or
- Participation of persons served is inconsistent.

4 Implementation of the standard is minimal or there is no evidence of implementation at all, as noted in the ratings for the Practice Standards; e.g.,

- No written procedures, or procedures are clearly inadequate or not being used; or
- Documentation is routinely incomplete and/or missing.

Table of Evidence

Self Study Evidence

No Self Study Evidence

Site Visit Evidence

*

- Handbook for families
- Samples of information provided to families from the previous six months (re: transition/separation, classroom information, opportunities for family involvement, ways to support child development, and available resources)
- Parent/teacher conference schedule for the previous 12 months

On-Site Activities

*

- Interviews may include:

1. Program director
2. Relevant personnel
3. Families

- Review child files
- Observe teacher/family interactions
- Observe systems/tools for communication with families

ECE 4.01

Family members are helped to feel welcome, comfortable, and valued.

Examples: *Teachers can help family members feel welcome, comfortable, and valued by, for example: greeting them warmly upon arrival; treating them with respect; using kind and supportive language; showing interest in their lives; seeking their input and insights regarding their children; listening to their goals, perspectives, and concerns; recognizing their strengths; providing supportive feedback; recognizing when they may be overwhelmed; and creating a welcoming environment that reflects and supports their backgrounds, as referenced in ECE 8.03.*

Helping family members feel welcome, comfortable, and valued can facilitate collaboration and support their involvement in both the program and their children's development, as addressed in ECE 4.04, ECE 4.05, and ECE 4.07.

ECE 4.02

The organization provides information and support designed to help children and families:

a. manage the initial transition into the program; and
b. cope with separation difficulties that persist over time.

Examples: *Teaching staff can, for example, provide families with information about separation and attachment, help children and/or families cope with daily drop-offs and/or departures, and be sensitive to children and/or families who are struggling with the idea of using out-of-home care for the first time.*

Note: *See ECE 12.01 for more information regarding the assistance that should be provided when children transition to another classroom or age group within the organization.*

ECE 4.03

Families are provided with:

a. access to a handbook that details program policies and procedures;
b. daily schedules;
c. a menu, if meals are provided; and
d. regular updates about happenings in the classroom.

Examples: *Information may be shared with families in a variety of ways, such as through newsletters, message boards, emails, apps, or classroom bulletin boards.*

ECE 4.04

Teachers engage in regular two-way communication with family members to learn and share information regarding their child's needs and progress, including through:

a. daily communication regarding routines, activities, accomplishments, and concerns, when serving infants and toddlers;
b. weekly communication regarding routines, activities, accomplishments, and concerns, when serving preschoolers;
c. parent-teacher conferences that are held biannually, or more often as needed, given the child's progress;
d. the family's participation in decisions affecting their child;
e. assistance with recognizing developmental, health, or behavioral issues that may require additional services or support; and
f. family visits to the program.

Examples: *Regarding elements (a) and (b), daily/weekly communication may occur in a variety of ways, including through in-person conversations, phone calls, emails, web posts, and/or apps. Some organizations may use charts or checklists to provide information to families. Areas to address may include, for example: food/feeding; diaper changes; potty training; naps; individual activities; interactions with others; developmental milestones; and behavior.*

Examples: *Children can benefit when teachers and families partner to share their knowledge and perspectives about the child. For example, while teachers can help families by keeping them informed about the child's progress at the program and explaining how the teacher works with the child, families can help teachers by providing information about strategies that work at home, and helping teachers understand how issues at home may impact what goes on in the classroom.*

Note: *See ECE 9.02 for more information regarding ongoing assessments of children's strengths, needs, and progress.*

ECE 4.05

Family members are provided with opportunities to:

a. participate in program activities and events; and
b. provide input and feedback about the program.

Interpretation: *While it is important to provide opportunities for this type of engagement, the organization should also recognize that families who are unable or unwilling to participate in this manner can still support the learning and development of their children in other ways, as referenced in ECE 4.04 and ECE 4.07.*

Examples: *Family members may participate in program activities and events by, for example: chaperoning field trips; sharing their talents and cultural traditions; assisting teachers in the classroom; and attending special events. Family members may provide input and feedback about the program by, for example: completing surveys about the program; meeting with their child's teacher; attending parent meetings; joining a parent advisory board; or sitting on the organization's governing body.*

Having an open-door policy is one effective method for encouraging families to visit the program, meet with their child's teacher, and participate in daily activities or special events.

ECE 4.06

Teaching staff discuss cultural values and beliefs with families and:

a. adjust caregiving practices, daily routines, and classroom activities as appropriate and in accordance with developmentally-appropriate practice;
b. approach differing points of view respectfully and in an empathetic manner; and
c. involve their supervisor as needed to discuss how family preferences can be appropriately and safely incorporated into the child care setting.

Examples: *Providing culturally responsive care that reflects the care provided at home can be comforting to the child. Daily routines that may be adjusted based on a family's belief system include potty training, feeding, and napping.*

ECE 4.07

Information is available to help families learn about ways to support their children's learning and development at home.

Examples: *Information provided may vary based on the needs and interests of families and can include topics such as: understanding child development; strengthening parent-child relationships; supporting children's social and emotional development; child health issues and the importance of preventive healthcare; encouraging healthy eating and physical activity; environmental safety; providing early learning experiences at home (e.g., fostering early language and literacy skills); and navigating the transition to school.*

Information can be made available through, for example: pamphlets; brochures; relevant publications; newsletters; bulletin boards; e-mails; workshops and seminars; parent support groups; referrals to outside providers; or apps.

ECE 4.08

Families are provided with information about resources and services that can help them meet needs, reduce stress, and promote positive child development.

Examples: *Families may need resources and services for the child attending the program, and/or resources and services for the family as a whole. Needed resources and services may include, but are not limited to: food and nutrition services; medical and dental services; mental health and substance use services; transportation services; housing services; vocational/employment services; and financial assistance, including in-kind supports. Since parents may be less overwhelmed when the family's needs are met, connecting families to services may also increase parents' capacity to provide the type of responsive caregiving that promotes positive child development.*

ECE 4.09

The organization is flexible and responsive to the changing needs and unique circumstances of families served.

Examples: *Changing needs or unique circumstances can include job loss, military deployment, the birth of a sibling, a death in the family, serious and/or chronic health conditions, family violence, or divorce.*

An organization can demonstrate flexibility and responsiveness by, for example: adjusting coverage schedules to accommodate changing child care needs; providing flexible care on an hourly or daily basis; referring families to local resources; and incorporating activities into the daily schedule to help children cope with stressors.

Early Childhood Education

ECE 5: Health and Safety

Purpose

Early Childhood Education facilitates appropriate child development and ensures the health and safety of children in care.

The organization promotes and protects the health and safety of children and staff.

Note: *Please see the Facility Observation Checklist for additional guidance on this standard.*

Rating Indicators:

1 All elements or requirements outlined in the standard are evident in practice, as indicated by full implementation of the practices outlined in the Practice Standards.

2

Practices are basically sound but there is room for improvement, as noted in the ratings for the Practice Standards; e.g.,

- Minor inconsistencies and not yet fully developed practices are noted; however, these do not significantly impact service quality; or
- Procedures need strengthening; or
- With few exceptions, procedures are understood by staff and are being used; or
- For the most part, established timeframes are met; or
- Proper documentation is the norm and any issues with individual staff members are being addressed through performance evaluations and training; or
- Active participation of persons served occurs to a considerable extent.

3

Practice requires significant improvement, as noted in the ratings for the Practice Standards. Service quality or program functioning may be compromised; e.g.,

- Procedures and/or case record documentation need significant strengthening; or
- Procedures are not well-understood or used appropriately; or
- Timeframes are often missed; or
- Several case records are missing important information; or
- Participation of persons served is inconsistent.

4 Implementation of the standard is minimal or there is no evidence of implementation at all, as noted in the ratings for the Practice Standards; e.g.,

- No written procedures, or procedures are clearly inadequate or not being used; or
- Documentation is routinely incomplete and/or missing.

Table of Evidence

Self Study Evidence

*	• Procedures for reporting, responding to, and recording health problems and accidents	
*	• Classroom cleaning and sanitation procedures	
*	• Hand washing procedures	

*	• Child abuse and neglect reporting procedures	
*	• Procedures for notifying teachers of children with specific health needs in their care	
*	• Smoking policy	
*	• Procedure for staying up-to-date on product recalls	
*	• Diaper changing procedures	
*	• Bottle handling procedures	
*	• Infant sleep procedures	

Site Visit Evidence

*

- Health policy/procedures provided to families
- Menus for meals and snacks for the previous six months
- Copies of daily schedules from each classroom indicating time for active play
- Evidence of collaboration with a medical provider
- Documentation of professional installation, maintenance, and annual inspection of playground equipment from the previous 12 months
- Documentation of monthly playground maintenance inspections for the previous six months

On-Site Activities

*

- Interviews may include:

1. Program director
2. Relevant personnel
3. Families

- Review personnel files for documentation of health screening
- Review children's health records
- Observe facility

ECE 5.01 (FP)

All families receive a written health policy and procedures that address:

a. the process for determining whether or not the organization can handle a child's specific health needs;
b. attendance guidelines for sick children;
c. procedures for separating children from others if they become sick at the program; and
d. procedures for notifying families that their child may have been exposed to an infectious disease.

ECE 5.02 (FP)

Child health problems and accidents, including changes in appearance or behavior, are promptly recorded and reported to parents/guardians and administration, and follow-up is conducted as needed.

ECE 5.03 (FP)

Procedures for regularly cleaning and sanitizing the classroom limit the spread of infection and include:

a. daily cleaning of the facility;
b. cleaning and sanitizing tables and high chairs before and after food is served;
c. disinfecting bedding, beds, cots, cribs, and mats at least once a week and between use by different children;
d. disinfecting toys and other materials at least weekly and immediately after use if items are placed in the child's mouth; and
e. the availability of properly labeled disinfectants, which are securely stored away from children at all times.

ECE 5.04 (FP)

To limit the spread of infection, diaper changing areas:

a. are separate from areas for food preparation, eating, and children's activities;
b. have a posted copy of diaper changing procedures;
c. utilize changing tables made of non-porous material; and
d. include covered, plastic-lined, hands-free cans for the disposal of used diapers that are inaccessible to children.

NA: The organization does not provide care to children in diapers.

ECE 5.05 (FP)

Diapering procedures meet nationally recognized guidelines and include:

a. when to check and change diapers;
b. that children are never to be left unattended on changing tables and that one hand must be on the child at all times;
c. proper disposal of diapers and other contaminated items;
d. proper use of gloves when they are offered to teaching staff;
e. steps for gathering materials ahead of time;
f. relevant hand-washing requirements; and
g. steps for disinfecting the area after each use.

NA: The organization does not provide care to children in diapers.

Examples: *The 4th Edition of Caring for Our Children, which is a joint partnership of the American Academy of Pediatrics, the American Public Health Association, and the National Resource Center for Health and Safety in Child Care and Early Education, offers detailed diaper changing procedures that organizations may find useful when developing their own diapering practices.*

ECE 5.06 (FP)

Hand washing areas are designed to promote safety and limit the spread of infection including:

a. separating hand-washing sinks from food preparation sinks;
b. installing shatter-proof mirrors;
c. making hand washing sinks easily accessible to all children; and
d. having liquid soap and sanitary methods for drying off hands available.

Examples: *Sanitary methods for drying off hands include disposable paper towels or electric dryers that turn on and off automatically.*

ECE 5.07 (FP)

Hand washing procedures meet nationally recognized guidelines and include:

a. under what situations hands must be washed;
b. requirements for water temperature, soap use, and time spent scrubbing and rinsing; and
c. procedures for turning off water that reduce the risk of recontamination.

Examples: *The 4th Edition of Caring for Our Children, which is a joint partnership of the American Academy of Pediatrics, the American Public Health Association, and the National Resource Center for Health and Safety in Child Care and Early Education, has hand washing procedures that organizations may find useful when developing their own hand washing practices.*

ECE 5.08

Teaching staff promote good health by:

a. modeling and providing developmentally-appropriate instruction on health and hygiene practices;
b. making drinking water available at all times and in all indoor and outdoor play spaces;
c. serving nutritious meals, snacks, and beverages;
d. offering amounts of food that are appropriate for the ages and sizes of children;
e. providing opportunities for active play; and
f. ensuring food and physical activity are not offered or withheld as a reward or punishment.

Examples: *Modeling and instruction on health and hygiene can address the importance of practices that include: washing hands before and after eating; washing hands after using the bathroom; covering the nose and mouth when sneezing or coughing; regular tooth brushing; healthy eating; and physical activity.*

Note: *See ECE 9.07 and ECE 9.08 for more information on promoting healthy habits and physical activity within the curriculum.*

ECE 5.09 (FP)

Teaching staff:

a. follow universal precautions;
b. identify and report suspected child abuse and neglect to prescribed authorities;
c. are informed when children in their care have specific health needs, and prepared to carry out any related responsibilities; and
d. are healthy and capable of performing the essential functions of the job with reasonable accommodation.

Interpretation: *Regarding element (c), specific health needs include needs related to allergies, asthma, diabetes, physical limitations, seizures, and medication needs.*

Interpretation: *Regarding element (d), while an annual physical examination is preferred, teaching staff may receive a general health screening performed by a qualified medical practitioner, provided the screening addresses communicable diseases.*

ECE 5.10

A health facility or qualified medical professional is available to provide:

a. medical consultation to the organization and families;
b. a review of children's health needs; and
c. a review of the organization's health and safety practices.

Interpretation: *The intent of this standard is not to require that organizations pay for this service, but to ensure they have access to medical professionals as needed.*

Examples: *Organizations may ensure access to medical professionals by having medical professionals on staff or by developing formal or informal relationships with medical professionals outside the organization to receive assistance when special health needs arise.*

ECE 5.11 (FP)

Bottles of breast milk and formula are:

a. labeled with the child's full name and the date that it was brought in;
b. brought in daily and stored in a refrigerator upon arrival;

c. discarded if the bottle is not finished in one feeding;
d. warmed in water and never in a microwave oven; and
e. sent home at the end of the day so thawed breast milk and mixed formula are never stored overnight by the center.

NA: The organization does not provide infant care.

ECE 5.12 (FP)

Teaching staff take necessary precautions to reduce the risk of Sudden Infant Death Syndrome (SIDS) and other sleep-related infant deaths, including:

a. placing infants on their backs for sleep unless otherwise instructed by the child's doctor;
b. placing infants on a firm sleep surface such as a safety-approved crib mattress with fitted sheet;
c. never allowing infants to sleep in a device not specifically designed for sleeping such as a carseat, bouncer, or swing;
d. removing soft materials or objects such as pillows, loose bedding, bumper pads, or toys from sleep areas;
e. ensuring sleep spaces are free of strangulation hazards such as dangling cords, electric wires, and window-covering cords; and
f. dressing infants appropriately for the environment.

NA: The organization does not provide infant care.

ECE 5.13 (FP)

A safe environment is maintained through proper selection and maintenance of play equipment, including:

a. indoor and outdoor playground equipment that meets national safety standards;
b. installing equipment on an appropriate amount of impact absorbing surfaces in accordance with manufacturer's instructions and/or industry practice;
c. conducting daily inspections of playground equipment and the surrounding area to immediately identify potentially hazardous conditions;
d. monthly inspections of playground equipment to identify signs of wear or damage using a standardized checklist and in accordance with manufacturer's instructions; and
e. annual inspections and necessary maintenance of the play equipment by industry professionals.

Examples: *Potentially hazardous conditions include standing water, broken glass, or damage to the play equipment. Signs of wear or damage include worn or damaged wood, bolts, chains, anchors, or insufficient amount of impact absorbing surfaces under equipment.*

ECE 5.14 (FP)

Stairwells have railings and are closed off from child care classrooms.
NA: None of the organization's ECE facilities have stairwells.

ECE 5.15 (FP)

Smoking is prohibited anywhere on the premises, including outside entrances, outdoor play areas, and program vehicles.

ECE 5.16 (FP)

The organization:

a. ensures equipment, toys, and materials are child-proof, non-toxic, maintained in good condition, and accessible only to children for whom they are age-appropriate; and
b. is aware of and responsive to any product recalls affecting equipment, toys, and materials.

Examples: *The Consumer Product Safety Commission provides web-based access to a list of product recalls.*

Early Childhood Education

ECE 6: Indoor and Outdoor Environment

Purpose

Early Childhood Education facilitates appropriate child development and ensures the health and safety of children in care.

Child care is provided in an enriched, interactive environment that is well-suited to meeting the developmental needs of children.

Note: *Please see the Facility Observation Checklist for additional guidance on this standard.*

Rating Indicators:

1 All elements or requirements outlined in the standard are evident in practice, as indicated by full implementation of the practices outlined in the Practice Standards.

2

Practices are basically sound but there is room for improvement, as noted in the ratings for the Practice Standards; e.g.,

- Minor inconsistencies and not yet fully developed practices are noted; however, these do not significantly impact service quality; or
- Procedures need strengthening; or
- With few exceptions, procedures are understood by staff and are being used; or
- For the most part, established timeframes are met; or
- Proper documentation is the norm and any issues with individual staff members are being addressed through performance evaluations and training; or
- Active participation of persons served occurs to a considerable extent.

3

Practice requires significant improvement, as noted in the ratings for the Practice Standards. Service quality or program functioning may be compromised; e.g.,

- Procedures and/or case record documentation need significant strengthening; or
- Procedures are not well-understood or used appropriately; or
- Timeframes are often missed; or
- Several case records are missing important information; or
- Participation of persons served is inconsistent.

4 Implementation of the standard is minimal or there is no evidence of implementation at all, as noted in the ratings for the Practice Standards; e.g.,

- No written procedures, or procedures are clearly inadequate or not being used; or
- Documentation is routinely incomplete and/or missing.

Table of Evidence

Self Study Evidence

*	• Policy governing the use of infant cribs, walkers, jumpers, and swings	

Site Visit Evidence

*	• Documentation of indoor and outdoor square footage used for child care for each ECE facility (e.g. ECE Square Footage Reporting tool)

On-Site Activities

*

- Interviews may include:
    1. Program director
    2. Relevant personnel

- Observe facility

ECE 6.01

The indoor environment supports positive development and education by providing:

a. 35 square feet of unencumbered indoor space per child;
b. dedicated spaces for a range of developmentally-appropriate activities that align with program goals and curricula (e.g., library, art, blocks, science, dramatic play);
c. space that accommodates both group and individual activities, including semi-private space where children can rest or be alone;
d. pathways that allow children and teachers to move from one area to another safely and with minimal disruption;
e. flexible space that is easily updated to meet changing skills and interests of the group;
f. sturdy, appropriate furniture designed to accommodate the age range of children in the classroom and appropriately installed, when applicable, to prevent tipping;
g. furniture that allows for adults to comfortably hold children, where appropriate; and
h. visual displays that incorporate items of interest and feature work created by children.

Interpretation: *Unencumbered indoor space is defined as usable activity space for children. Closed storage areas, indoor space reserved for staff, reception areas, bathrooms, kitchens, etc. should not be included when determining the amount of unencumbered indoor space available.*

Examples: *Size, weight, durability, construction, and material may be considered when determining if furniture is appropriate. For example, chairs should be short enough that children can sit in them without having to climb, risking injury from the chair tipping.*

ECE 6.02

The indoor space includes:

a. individual places for children to store their belongings;
b. separate lavatories customized for adults and children;
c. quiet and private areas for parents and staff;
d. seating that is appropriate for staff;
e. place for staff to store their belongings; and
f. a reception area where all visitors must sign in and out.

Examples: *Quiet and private areas can include areas for parents to breast or bottle feed their children, space for staff to take breaks away from the children, office space, and private areas for parent interviews.*

ECE 6.03

The classroom includes a variety of toys, books, and other materials that are:

a. appropriate to the ages and developmental levels of children in the classroom, including for children with differing levels of skill and ability;
b. chosen to stimulate development in curriculum content areas;
c. designed to sustain interest, support emerging skills, and encourage exploration and creativity;
d. sufficient for the number of children in the classroom;
e. arranged in ways that allow children to access them without assistance; and
f. periodically rotated and/or updated to support children's interest and development.

Examples: *The exact materials selected for the classroom will vary.*

Examples of age-appropriate materials for infant classrooms include:

1. *comfortable carpet or stiff blanket;*
2. *shatter-proof mirrors;*
3. *balls;*
4. *washable plush toys;*
5. *toys that make noise when shaken or squeezed;*
6. *chunky toys that the child can look at, reach for, clutch, and mouth;*
7. *board books;*
8. *a method for playing music; and*
9. *toys that allow for manipulation such as turning or inserting.*

Examples of age-appropriate materials for toddler classrooms include:

1. *art materials appropriate to their developmental level, including large crayons, markers, and large paper;*
2. *containers that can be filled and emptied, including household items such as measuring cups or unbreakable bowls;*
3. *sturdy picture books;*
4. *a method for playing music;*
5. *items that can be pushed, pulled, or ridden; and*
6. *sensory objects such as sand, dough, and water.*

Examples of age-appropriate materials for pre-school classrooms include:

1. *blocks;*
2. *books;*
3. *writing materials;*
4. *math related games or toys such as items to be counted;*
5. *a method for playing music;*
6. *age-appropriate instruments;*
7. *items for scientific investigation such as a magnifying glass;*
8. *items to be used in imaginary play such as props or costumes; and*
9. *sensory play items such as modeling clay, sand, or water.*

Note: *See ECE 9.01 and ECE 9.03 for more information on how materials should be chosen based on curriculum content and ongoing assessments.*

ECE 6.04 (FP)

The least restrictive environment for infants is chosen at all times including:

a. using cribs only for sleeping;
b. limiting the use of infant swings, jumpers, and bouncers; and
c. prohibiting infant walkers.

NA: The organization does not provide infant care.

ECE 6.05

Outdoor areas:

a. provide 75 square feet of usable outdoor space per child, based on the number of children outside at one time;
b. are enclosed by fences or other appropriate barriers;
c. offer shade;
d. support a variety of play activities, including both individual and group play;
e. encourage active play (e.g., running, climbing, jumping); and
f. allow for exploration of the natural environment.

Interpretation: *Programs located in urban areas with limited outdoor space can accommodate children's needs for both active and outdoor play by offering larger indoor spaces such as gyms for active play and by taking children to local parks. Additionally a child's need for outdoor space will vary given their age and mobility level. For example, a group of infants would require less square footage of outdoor space than a group of 3-year-olds.*

Examples: *Open spaces, looped pathways, and appropriate supplies and equipment (as per ECE 6.06) are examples of features that can encourage physical activity.*

ECE 6.06

Supplies and equipment for outdoor time are:

a. appropriate to the ages and developmental levels of children in the program, including for children with differing levels of skill and ability;
b. chosen to support a variety of play activities, including active play; and
c. sufficient for the number of children outside at any one time.

Note: *See ECE 5.13 for expectations regarding outdoor permanent playground equipment.*

Early Childhood Education

ECE 7: Promoting Quality Relationships between Children and Teaching Staff

Purpose

Early Childhood Education facilitates appropriate child development and ensures the health and safety of children in care.

Children experience nurturing, responsive, and stable relationships with teaching staff.

Rating Indicators:

1 All elements or requirements outlined in the standard are evident in practice, as indicated by full implementation of the practices outlined in the Practice Standards.

2

Practices are basically sound but there is room for improvement, as noted in the ratings for the Practice Standards; e.g.,

- Minor inconsistencies and not yet fully developed practices are noted; however, these do not significantly impact service quality; or
- Procedures need strengthening; or
- With few exceptions, procedures are understood by staff and are being used; or
- For the most part, established timeframes are met; or
- Proper documentation is the norm and any issues with individual staff members are being addressed through performance evaluations and training; or
- Active participation of persons served occurs to a considerable extent.

3

Practice requires significant improvement, as noted in the ratings for the Practice Standards. Service quality or program functioning may be compromised; e.g.,

- Procedures and/or case record documentation need significant strengthening; or
- Procedures are not well-understood or used appropriately; or
- Timeframes are often missed; or
- Several case records are missing important information; or
- Participation of persons served is inconsistent.

4 Implementation of the standard is minimal or there is no evidence of implementation at all, as noted in the ratings for the Practice Standards; e.g.,

- No written procedures, or procedures are clearly inadequate or not being used; or
- Documentation is routinely incomplete and/or missing.

Table of Evidence

Self Study Evidence

No Self Study Evidence

Site Visit Evidence

*

- Staffing list that identifies lead and assistant teachers, when applicable, for each classroom

On-Site Activities

*

- Interviews may include:

1. Program director
2. Relevant personnel
3. Families

- Review child files
- Observe teacher/child interactions

ECE 7.01

Each child has a stable, ongoing relationship with a primary caregiver.

Interpretation: *Since the caregiver-child relationship takes time to develop, organizations should strive to minimize staffing changes to the extent possible and appropriate, especially for children under age three.*

Note: *See ECE 8.10 regarding the steps that can be taken when staffing changes do occur.*

ECE 7.02

Teaching staff welcome children when they arrive at the program, and interact with them in a warm, attentive, responsive, and respectful manner throughout the day.

Examples: *Warm, attentive, responsive, and respectful interactions can be demonstrated through: pleasant and calm tone of voice; using children's names; using positive language; speaking with children at their eye-level; eye contact; smiling; giving children individualized attention; listening to children; responding with interest to children's ideas, questions, and requests; engaging children in conversations that are both child and teacher initiated; offering praise and encouragement; celebrating achievements; and making positive physical contact when acceptable to a child, such as hugging, holding a child's hand, and offering comforting touch.*

ECE 7.03

Teaching staff provide children with appropriate care and support by:

a. accepting and appreciating each child's unique characteristics;
b. responding appropriately and flexibly to children's individual and changing needs, interests, and abilities; and
c. engaging with children in a consistent, predictable, and dependable manner.

Interpretation: *Teaching staff may need to evaluate and adjust routines, interactions, activities, and/or materials to meet the individual and changing needs, interests, and abilities of the children in care. For example, teaching staff may need to offer extra comfort and assistance to a child struggling with separation; adjust daily routines to accommodate a child's eating, toileting, and/or sleeping needs; and/or use different strategies to engage children with differing temperaments.*

ECE 7.04

Infants receive individualized, ongoing care from teaching staff who:

a. imitate and respond positively to the infant's vocalizations;
b. understand and respect the infant's sleeping and eating habits;
c. recognize the infant's various cries and promptly respond;
d. provide reassurance, physical care, and regular affection, including frequently holding the infant;
e. facilitate tactile and vocal stimulation;
f. give one-on-one attention throughout the day, including during caregiving routines such as rocking, feeding, or changing; and
g. offer consistent repetition of daily routines, allowing for some variety and contrast.

NA: The organization does not provide infant care.

Early Childhood Education

ECE 8: Building a Supportive Community

Purpose

Early Childhood Education facilitates appropriate child development and ensures the health and safety of children in care.

Teaching staff strive to establish a stable, supportive classroom that encourages positive behavior and promotes healthy peer relationships.

Rating Indicators:

1

All elements or requirements outlined in the standard are evident in practice, as indicated by full implementation of the practices outlined in the Practice Standards.

2

Practices are basically sound but there is room for improvement, as noted in the ratings for the Practice Standards; e.g.,

- Minor inconsistencies and not yet fully developed practices are noted; however, these do not significantly impact service quality; or
- Procedures need strengthening; or
- With few exceptions, procedures are understood by staff and are being used; or
- For the most part, established timeframes are met; or
- Proper documentation is the norm and any issues with individual staff members are being addressed through performance evaluations and training; or
- Active participation of persons served occurs to a considerable extent.

3

Practice requires significant improvement, as noted in the ratings for the Practice Standards. Service quality or program functioning may be compromised; e.g.,

- Procedures and/or case record documentation need significant strengthening; or
- Procedures are not well-understood or used appropriately; or
- Timeframes are often missed; or
- Several case records are missing important information; or
- Participation of persons served is inconsistent.

4

Implementation of the standard is minimal or there is no evidence of implementation at all, as noted in the ratings for the Practice Standards; e.g.,

- No written procedures, or procedures are clearly inadequate or not being used; or
- Documentation is routinely incomplete and/or missing.

Table of Evidence

Self Study Evidence

*	• Classroom schedule/routine	
*	• Classroom rules and expectations	

* • Behavior management policy	
* • Behavior management procedures	
* • Policy for prohibited interventions	

Site Visit Evidence

* • See curriculum for each age group (submitted in ECE 9 Self-Study Evidence) • Sample daily activity plans for each age group from the previous six months

On-Site Activities

* • Interviews may include: 1. Program director 2. Relevant personnel 3. Families • Review child files • Observe facility • Observe activities • Observe transitions • Observe interactions: 1. Teacher/child 2. Peer/peer 3. Teacher/teacher 4. Group

ECE 8.01

The organization establishes a daily routine that:

a. provides stability and predictability;
b. offers flexibility to meet the needs of individual children and the group as a whole;
c. allows children to make choices and decisions throughout the day;
d. is developed with children's attention span in mind; and
e. is clearly communicated to children, as appropriate to their age and developmental level.

Examples: *Children may make choices and decisions about, for example: the activities in which they participate; the materials they use; where they want to play; and ways they can contribute to the classroom.*

ECE 8.02

Teaching staff promote smooth transitions throughout the day by ensuring:

a. children are given enough time to complete planned activities and engage in sustained play;
b. transitions are well-planned;
c. children receive advance notice that a transition will occur and are sufficiently supported throughout;
d. time spent waiting is minimized; and
e. unnecessary transitions are avoided.

ECE 8.03

The program's space, curriculum, activities, and materials incorporate and embrace diversity and are designed to:

a. reflect the backgrounds and experiences of the children and families served;
b. introduce children to the diversity of cultures, identities, and experiences in the broader society and world; and
c. counter biases and stereotypes.

Interpretation: *Characteristics to consider include language, culture, race, ethnicity, religion, age, developmental level, ability, gender and gender identity, sexual orientation, and family structure.*

Examples: *Diversity can be incorporated and embraced throughout all aspects of the program, from the pictures displayed, to the books read, to the toys made available, to the games and music played, to the holidays celebrated, to the food served. Incorporating and embracing diversity can help to foster children's sense of belonging and promote empathy, understanding, and acceptance.*

ECE 8.04

Classroom rules and expectations are:

a. developmentally appropriate;
b. focused on encouraging respect, cooperation, and appropriate behavior;
c. stated using positive language;
d. easy for children to understand;
e. clearly communicated to children, in a manner appropriate to their age and developmental level; and
f. regularly reviewed and practiced.

Interpretation: *Rules and expectations will not be applicable to very young children.*

ECE 8.05

Teaching staff foster social development, positive peer relationships, and a sense of community by:

a. supporting children in the development of friendships and other forms of positive group interaction;
b. helping children to enter into, sustain, and enhance play;
c. providing opportunities for children to contribute to the class and feel connected to the group as a whole;
d. ensuring meal times are relaxed; and
e. protecting children from teasing and bullying.

Examples: *Social development among infants can be promoted by recognizing when an infant is interested in interacting with other infants and facilitating that behavior, and talking during routine, one-on-one activities such as diapering and feeding.*

Note: *Helping children develop social and self-regulatory skills will support their ability to develop positive connections with peers and the class as a whole. See ECE 9.05 for more information on promoting social and emotional development within the curriculum.*

ECE 8.06

Teaching staff use positive techniques to guide and manage children's behavior, including:

a. providing engaging activities throughout the day;
b. recognizing and reinforcing positive behaviors;
c. anticipating potential behavioral issues and making changes in the classroom, or providing individualized guidance and support, to help prevent them;
d. remaining calm and respectful when behavioral issues arise;
e. encouraging children to resolve situations on their own, without the help of teaching staff, when possible and appropriate; and

f. providing supportive guidance to address challenging behaviors and/or help children resolve conflicts, as needed.

Examples: *Techniques for responding to challenging behavior can include, for example: re-directing the child; having a developmentally-appropriate discussion about the effects of the behavior; considering why the child may be engaging in the behavior; determining whether there are any underlying circumstances that may have contributed to the situation; and helping the child understand and learn the desired behavior.*

Techniques for helping children resolve conflicts can include, for example: helping children cool down; identifying and acknowledging children's feelings; listening to children's perspectives; helping children identify the problem; and working with children to devise a solution.

Note: *Additional practices addressed throughout this Service Standard are also critical to positive behavior support. For example, establishing a predictable routine (as per ECE 8.01), and ensuring rules/expectations are developmentally appropriate and clearly conveyed to children (as per ECE 8.04), will encourage positive behavior. Promoting children's social and emotional development (as per ECE 9.05) will also support their ability to behave appropriately.*

ECE 8.07 (FP)

Negative approaches to behavior management are prohibited including, but not limited to:

a. isolation and locked seclusion;
b. ignoring a child;
c. labeling a child "good" or "bad;"
d. the use of demeaning, shaming, threatening, or degrading language, tone, volume, or activities;
e. handling a child in a physically rough or forceful manner;
f. physical restraint, except in response to age-appropriate but potentially dangerous behavior, such as when a child runs into the street; and
g. punitive use of timeouts.

Note: *The organization should also ensure that food and physical activity are not offered or withheld as a reward or punishment, as addressed in ECE 5.08. See ASE 2.06 for additional information about prohibited practices.*

ECE 8.08

When children with persistent behavioral issues are enrolled in the program, teachers work with families to:

a. define desired behaviors;
b. determine barriers to achieving desired behaviors;
c. consider what strategies or interventions have helped the child in the past;
d. identify additional strategies or interventions that can be used going forward;
e. develop and implement an individualized plan to support the child's success;
f. monitor the plan to evaluate effectiveness and make any needed adjustments; and
g. call on additional resources for support as needed, including mental health consultation when appropriate.

Examples: *When determining barriers to achieving desired behaviors, it may be helpful to explore what motivations and triggers may lead to unwanted behaviors.*

Note: *See ECE 10 for more information on serving children with unique behavioral needs that may require additional screenings or services.*

ECE 8.09

The organization:

a. strives to eliminate the use of suspension and expulsion; and
b. ensures all possible strategies, accommodations, and interventions are exhausted before it is determined that the program is not appropriate for a particular child.

Note: *See ECE 8.08 for more information regarding possible strategies, accommodations, and interventions. If it is determined that the program is not appropriate for a particular child, the organization should make every effort to ensure that the family obtains information about services that may be more appropriate, as addressed in ECE 12.*

ECE 8.10

Program changes are made with sensitivity to each child's need for stability and consistent relationships.
Examples: *Program changes can include decisions around grouping, staffing, and scheduling, which could impact a child's day-to-day routines and established relationships.*

Organizations can demonstrate that the needs of children in the program have been considered by instituting changes slowly, over-time; notifying children and their families of upcoming changes in advance; and taking the time to answer questions regarding the purpose of the change.

Early Childhood Education

ECE 9: Developmental and Educational Activities

Purpose

Early Childhood Education facilitates appropriate child development and ensures the health and safety of children in care.

A variety of activities and experiences promote social, emotional, cognitive, language, and physical development.

Rating Indicators:

1 All elements or requirements outlined in the standard are evident in practice, as indicated by full implementation of the practices outlined in the Practice Standards.

2

Practices are basically sound but there is room for improvement, as noted in the ratings for the Practice Standards; e.g.,

- Minor inconsistencies and not yet fully developed practices are noted; however, these do not significantly impact service quality; or
- Procedures need strengthening; or
- With few exceptions, procedures are understood by staff and are being used; or
- For the most part, established timeframes are met; or
- Proper documentation is the norm and any issues with individual staff members are being addressed through performance evaluations and training; or
- Active participation of persons served occurs to a considerable extent.

3

Practice requires significant improvement, as noted in the ratings for the Practice Standards. Service quality or program functioning may be compromised; e.g.,

- Procedures and/or case record documentation need significant strengthening; or
- Procedures are not well-understood or used appropriately; or
- Timeframes are often missed; or
- Several case records are missing important information; or
- Participation of persons served is inconsistent.

4 Implementation of the standard is minimal or there is no evidence of implementation at all, as noted in the ratings for the Practice Standards; e.g.,

- No written procedures, or procedures are clearly inadequate or not being used; or
- Documentation is routinely incomplete and/or missing.

Table of Evidence

Self Study Evidence

*	• Curriculum for each age group	
*	• Assessment procedures	
*	• Copy of assessment tool(s)	
*	• Policy for the use of technology in the classroom	

• Procedures for the use of technology in the classroom	

Site Visit Evidence

- See sample daily activity plans for each age group from the previous six months (submitted in ECE 8 Site Visit Evidence)

On-Site Activities

- Interviews may include:

1. Program director
2. Relevant personnel
3. Families

- Review child files
- Observe activities
- Observe interactions:

1. Teacher/child
2. Peer/peer
3. Teacher/teacher
4. Group

ECE 9.01

The program implements a curriculum that:

a. is developmentally appropriate and reflects what is known about child development and learning;
b. is aligned with the program's goals;
c. guides the planning and provision of daily activities and experiences;
d. allows teaching staff to make adaptations, as needed, to meet the needs of individual children and the group as a whole;
e. promotes social, emotional, physical, language, and cognitive development; and
f. acts as the foundation for ongoing, purposeful assessment of children's strengths, needs, and progress.

ECE 9.02

Ongoing assessments of children's strengths, needs, and progress are:

a. designed to address all dimensions of children's development and learning;
b. culturally and linguistically responsive;
c. conducted in a developmentally appropriate manner that accommodates variations in learning and development;
d. focused on supporting children's development and learning;
e. conducted using a variety of methods and techniques; and
f. designed to incorporate input from families regarding the child's behavior and development at home.

Examples: *Dimensions of development and learning include social and emotional development, linguistic development, cognitive development, physical development, and approaches to learning.*

Examples: *Organizations may use assessment methods and techniques that include, for example: observations; conversations; interviews; work sampling; checklists; and norm-referenced standardized tools.*

ECE 9.03

Results of assessments:

a. are shared with families;
b. inform how teachers plan and carry out daily activities and experiences, for both individual children and the class as a whole; and
c. prompt referral for additional evaluations and/or services, when needed.

ECE 9.04

A wide variety of developmentally-appropriate activities are provided each day, including:

a. individual, small-group, and large-group activities, as appropriate to the age range of children in the group;
b. opportunities for both teacher- and child-directed activities;
c. time for sustained play, including active play, quiet play, and opportunities to meet developmental milestones through play;
d. rest/nap time; and
e. indoor activities and outdoor activities when safety permits.

Interpretation: *Large-group activities are not appropriate for infants.*

ECE 9.05

Teaching staff promote social and emotional development by:

a. helping children recognize, understand, and label emotions;
b. helping children understand that other people may have different emotions and perspectives than they do;
c. providing opportunities for children to learn and practice how to appropriately express and manage their emotions and behaviors;
d. providing opportunities for children to learn and practice the social and communication skills that can help them get along with others;
e. helping children use pro-social and self-regulatory skills in everyday activities and interactions; and
f. modeling how to appropriately express emotions, manage behavior, and interact with others.

Examples: *Teachers can help children develop skills that include, for example: sharing; taking turns; listening; exchanging ideas; saying nice things; playing cooperatively; taking others' perspectives; being helpful; comforting others; using words to convey wants and needs; moderating tone of voice; expressing emotions in non-harmful ways; using self-calming techniques; and controlling physical impulses.*

Staff can help children develop these skills through intentional teaching, modeling, role play, encouraging children to incorporate skills into pretend play, and providing ongoing support focused on helping children use skills in everyday activities and interactions.

Note: *Providing a well-managed and supportive classroom environment, as addressed throughout this Service Standard, will also help to promote positive social and emotional development.*

ECE 9.06

Language development is promoted by:

a. regularly engaging children in dialogue;
b. encouraging children to engage in conversations with each other;
c. rephrasing children's ideas in complete sentences;
d. avoiding "baby talk" unless children are very young;
e. introducing new words and concepts;
f. asking open-ended questions;
g. talking to children about familiar items or activities;
h. offering alternative communication options for children who are non-verbal; and
i. responding to vocalizations and attempts at language.

ECE 9.07

To support cognitive development, classroom activities:

a. are designed to be interesting and meaningful to the children;
b. provide opportunities to think, question, experiment, explore, and make choices;
c. encourage creativity;
d. build on children's knowledge, skills, and experiences;
e. offer an appropriate level of challenge;
f. provide the support and assistance needed to help children extend learning and accomplish goals;
g. incorporate a variety of educational techniques, including play-based learning;
h. include opportunities for practice and encourage the children's sense of mastery of new skills and experiences;
i. incorporate curriculum content areas including literacy, math, science, social studies, health and safety, and the arts; and
j. offer access, either in the classroom or in the community, to resources such as libraries, museums, and recreational, educational, and cultural sites or events.

Examples: *Literacy content for infants and toddlers can include:*

1. *reading different types of books with children (e.g., picture books, rhyming books, manipulative books);*
2. *using interactive reading techniques, such as asking questions, responding to children's comments, reading with expression, naming objects or people on the pages, and highlighting connections to children's experiences;*
3. *making board books available for children to explore on their own;*
4. *rhyming;*
5. *singing;*
6. *playing interactive games (e.g., peek-a-boo);*
7. *incorporating print throughout the classroom; and*
8. *providing opportunities for children to use writing materials.*

Literacy content in pre-school classrooms can include:

1. *reading a variety of books with children (e.g., picture books, nonfiction books, ABC books, counting books);*
2. *using interactive reading techniques, such as asking questions, responding to children's comments, reading with expression, naming objects or people on the pages, and highlighting connections to children's experiences;*
3. *helping children understand the different parts of a book (e.g., cover, title, print, pictures);*
4. *making a variety of developmentally-appropriate books available for children to explore on their own;*
5. *encouraging children to retell stories;*
6. *labeling items in the classroom;*
7. *using print to describe daily routines or rules the child is familiar with;*
8. *using dictation, where the teacher writes down what the child is saying;*
9. *making writing materials readily available for children to use;*
10. *providing ample opportunities to recognize and write letters;*
11. *using rhymes and songs to promote phonological awareness;*
12. *modeling and discussing the ways writing is used in daily life; and*
13. *embedding literacy learning opportunities into pretend play (e.g., writing letters, making grocery lists, reading menus, etc.).*

Examples: *Math content for infants and toddlers can include:*

1. *exposure to different shapes, sizes, colors, and patterns through toys and other objects in the classroom;*
2. *exposure to mathematical concepts that can be expressed non-verbally such as "more or less" or "big and small;" and*
3. *reading books about shapes or counting.*

Math content in pre-school classrooms can include:

1. *opportunities to gain familiarity with numbers, shapes, and patterns;*
2. *opportunities for children to categorize items by size, color, shape, and pattern;*
3. *opportunities to recognize numbers and their meaning; and*
4. *use of mathematical concepts and terms in daily life (e.g., counting, measurement, time).*

Examples: *Science content for infants and toddlers can include:*

1. *opportunities to explore their senses;*
2. *exploration of cause and effect; and*
3. *opportunities to explore their capacity to affect or change their environment.*

Science content in pre-school classrooms can include:

1. *using senses to explore;*
2. *investigating the differences between living and non-living things;*
3. *observing the life cycle;*
4. *learning about the earth;*
5. *observing and learning from the weather and the environment;*
6. *exploring cause and effect;*
7. *using simple scientific tools, such as a magnifying glass or scale;*
8. *practicing different methods of data collection and documentation (such as observation and drawing pictures);*
9. *encouraging children to ask questions and make hypotheses about the world around them; and*
10. *relating scientific concepts and terms to daily life.*

Examples: *Social studies content can include discussion, materials, and activities that explore concepts such as:*

1. *diversity;*
2. *varying definitions of family;*
3. *the environment and environmental responsibility;*
4. *fairness;*
5. *friendship; and*
6. *the local community.*

Examples: *Health and safety content can include discussion, materials, and activities that address topics such as:*

1. *healthy foods;*
2. *visits to the doctor and dentist;*
3. *how to be safe at home (e.g., by not touching hot stoves or household cleaning products); and*
4. *how to be safe in the community (e.g., by crossing streets safely, wearing a helmet, and being aware of strangers).*

Examples: *Arts content for infants and toddlers can include:*

1. *opportunities to engage with age-appropriate art materials;*
2. *opportunities to hear and move to music; and*
3. *opportunities to engage with age-appropriate materials for imaginative play.*

Teaching staff can facilitate exploration of the visual and performing arts in preschool classrooms by:

1. *providing opportunities to engage in, and use props for, imaginative play;*
2. *offering a variety of developmentally-appropriate art supplies;*
3. *teaching new skills or ways to use art supplies;*
4. *playing music in the classroom;*
5. *providing opportunities to dance;*
6. *displaying children's art in the classroom;*
7. *exposing children to professional artists;*
8. *displaying art at children's eye-level;*
9. *singing songs;*
10. *playing instruments; and*
11. *exploring concepts or terms related to visual art, music, dance, and/or drama.*

ECE 9.08

Physical development is promoted by:

a. allocating sufficient time for intentional movement and physical activity;
b. providing opportunities for children to develop and practice both gross and fine motor skills; and
c. integrating opportunities for movement into a range of activities and routines.

Interpretation: *Infants should have several opportunities per day to move freely on the floor, under the supervision of teaching staff. This can include both indoor and outdoor activity. Active play for infants can include "tummy time," which allows infants to develop the muscles of their back and neck.*

Toddlers should ideally have at least 90 minutes of intentional physical activity time per day, and preschoolers should ideally have at least 120 minutes of intentional physical activity time per day. This can include both structured and unstructured activity (i.e. teacher-led activities and free play), as well as both indoor and outdoor activity.

Examples: *Activities for infants can include:*

1. *changing position;*
2. *discovering hands and feet;*
3. *spending time on their stomach; and*
4. *pushing, grabbing, kicking, and mouthing.*

Activities for older infants and young toddlers can include:

1. *crawling;*
2. *walking with assistance; or*
3. *holding and using writing utensils, paint brushes, or other materials that assist in the development of fine motor skills.*

In pre-school children, fine motor skills are developed through activities such as:

1. *writing;*
2. *drawing;*
3. *puzzles;*
4. *painting;*
5. *working with clay; and*
6. *working with manipulatives.*

In pre-school children, gross motor skills are developed through activities such as:

1. *throwing;*
2. *climbing;*
3. *kicking;*
4. *running;*
5. *skipping;*
6. *riding bikes;*
7. *navigating obstacle courses; and*
8. *playing physical games that have rules and structure (e.g. red light/green light).*

Note: *See ECE 6.04 for expectations regarding the use of confining equipment that limits infants' ability to move.*

ECE 9.09

The organization develops and implements a policy regarding technology use that ensures screen time is:

a. educational or movement-based;
b. tailored to children's age and developmental stage;
c. monitored by staff at all times;
d. free of commercial advertisements;
e. not used during naps or meals;
f. not used as a reward or to manage behavior;
g. never used, for children under the age of two; and
h. time-limited, for children age two and up.

NA: The program does not use television, video, and/or computer equipment.

Examples: *Given that children may also be given screen time at home, some recommend that screen time in an early childhood center should be limited to no more than 30 minutes per week even for children age two and up.*

Early Childhood Education

ECE 10: Caring for Children with Special Needs

Purpose

Early Childhood Education facilitates appropriate child development and ensures the health and safety of children in care.

The organization promotes the inclusion and positive development of children with special needs.

Examples: *Special needs include medical, developmental, social, emotional, and behavioral needs.*

Rating Indicators:

1 All elements or requirements outlined in the standard are evident in practice, as indicated by full implementation of the practices outlined in the Practice Standards.

2

Practices are basically sound but there is room for improvement, as noted in the ratings for the Practice Standards; e.g.,

- Minor inconsistencies and not yet fully developed practices are noted; however, these do not significantly impact service quality; or
- Procedures need strengthening; or
- With few exceptions, procedures are understood by staff and are being used; or
- For the most part, established timeframes are met; or
- Proper documentation is the norm and any issues with individual staff members are being addressed through performance evaluations and training; or
- Active participation of persons served occurs to a considerable extent.

3

Practice requires significant improvement, as noted in the ratings for the Practice Standards. Service quality or program functioning may be compromised; e.g.,

- Procedures and/or case record documentation need significant strengthening; or
- Procedures are not well-understood or used appropriately; or
- Timeframes are often missed; or
- Several case records are missing important information; or
- Participation of persons served is inconsistent.

4 Implementation of the standard is minimal or there is no evidence of implementation at all, as noted in the ratings for the Practice Standards; e.g.,

- No written procedures, or procedures are clearly inadequate or not being used; or
- Documentation is routinely incomplete and/or missing.

Table of Evidence

Self Study Evidence

No Self Study Evidence

Site Visit Evidence

*

- Community resource and referral list for specialized services and supports

On-Site Activities

*

- Interviews may include:

1. Program director
2. Relevant personnel
3. Families of children with special needs

- Review child files
- Observe activities
- Observe teacher/child interactions

ECE 10.01

Families of children with special needs receive assistance obtaining and coordinating specialized supports necessary to enroll and keep their child in care.

Interpretation: *The amount and type of assistance provided will vary based on the resources available at the organization.*

Examples: *Families may need assistance obtaining suitable transportation, managing logistics, and coordinating services with other providers such as specialized screenings, assessments, and treatments.*

ECE 10.02

A team approach that involves families, service providers, and teaching staff is used in service planning, care provision, and transition planning.

ECE 10.03

Teaching staff and administrators:

a. promote the child's inclusion in activities with other children; and
b. make accommodations that support the child's learning and development, as needed.

Interpretation: *Whenever the child is attending the program, intervention services provided on-site should be integrated, to the greatest extent possible, into the ongoing activities of the group to promote inclusion.*

Early Childhood Education

ECE 11: Child Supervision

Purpose

Early Childhood Education facilitates appropriate child development and ensures the health and safety of children in care.

Close supervision ensures child safety and improves service quality.

Rating Indicators:

1 All elements or requirements outlined in the standard are evident in practice, as indicated by full implementation of the practices outlined in the Practice Standards.

2

Practices are basically sound but there is room for improvement, as noted in the ratings for the Practice Standards; e.g.,

- Minor inconsistencies and not yet fully developed practices are noted; however, these do not significantly impact service quality; or
- Procedures need strengthening; or
- With few exceptions, procedures are understood by staff and are being used; or
- For the most part, established timeframes are met; or
- Proper documentation is the norm and any issues with individual staff members are being addressed through performance evaluations and training; or
- Active participation of persons served occurs to a considerable extent.

3

Practice requires significant improvement, as noted in the ratings for the Practice Standards. Service quality or program functioning may be compromised; e.g.,

- Procedures and/or case record documentation need significant strengthening; or
- Procedures are not well-understood or used appropriately; or
- Timeframes are often missed; or
- Several case records are missing important information; or
- Participation of persons served is inconsistent.

4 Implementation of the standard is minimal or there is no evidence of implementation at all, as noted in the ratings for the Practice Standards; e.g.,

- No written procedures, or procedures are clearly inadequate or not being used; or
- Documentation is routinely incomplete and/or missing.

Table of Evidence

Self Study Evidence

*	• Procedures for child pick-up	
*	• Procedures for documenting attendance	
*	• Procedures for coverage during staff breaks and other situations where a teaching staff person's attention will be diverted from the group as a whole for more than five minutes	

Site Visit Evidence

*
- Documentation of group size and ratios in each classroom for the previous month
- Staffing chart for the previous month
- Informational materials describing the organization's philosophy/approach to mixing age groups, when applicable

On-Site Activities

*
- Interviews may include:

1. Program director
2. Relevant personnel
3. Families

- Observe facility
- Observe arrival and pick-up times
- Observe supervision at different times of day and during different activities

ECE 11.01 (FP)

Each child is supervised to ensure:

a. departure is with a person who has been approved in writing by the child's parent/guardian;
b. absences are documented;
c. off-site whereabouts while under the supervision of the organization are known and documented; and
d. departure is not allowed with someone who poses a safety risk and staff follow procedures for using relevant organizational or community resources to intervene as needed.

Examples: *Individuals who pose a safety risk can include those who are intoxicated by drugs or alcohol and those who are mentally or physically unstable.*

ECE 11.02 (FP)

The child care center maintains teacher-child ratios and group sizes at all times both on- and off-site that:

a. do not exceed COA's Recommended Teacher-Child Ratios and Group Sizes;
b. take into consideration changes in supervision needs based on activities being conducted; and
c. take into consideration the needs of the children in the group.

Interpretation: *Plans should be in place to maintain ratios when a teacher's attention will be diverted from the group as a whole for more than five minutes, including when staff: (1) works individually with a child who is ill, requires separation from the group, needs special supervision or care, or has an emergency; (2) takes a break; or (3) leaves the room to retrieve supplies.*

Examples: *Lower ratios may be warranted based on the special physical, social, or developmental needs of children within the group, the risks associated with a particular activity, and the qualifications and competencies of the teachers.*

ECE 11.03

When mixing age groups, the organization ensures:

a. the developmental needs of all children can be met;
b. teachers are skilled in programming for mixed-aged groupings; and
c. the group's teacher-child ratio is tailored with consideration given to the age of the youngest children in the group.

NA: The organization does not offer mixed-age groupings.

Interpretation: *Mixing age groups means placing children whose ages span two years or more in the same classroom. For example, mixed-age classrooms could include grouping infants (ages birth to 12 months) in the same classroom as toddlers (ages 1 to 3 years) or grouping toddlers with preschool children (ages 3 to 5 years).*

ECE 11.04 (FP)

The organization promotes appropriate supervision of children by:

a. arranging the indoor and outdoor environments to facilitate constant supervision, with no blind spots and low barriers between designated spaces;
b. ensuring staff position themselves so they can see and hear the children in their care;
c. storing items needed for napping, feeding, diapering, and administrative tasks in a convenient and easily accessible manner;
d. regularly counting children, including when moving children from one place to another; and
e. ensuring mirrors, cameras, and/or sound monitors do not take the place of direct supervision by teaching staff.

Note: *Please see the Facility Observation Checklist for additional guidance on this standard.*

Early Childhood Education

ECE 12: Transition

Purpose

Early Childhood Education facilitates appropriate child development and ensures the health and safety of children in care.

When it is necessary for children to move to new classrooms or programs, teaching staff work with children and families to facilitate smooth transitions.

Rating Indicators:

1 All elements or requirements outlined in the standard are evident in practice, as indicated by full implementation of the practices outlined in the Practice Standards.

2

Practices are basically sound but there is room for improvement, as noted in the ratings for the Practice Standards; e.g.,

- Minor inconsistencies and not yet fully developed practices are noted; however, these do not significantly impact service quality; or
- Procedures need strengthening; or
- With few exceptions, procedures are understood by staff and are being used; or
- For the most part, established timeframes are met; or
- Proper documentation is the norm and any issues with individual staff members are being addressed through performance evaluations and training; or
- Active participation of persons served occurs to a considerable extent.

3

Practice requires significant improvement, as noted in the ratings for the Practice Standards. Service quality or program functioning may be compromised; e.g.,

- Procedures and/or case record documentation need significant strengthening; or
- Procedures are not well-understood or used appropriately; or
- Timeframes are often missed; or
- Several case records are missing important information; or
- Participation of persons served is inconsistent.

4 Implementation of the standard is minimal or there is no evidence of implementation at all, as noted in the ratings for the Practice Standards; e.g.,

- No written procedures, or procedures are clearly inadequate or not being used; or
- Documentation is routinely incomplete and/or missing.

Table of Evidence

Self Study Evidence

*	• Procedures for transitioning to another classroom or age group	
*	• Procedures for transitioning to school or a new early childhood setting	

Site Visit Evidence

*	

- Sample letters or other materials provided to families whose children are transitioning to another classroom or age group
- Sample letters or other materials provided to families whose children are transitioning to school or a new early childhood setting

On-Site Activities

*

- Interviews may include:

1. Program director
2. Relevant personnel
3. Families

- Review child files

ECE 12.01

When a child needs to transition to another classroom or age group within the organization, the current teacher:

a. engages families in a discussion of the reason for the transition, including the child's developmental needs and progress;
b. provides families with general information on the transition process;
c. helps the child prepare for the upcoming change, including arranging opportunities for the child to visit the new classroom and meet teaching staff and peers prior to the transition; and
d. shares information with the new teacher.

ECE 12.02

When a child needs to transition to school or a new early childhood setting, teaching staff:

a. engage families in a discussion of the child's developmental needs and progress;
b. provide families with general information that can help them manage the transition, including information about suitable placement options when possible and appropriate;
c. help the child prepare for the upcoming change;
d. share information with the new school or early childhood setting, when appropriate and with parental/guardian consent; and
e. notify collaborating service providers that the child has transitioned from the program, with parental/guardian consent.

Interpretation: *When a child needs to transition to a new early childhood setting and the organization does not have information about suitable placement options, families can be referred to local resources such as child care resource and referral.*

Examples: *Reasons why a child may need to transition to a new early childhood setting can include, for example: a move from the geographic/service area; non-payment; when special needs arise that the organization cannot meet with reasonable accommodation; or a change in parental work schedules that the organization cannot accommodate.*

Early Childhood Education

ECE 13: Oversight of Family Child Care Homes

Purpose

Early Childhood Education facilitates appropriate child development and ensures the health and safety of children in care.

The organization provides oversight and support to family child care homes to ensure care is being provided in a safe environment that promotes healthy child development.
NA: The organization does not utilize family child care homes to expand its capacity to provide care.

Note: *This standard is intended only to review the oversight and support provided to family child care homes by a child care facility that utilizes family child care homes to expand its capacity to provide care. Completion of these standards by a child care center will not result in accreditation of the individual homes and cannot speak to the quality of the care being provided within them.*

Rating Indicators:

1 All elements or requirements outlined in the standard are evident in practice, as indicated by full implementation of the practices outlined in the Practice Standards.

2

Practices are basically sound but there is room for improvement, as noted in the ratings for the Practice Standards; e.g.,

- Minor inconsistencies and not yet fully developed practices are noted; however, these do not significantly impact service quality; or
- Procedures need strengthening; or
- With few exceptions, procedures are understood by staff and are being used; or
- For the most part, established timeframes are met; or
- Proper documentation is the norm and any issues with individual staff members are being addressed through performance evaluations and training; or
- Active participation of persons served occurs to a considerable extent.

3

Practice requires significant improvement, as noted in the ratings for the Practice Standards. Service quality or program functioning may be compromised; e.g.,

- Procedures and/or case record documentation need significant strengthening; or
- Procedures are not well-understood or used appropriately; or
- Timeframes are often missed; or
- Several case records are missing important information; or
- Participation of persons served is inconsistent.

4 Implementation of the standard is minimal or there is no evidence of implementation at all, as noted in the ratings for the Practice Standards; e.g.,

- No written procedures, or procedures are clearly inadequate or not being used; or
- Documentation is routinely incomplete and/or missing.

Table of Evidence

Self Study Evidence

*	• Family child care recruitment procedures	
*	• Screening criteria for family child care homes	
*	• Matching procedures for family child care homes	

Site Visit Evidence

*

- Job description for family child care coordinator role
- Documentation of monthly home visits for the previous six months
- Curricula of any training offered to family child care personnel
- Documentation of licensure for family child care homes
- Documentation of caregiver credentials and completed training hours for family child care providers
- List of current family child care homes with ratios noted (e.g. Family Child Care Homes Reporting Tool)

On-Site Activities

*

- Interviews may include:
    1. Program director
    2. Relevant personnel

- Review personnel record for Family Child Care Coordinator

ECE 13.01

Family child care coordinators are qualified by:

a. a CDA, CCP, or equivalent credential;
b. an associate's degree in early childhood education or child development; or
c. a bachelor's degree in a related field with two years of post-graduate experience in early childhood education.

Examples: *Related fields include, but are not limited to: elementary education; special education; psychology; family consumer sciences; home economics; social work; and social services.*

ECE 13.02

Family child care coordinators:

a. recruit and assess family child care homes prior to their use;
b. provide support and supervision through a monthly home visit;
c. offer training and professional development opportunities; and
d. monitor the quality of care being provided.

ECE 13.03

The organization utilizes family child care homes staffed by individuals with:

a. a GED or high school diploma;
b. at least 45 hours of family child care-related training within the last three years; and
c. access to ongoing training and education.

ECE 13.04 (FP)

Prior to use, all family child care homes are screened to ensure they are fully licensed or approved, according to applicable regulatory requirements.

ECE 13.05

The needs of the child and family are matched with a care provider to ensure suitable, family-based care.

ECE 13.06 (FP)

The organization is aware of available spaces at each child care home and only refers families when it is determined that the resulting teacher-child ratios:

a. will not exceed COA's Recommended Teacher-Child Ratios and Group Sizes;
b. take into consideration changes in supervision needs based on activities being conducted; and
c. take into consideration the needs of the children in the group.

Examples: *Lower ratios may be warranted based on the special physical, social, or developmental needs of children within the group, the risks associated with a particular activity, and the qualifications and competencies of the teachers to ensure that children's needs are being met.*