

Sample Instrument

PARTICIPATION IN HIGH QUALITY EARLY CHILDHOOD EDUCATION PROGRAM

Education Focus Area

Output: Number of children accessing high quality early childhood education programs (ED22)

Programs that choose this measure should be placing National Service participants in high quality early childhood programs (see definition of high quality). Programs will need to provide documentation to justify that the early childhood programs meet the definition of high quality. Programs are then required to document the number of children participating in these high quality programs. **If you are not placing National Service participants in high quality early childhood programs, you should not choose this measure.**

Sample Instrument

High Quality Early Childhood Program Checklist

This checklist identifies the four characteristics and sub-characteristics required for an Early Childhood Program to be classified as high quality. This instrument should be completed at the beginning of the program year and again at the end of the program year.

To be considered high quality, the program must possess all four characteristics:

1. Teacher and assistant teacher qualifications: Teachers and teacher aides/assistants should have a Child Development Associate (CDA) credential appropriate to the age of the children or the equivalent¹.
2. Recommended group size limits (see table, Recommended Staff-Child Ratios Within Group Size²)
3. Appropriate teacher/staff to child ratio (see table)
4. Learning and development occurs across all domains with programs that address children's: physical well-being and motor development; social/emotional development; approaches towards learning; language development and cognition.

¹ For more on teacher and teacher aide qualifications,

http://eclkc.ohs.acf.hhs.gov/hslc/Program%20Design%20and%20Management/Head%20Start%20Requirements/1Ms/2008/resour_ime_012_0081908.html

² Accreditation Criteria and Procedures of the National Academy of Early Childhood Programs by the *National Association for the Education of Young Children, 1991, Washington, DC: National Association for the Education of Young Children*

Recommended Staff-Child Ratios within Group Size

Age of Children	Group Size Limit	Group Size							
		6	8	10	12	14	16	18	20
Infants (birth to 12 mos.)	8	1:3	1:4						
Toddlers (12-24 mos.)	12	1:3	1:4	1:5	1:4				
2-year-olds (24-30 mos.)	12		1:4	1:5	1:6				
2-2 ½-year-olds (30-36 mos.)	14			1:5	1:6	1:7			
3-year-olds	14					1:7	1:8	1:9	1:10
4-year-olds	20						1:8	1:9	1:10
5-year-olds	20						1:8	1:9	1:10

High Quality Early Childhood Education Program Assessment Summary

This summary instrument captures the results of beginning and end-of-the-year assessments (Checklists) to document whether programs where National Service participants are placed are “high quality”, and total how many students are accessing these programs.

High Quality Early Childhood Education Program Checklist

Instructions

What is the purpose?	To determine whether your Early Childhood Program qualifies as a <i>high quality</i> Early Childhood Program.
Who should complete this instrument?	Project Director or designated person should be responsible for assessing your Early Childhood Program.
When should we complete this instrument?	At the beginning of your early childhood education program year and again at the end of the program year.
What should we do to prepare?	Determine the sites where your early childhood programs are located and conduct a preliminary check to determine if programs are of high quality. For example, look at the child-adult ratio; if the program does not meet this characteristic, there is no need to verify other characteristics of a high quality program. High quality programs must meet all four characteristics and the sub-sections of those characteristics.
What should we do afterwards?	Keep all the checklists together in a safe place; these are your data . After conducting the pre-assessment at the beginning of the program year, you will need to use the same instrument to conduct the post assessment. Make sure you know where you file these instruments.
Can I use an alternative instrument?	Different forms can be developed/used to document high quality early childhood programs. Your organization/institution may already document the four characteristics for a high quality program.

High Quality Early Childhood Program Checklist

Program/Class Name: _____

Site/Location: _____

Person Completing Checklist: _____ **Title:** _____

Number of students in this program class: _____

Number of National Service participants placed in this program/class: _____

Date of Assessment at the **start** of program/class year _____

Date of Assessment at the **end** of program/class year _____

Assess the Early Childhood Program and/or class where National Service participants are placed at the beginning of the program year and again at the end of the program year. A high quality Early Childhood Program should have all of the characteristics and sub-characteristics checked as “yes” at the start and end of the program year. A “no” check would disqualify the program from being considered high quality.

Characteristics of a High Quality Program		Characteristics Met			
		Yes		No	Comments
		start	end		
1.a.	Teachers have Early Childhood Credential				
b.	Teacher Assistants have Early Childhood Certification				
2.	Meets Recommended Group Size				
3.	Meets Recommended Teacher/Staff to Child Ratio				
4.	Learning and Development Occurs Across all of the Following Domains				
a.	Language Development and Cognition				
b.	Social and Emotional Development				
c.	Approaches to Learning				
d.	Physical Well-being and Motor Development				
TOTAL³					

Does this early childhood education program qualify as “high quality”? (All items are checked “yes” in the “start” and “end” columns.)

Yes **No**

³ To be considered a high quality early childhood education program, the program must have all (8) items checked “yes” at the beginning and at the end of the program year.

Early Childhood Education Program Assessment Summary

Instructions

What is the purpose?	To determine how many students were enrolled in a high quality early childhood education programs.
Who should complete this instrument?	Project director or designated person should be responsible for documenting results of the checklist assessments.
When should we complete this instrument?	At the beginning and end of the program year.
What should we do to prepare?	Enter the names and locations of the programs/sites where National Service participants will be placed. Developing this log in an Excel Spreadsheet will allow you to easily add more names and sort for duplications.
What should we do afterwards?	Keep all the checklists and summary sheet together in a safe place; these are your data.
Can I use an alternative instrument?	Different forms can be developed/used to document results of the checklist assessments (e.g., Excel Spreadsheet). However, whether your instrument is in paper format or electronic format, remember to save the “raw” data as proof that a systematic process was used to document the output.

Early Childhood Education Program Assessment Summary

Program: _____

Person completing this form: _____ **Program Year:** _____

Instructions:

1. Enter information about each program or class under “Early Childhood Education Program”: the name and location, and the number of National Service participants that have been placed there.
2. At the start of the program year, and again at the end of the program year, complete the *High Quality Early Childhood Program Checklist* and enter the date and results under “Assessment”.
3. After the second assessment, indicate which programs/classes met the criteria by placing a “1” in Column A. Both assessments need to have all items checked “yes” to meet the criteria.
4. For those programs that are high quality, enter the number of students in column B and add this column for your output total.

Early Childhood Education Program			Assessment				Output (ED22)	
CNCS-supported program/class	Location	Number of National Service Participants	1 st assessment (start of program year)		2 nd assessment (end of program year)		(A) Place a “1” if “high quality” ⁴	(B) Number of students accessing this program/class
			Date	Results	Date	Results		
<i>Example: ABC Program</i>	<i>101 Sunnybrook Lane</i>	<i>4</i>	<i>9/20/11</i>	<i>All 8 items “yes”</i>	<i>5/14/11</i>	<i>All 8 items “yes”</i>	<i>1</i>	<i>19</i>
1.								
2.								
3.								
4.								
5. Add rows								

Output Total: Number of students that accessed a high quality early childhood education program (B): _____

⁴ High quality early childhood education programs have all of the following characteristics: (1) Teacher and assistant teacher qualifications; (2) Class size limits; (3) Appropriate teacher to child ratios; (4) Learning and development occurs across all domains with programs that address children’s physical well-being and motor development, social/emotional development, approaches towards learning, language development and cognition as documented by *High Quality Early Childhood Program Checklist*.