

# New York Statewide Universal Full-Day Prekindergarten Program Quality Assurance Protocol



# The Quality Assurance Protocol

The purpose of the Quality Improvement Protocol is to engage prekindergarten programs in creating and maintaining a high-quality program, and to be used as an ongoing tool by the Department for technical assistance and support.

# The Program Quality Standards

- I. Facility Quality
- II. Curriculum & Instruction
- III. Learning Environment, Materials & Supplies
- IV. Family Engagement and Support
- V. Staffing Patterns
- VI. Teacher Education and Experience
- VII. Physical Well-Being, Health and Nutrition

# The Program Quality Standards (cont'd)

- VIII. Partnerships with Non-Profit, Community and Educational Institutions
- IX. Fiscal and Program Oversight
- X. Screening and Assessment

# Definitions for Program Performance

**0: Non-Compliant**

**Lack of current license.  
Evidence shows negligible effort in adhering to and meeting compliance indicators and no effort through observable and documented efforts in the listed indicators of quality.**

**1: Minimal**

**Current license.  
Evidence shows inconsistent effort in adhering to and meeting compliance indicators and little effort to be compliant through observable and documented efforts in meeting less than half of the indicators of quality.**

# Definitions for Program Performance (cont'd)

2: Acceptable

Current license in view.

Evidence shows consistent effort in adhering to and meeting compliance indicators and some effort to go beyond minimum compliance through observable and documented efforts in at least half of the listed indicators of quality.

3: Enhanced

Current license in view.

Evidence shows strong effort in adhering to and meeting compliance indicators and strong effort to go beyond acceptable compliance through intentional observable and documented efforts in more than half of the listed indicators of quality.

# Definitions for Program Performance (cont'd)

4: Excels

Current license in view.

Evidence shows outstanding effort in adhering to and meeting compliance indicators and outstanding effort to go beyond enhanced compliance through intentional observable and documented efforts in all indicators of quality.

# I. Facility Quality

- \* The facility's design should advance child development and early learning
- \* Programs must be licensed
- \* Violations classified as an imminent danger or public health hazard must be immediately corrected
- \* Annual facility inspection is completed

## II. Curriculum & Instruction

Adapt and implement curricula aligned with the NYS Prekindergarten Foundation for the Common Core

- \* Approaches to Learning
- \* Physical Development and Health
- \* Social and Emotional Development
- \* Communication, Language and Literacy
- \* Cognition and Knowledge of the World

# Curriculum & Instruction (cont'd)

## Teaching Staff Receives Quality Annual Training for Program Implementation

- \* Activities must be learner-centered
- \* Play-based curriculum
- \* Promote child's overall growth and development
- \* Balanced schedule of teacher-initiated and child-initiated activities
- \* Learning Centers

# Curriculum & Instruction (cont'd)

## Teaching Staff Receives Quality Annual Training for Program Implementation (cont'd)

- \* Intentional Planning
- \* Differentiate Instruction
- \* Supports for Students with Disabilities
- \* Supports for English Language Learners
- \* Integration with K-12

# Curriculum & Instruction (cont'd)

## MUST INCLUDE Early Literacy & Emergent Reading

- \* Vocabulary Development
- \* Background Knowledge
- \* Expressive and Receptive Language
- \* Phonological Awareness
- \* Phonemic Awareness

# III. Learning Environment, Materials & Supplies

- \* Space, scheduling, and other environmental factors advance student learning and development
- \* Daily schedule allows for a balance of intentionally-planned active and quiet play, indoor and outdoor gross motor activities, and individual and small group activities
- \* Learning activities encourage students to be self-assured and independent

# IV. Family Engagement & Support

- \* Parents are provided with information on how program meets quality standards
- \* Procedures are in place to encourage and ensure the active engagement of parents in the education of their children, in a language they understand
- \* Families complete a program evaluation annually
- \* Support services are provided to children and families

# V. Staffing Patterns

- \* Staffing advances child development and learning
- \* Maximum class size is 20 students
  - \* For classes of up to 18 students, there must be at least 1 paraprofessional
  - \* For classes of 19 or 20 students, there must be at least one teacher and 2 teaching assistants assigned to each class

# Staffing Patterns (cont'd)

- \* Until all teachers at a site possess a teaching license valid for service in the early childhood grades, an educational director with NYS certification will be employed during the hours that the prekindergarten program is in operation
- \* Workforce should consider the diversity and needs of the students attending the program

# VI. Teacher Education and Experience

- \* Teaching staff must be certified or on a plan to become certified within 3 years
- \* A valid and reliable measure of student-teacher interactions is used
- \* Professional Development is provided based on the instructional needs of students and integrated with K-3

# VII. Physical Well-Being, Health & Nutrition

- \* Programs provide a variety of daily opportunities to engage in physical activities
- \* If children are present more than 3 hours programs must provide meals and snacks
- \* If children are present less than 3 hours programs must provide a nutritional meal OR snack
- \* Meals and snacks should be provided in an environment conducive to staff/child interaction

# VIII. Partnerships with Non-Profit, Community & Educational Institutions

- \* Prekindergarten to Kindergarten transition strategies
- \* Partnerships with existing cultural, educational and health/human services providers in the community are leveraged to address all of the needs of young children and their families

# IX. Fiscal & Program Oversight

Program has a plan to monitor compliance by collaborating eligible agencies with all fiscal and program requirements

# X. Screening & Assessment

- \* Program has in place a process for screening
- \* Program has in place a process for appropriately evaluating student progress throughout the year



Process for Implementation of the  
Quality Protocol for Statewide Full-Day  
Prekindergarten Program  
by the NY Early Childhood Professional  
Development Institute

# Classroom Visit

- \* Assists appraiser in verifying program standards
- \* Takes up to an hour
- \* Appraiser may or may not interact with staff

# Documentation Review

- \* Verifies through written policies, procedures and materials that standards are or are not being met
- \* Quality Indicators are used as a guide to show what documentation needs to be reviewed
- \* Quiet Area is needed for this review

# Summary Discussion

- \* Appraiser meets with Program Director and other staff who are responsible for the program
- \* Discussion provides a framework for needed improvements that will improve program quality
- \* Includes improvements that can be made immediately and those that will take a longer period of time

# QUALITY

- \* **Q** – Quality begins with a **question**: What quality improvements can I add to improve learning for the SUFDPK children?

- 
- \* **U – Understanding** early childhood development is the main ingredient for achieving quality. Development of all program areas hinge on this.

- 
- \* **A** – An open, positive and self-evaluative **attitude** allows the best possibilities for achieving quality

- \* **L** – The **language** of quality includes: Why not? What if? and I will.

- 
- \* **I** – Quality begins with **I**. Whether the **I** is Program Director, Principal, Education Coordinator, or Teacher, ownership of making quality improvements begins with **I**.

- 
- \* **T** – Quality Improvement takes **time** – allow yourself time to think and then implement. Quality is a process and happens in little and big ways continuously.

- 
- \* **Y** – Quality **yields** to meeting the developmental needs of children. This is absolutely necessary for growth and development.