BENCHMARKS FOR QUALITY IMPROVEMENT SELF-ASSESSMENT TOOL

The Benchmarks for Quality Improvement (BQI) were developed by the Office of Child Care (OCC) to support your planning and implementation of early learning quality improvement systems. OCC recognizes that States and Territories are using quality rating and improvement systems (QRIS) as a framework for organizing, guiding, and gauging the progress of quality initiatives. Therefore, this self-assessment tool is organized around the five elements of a QRIS:

1. Program Standards,

2. Supports for Programs and Practitioners,

3. Financial Incentives,

4. Quality Assurance and Monitoring, and

5. Consumer Education.

The purpose of the BQI Self-Assessment Tool is to help you assess your current status and measure your progress in implementing program quality improvement systems. It is our hope that this tool will assist you in identifying areas that you would prioritize for moving forward.

The Self-Assessment Tool contains a series of questions to answer for each of the benchmark indicators. These questions and your answers should help you to determine your status on a series of progress measures - No Action, Developing, Implementing, or Fully Implementing. Space is provided for you to put notes and prioritize and plan for next steps in those areas where progress is needed.

Support for using this tool is available from the National Center on Child Care Quality Improvement at 877-296-2250 or OCCQualityCenter@icfi.com.

Element 1 – Program Standards

STANDARDS INDICATOR #1 - **Graduated program quality standards create a pathway to excellence.** The State has established graduated program quality standards that are built on a foundation of licensing. The standards serve as a tool to unite early childhood programs under a common vision of quality that applies to all settings and sectors. (For example, child care centers and family child care programs participate, as well as Head Start programs and State-funded preschool programs, and programs serving young children under IDEA.)

Indicator Questions	Question Response Options	Planning Notes
1.1.1. Have graduated program quality standards been developed?	❑ Yes ❑ No ❑ Information not available	
1.1.2. Are the graduated standards built on foundation of licensing?	❑ Yes ❑ No ❑ Information not available	
1.1.3. Do the graduated quality standards apply to center-based programs for children birth through school-age?	❑ Yes ❑ No ❑ Information not available	

Indicator Questions	Question Response Options	Planning Notes
1.1.4. Do the graduated quality standards apply to family child care homes?	❑ Yes ❑ No ❑ Information not available	
1.1.5. Do these sectors of early and school-age care and education programs exist in your state? Check all that apply.	❑ Licensed or regulated child care (centers and/or FCC homes) ❑ Head Start/Early Head Start ❑ State preschool program/prekindergarten ❑ Programs serving children under IDEA ❑ Out-of-school-time programs for school-age children ❑ None	

Indicator Questions	Question Response Options	Planning Notes
1.1.6. Do the graduated program standards apply to the sectors of early and school-age care and education programs that exist in your state? Check all sectors that are eligible to meet these standards (i.e., participate in QRIS).	❑ Licensed or regulated child care (centers and/or FCC homes) ❑ Head Start/Early Head Start ❑ State preschool program/prekindergarten ❑ Programs serving children under IDEA ❑ Out-of-school-time programs for school-age children ❑ None	
1.1.7. Describe other types of programs that are eligible to participate in meeting the graduated program standards, such as license-exempt centers, license-exempt homes, and tribal programs.		

Indicator Questions	Question Response Options	Planning Notes
Progress Measures: 1.1.8. What is the State's/Territory's status on this indicator?	❑ **No Action:** The State has not developed graduated program quality standards with content that is higher than the base level of licensing requirements. ❑ **Developing**: The State has developed or is developing graduated program standards for at least one setting and one sector. ❑ **Implementing**: The State has developed and is implementing graduated program standards for more than one setting and more than one sector (e.g., family child care, child care centers, and Head Start). ❑ **Fully Implementing:** The State has developed and is implementing graduated program standards and all settings and sectors are eligible to participate.	

STANDARDS INDICATOR #2 - Graduated program quality standards integrate expectations for children's school readiness and success, teacher knowledge and skills, and program quality. The State has established graduated program quality standards and criteria, built on current standards, that reflect a common core across sectors, incorporate teacher's knowledge and skills (as expressed in professional standards), and children's school readiness and success expectations (as expressed in learning and development guidelines). The standards foster high-quality, accessible, inclusive and culturally and linguistically competent early care and learning services for infants, toddlers, preschoolers and their families.

Indicator Questions	Question Response Options	Planning Notes
1.2.1. In developing the graduated program quality standards, did the state review current state standards?	❑ Yes ❑ No ❑ Information not available	
1.2.2. Which standards were reviewed? Check all that apply.	❑ Learning and development guidelines ❑ Professional standards ❑ Program standards (other than licensing) ❑ None	
1.2.3. Are the state's learning and development guidelines integrated into the graduated program quality standards?	❑ Yes ❑ No ❑ Information not available	

Indicator Questions	Question Response Options	Planning Notes
1.2.4. Are the state's professional standards integrated into the graduated program quality standards?	❑ Yes ❑ No ❑ Information not available	
1.2.5. Are programs standards (other than licensing) integrated into the graduated program quality standards?	❑ Yes ❑ No ❑ Information not available	
Progress Measures: 1.2.6. What is the State's/Territory's status on this indicator?	❑ **No Action:** The State has not developed graduated program quality standards. ❑ **Developing**: The State has reviewed current State program and professional standards, and learning and development guidelines to identify areas of needed improvement. ❑ **Implementing:** The State has established graduated program quality standards based on the review of current standards. ❑ **Fully Implementing**: The State has integrated program, professional, and child standards.	

STANDARDS INDICATOR #3 - The graduated program quality standards are aligned with other program standards. The State's program quality standards contain some content and criteria that is the same or equivalent to other State /Territory and national program standards, such as State preschool program, Head Start performance, or national preschool and school-age accreditation standards, resulting in a common core of program standards across sectors and creating a pathway to excellence.

Indicator Questions	Question Response Options	Planning Notes
1.3.1. How are the graduated quality standards linked to licensing requirements?	❑ Licensing is a pre-requisite for participation ❑ Licensing is the first level of the graduated standards ❑ State/Territory has a "rated" licensed ❑ None	
1.3.2. Are programs that meet State/Territory preschool standards able to meet all or part of the graduated quality standards?	❑ Yes ❑ No ❑ Information not available	
1.3.3. Are programs that meet Federal Head Start Performance Standards able to meet all or part of the graduated quality standards?	❑ Yes ❑ No ❑ Information not available	

Indicator Questions	Question Response Options	Planning Notes
1.3.4. Are programs that meet national accreditation standards able to meet all or part of the graduated quality standards?	❑ Yes ❑ No ❑ Information not available	
1.3.5. Describe how the criteria of the graduated program standards are the same as at least one other set of State or National program standards.		
Progress Measures: 1.3.6. What is the State's/Territory's status on this indicator?	❑ **No action**: The State has not developed graduated program quality standards. ❑ **Developing** The State has graduated program standards built on a foundation of licensing, (i.e., being licensed is included in the first level of the graduated standards or is a prerequisite for participation). ❑ **Implementing** The State graduated program standards are built on a foundation of licensing and some of the content is the same as the content from at least one other set of standards. ❑ **Fully Implementing** The State graduated program standards are built on a foundation of licensing and some of the content is the same as the content from more than one other set of standards This in essence creates a "common core" of standards that applies to multiple sectors and makes it possible for programs to meet the quality standards if they are already meeting another set, such as accreditation or Head Start.	

STANDARDS INDICATOR #4 - The State's program quality standards support the professional preparation and ongoing development of all practitioners. The State's program quality standards require specific knowledge, skills, and dispositions for those working with children via approved training, credentials, or degrees.

Indicator Questions	Question Response Options	Planning Notes
1.4.1. In which sets of standards are classroom teachers/providers required to have training in early childhood/school-age content as the preservice qualification?	❑ Licensing regulations for centers ❑ Licensing regulations for family child care homes ❑ QRIS (at the first level) ❑ State-funded preschool ❑ None	
1.4.2. In which sets of standards are classroom teachers/providers required to have at least a State or national credential as the preservice qualification?	❑ Licensing regulations for centers ❑ Licensing regulations for family child care homes ❑ QRIS (at any level) ❑ State-funded preschool ❑ None	

Indicator Questions	Question Response Options	Planning Notes
1.4.3. In which sets of standards are classroom teachers/providers required to have an associate's degree as the preservice qualification?	☐ Licensing regulations for centers ☐ Licensing regulations for family child care homes ☐ QRIS (at the highest level) ☐ State-funded preschool ☐ None	
1.4.4. In which sets of standards are classroom teachers/providers required to have at least a bachelor's degree as the preservice qualification?	☐ Licensing regulations for centers ☐ Licensing regulations for family child care homes ☐ QRIS (at the highest level) ☐ State-funded preschool ☐ None	
1.4.5. In which sets of standards are classroom teachers/providers required to have at least 15 hours of ongoing training?	☐ Licensing regulations for centers ☐ Licensing regulations for family child care homes ☐ QRIS (at any level) ☐ State-funded preschool ☐ None	

Indicator Questions	Question Response Options	Planning Notes
Progress Measures: 1.4.6. What is the State's/Territory's status on this indicator?	❑ **No Action:** The State's program quality standards do not address staff qualifications. ❑ **Developing:** The State program quality standards require preservice qualifications for teachers/FCC providers that include early childhood content. ❑ **Implementing:** The State's program quality standards require preservice qualifications for teachers/FCC providers that include a State or national credential. ❑ **Fully Implementing:** The State's program quality standards require specific preservice qualifications and ongoing professional development for teachers/FCC providers that is comparable to Head Start standards.	

STANDARDS INDICATOR #5 - The State's program quality standards support children's learning through the use of curricula/learning activities that are based on the State learning and development guidelines. Planned learning activities that are based on expectations for what children need to know and be able to do are associated with improved child outcomes.

Indicator Questions	Question Response Options	Planning Notes
1.5.1. In which sets of standards are programs required to have a written plan of daily learning activities?	❑ Licensing regulations for centers ❑ Licensing regulations for family child care homes ❑ QRIS (at any level) ❑ State-funded preschool ❑ None	
1.5.2. In which sets of standards are programs required to use a planned or approved developmentally appropriate curricula (with intentional, clearly defined learning goals/objectives)?	❑ Licensing regulations for centers ❑ Licensing regulations for family child care homes ❑ QRIS (at any level) ❑ State-funded preschool ❑ None	

Indicator Questions	Question Response Options	Planning Notes
1.5.3. In which sets of standards are programs required to use curricula aligned with ELGs?	❑ Licensing regulations for centers ❑ Licensing regulations for family child care homes ❑ QRIS (at any level) ❑ State-funded preschool ❑ None	
1.5.4. In which sets of standards are multiple domains of development are addressed, i.e., cognitive, social-emotional, physical, cultural?	❑ Licensing regulations for centers ❑ Licensing regulations for family child care homes ❑ QRIS (at any level) ❑ State-funded preschool ❑ None	
1.5.5. In which sets of standards are programs required to use ERS to document planning, developmentally appropriate use of curricula/learning activities?	❑ Licensing regulations for centers ❑ Licensing regulations for family child care homes ❑ QRIS (at any level - ERS used to assess learning environment) ❑ State-funded preschool (ERS used to assess learning environment) ❑ None	

Indicator Questions	Question Response Options	Planning Notes
Progress Measures: 1.5.6. What is the State's/Territory's status on this indicator?	❑ **No Action:** The State's program quality standards do not address learning activities. ❑ **Developing:** The State's program quality standards require a written plan of daily learning activities. ❑ **Implementing:** The State program quality standards require planned, developmentally appropriate use of curricula/learning activities that address multiple domains of development. ❑ **Fully Implementing:** The State's program quality standards require curricula/learning activities based on the learning and development guidelines or validated by an ERS.	

STANDARDS INDICATOR #6 - Program quality standards support improved teaching and learning and targeted program improvement through child assessment. The State's program quality standards require child assessments to help parents understand their child's development, inform classroom practice, and guide individualized instruction.

Indicator Questions	Question Response Options	Planning Notes
1.6.1. In which sets of standards are programs required to use observation and/or assessment methods to document children's development?	❑ Licensing regulations for centers ❑ Licensing regulations for family child care homes ❑ QRIS (at any level) ❑ State-funded preschool ❑ None	

Indicator Questions	Question Response Options	Planning Notes
1.6.2. In which sets of standards are programs required to use the results of observation and/or assessment methods to individualize curriculum?	❑ Licensing regulations for centers ❑ Licensing regulations for family child care homes ❑ QRIS (at any level) ❑ State-funded preschool ❑ None	
1.6.3. In which sets of standards are programs required to share the results with families?	❑ Licensing regulations for centers ❑ Licensing regulations for family child care homes ❑ QRIS (at any level) ❑ State-funded preschool ❑ None	

Indicator Questions	Question Response Options	Planning Notes
Progress Measures: 1.6.4. What is the State's/Territory's status on this indicator?	❑ **No Action:** The State's program standards do not require assessments. ❑ **Developing:** State program quality standards require observation or other assessment methods to document children's development and to inform parents. ❑ **Implementing:** State program quality standards require observation or other assessment of children's development that is aligned with learning and development guidelines. ❑ **Fully Implementing:** State program quality standards require ongoing assessment of children's progress to individualize instruction or target program improvement.	

STANDARDS INDICATOR #7 - Program quality standards protect child health and promote positive developmental outcomes for all children. The State program quality standards require screenings, developmental assessments, and referrals to intervention services.

Indicator Questions	Question Response Options	Planning Notes
1.7.1. In which sets of standards are programs required to obtain documentation of children's physical exams at enrollment?	❑ Licensing regulations for centers ❑ Licensing regulations for family child care homes ❑ QRIS (at any level) ❑ State-funded preschool ❑ None	
1.7.2. In which sets of standards are programs required to obtain records of children's immunizations?	❑ Licensing regulations for centers ❑ Licensing regulations for family child care homes ❑ QRIS (at any level) ❑ State-funded preschool ❑ None	

Indicator Questions	Question Response Options	Planning Notes
1.7.3. In which sets of standards are programs required to assist with children's dental care?	❑ Licensing regulations for centers ❑ Licensing regulations for family child care homes ❑ QRIS (at any level) ❑ State-funded preschool ❑ None	
1.7.4 In which sets of standards are programs required to conduct developmental screenings of all children?	❑ Licensing regulations for centers ❑ Licensing regulations for family child care homes ❑ QRIS (at any level) ❑ State-funded preschool ❑ None	
1.7.5. In which sets of standards are programs required to provider referral to families for additional services based on the results of the screening?	❑ Licensing regulations for centers ❑ Licensing regulations for family child care homes ❑ QRIS (at any level) ❑ State-funded preschool ❑ None	

Indicator Questions	Question Response Options	Planning Notes
Progress Measures: 1.7.6. What is the State's/Territory's status on this indicator?	❑ **No Action**: Program quality standards do not require health screenings. ❑ **Developing**: The program quality standards require programs to collect and track information about each child's health status through physical exams, immunization records, and routine health checks. ❑ **Implementing**: The program quality standards require an initial developmental screening and referrals as appropriate. ❑ **Fully Implementing**: The State program quality standards require developmental screenings that meet or exceed the Head Start Performance Standards criteria regarding timeframes, working with developmental specialists, ongoing observations and referrals, and involving parents. (at least at the top level).	

STANDARDS INDICATOR #8 - The program quality standards promote family engagement. The State program quality standards require programs to support families' involvement with their children's learning, and to strengthen partnerships with families.

Indicator Questions	Question Response Options	Planning Notes
1.8.1. In which sets of standards are programs required to have methods of communication with families that are culturally and linguistically appropriate?	❑ Licensing regulations for centers ❑ Licensing regulations for family child care homes ❑ QRIS (at any level) ❑ State-funded preschool ❑ None	
1.8.2. In which sets of standards are programs required to provide opportunities for parents to participate in the classroom?	❑ Licensing regulations for centers ❑ Licensing regulations for family child care homes ❑ QRIS (at any level) ❑ State-funded preschool ❑ None	

Indicator Questions	Question Response Options	Planning Notes
1.8.3. In which sets of standards are programs required to provide parent/family education (e.g., classes, workshops, etc.) that are culturally and linguistically appropriate?	❑ Licensing regulations for centers ❑ Licensing regulations for family child care homes ❑ QRIS (at any level) ❑ State-funded preschool ❑ None	
1.8.4. In which sets of standards are programs required to provide social networking or connections for families?	❑ Licensing regulations for centers ❑ Licensing regulations for family child care homes ❑ QRIS (at any level) ❑ State-funded preschool ❑ None	
1.8.5. In which sets of standards are programs required to conduct parent-teacher conferences?	❑ Licensing regulations for centers ❑ Licensing regulations for family child care homes ❑ QRIS (at any level) ❑ State-funded preschool ❑ None	

Indicator Questions	Question Response Options	Planning Notes
1.8.6. In which sets of standards are programs required to form parent advisory committees?	❑ Licensing regulations for centers ❑ Licensing regulations for family child care homes ❑ QRIS (at any level) ❑ State-funded preschool ❑ None	
1.8.7. In which sets of standards are programs required to seek input from families about the program and curriculum?	❑ Licensing regulations for centers ❑ Licensing regulations for family child care homes ❑ QRIS (at any level) ❑ State-funded preschool ❑ None	
1.8.8. In which sets of standards are programs to coordinate with health, nutrition, mental health and other community human resources and services that support families?	❑ Licensing regulations for centers ❑ Licensing regulations for family child care homes ❑ QRIS (at any level) ❑ State-funded preschool ❑ None	

Indicator Questions	Question Response Options	Planning Notes
Progress Measures: 1.8.9. What is the State's/Territory's status on this indicator?	❑ **No Action:** The program quality standards do not include family engagement activities. ❑ **Developing:** The program quality standards require programs to have regular communication with parents that supports children's learning and development. ❑ **Implementing:** The program quality standards require programs to provide regular communication, and opportunities for parents to participate in children's activities, parenting education activities, and activities that support social networking or connections. ❑ **Fully Implementing:** The State's program quality standards require a family strengthening strategy that includes coordination with health, nutrition, mental health and other community human resources and services that support families.	

STANDARDS INDICATOR #9 - Program quality standards reflect the unique developmental needs of children in each age group (infant-toddler, preschool, and school age). The standards set expectations for children's activities, programming, and practitioner knowledge and skills that address the special needs of each age-group of children. The standards are research based and foster high-quality, accessible, inclusive and culturally and linguistically competent services for all children.

Indicator Questions	Question Response Options	Planning Notes
1.9.1. Does the state's quality standards include content related to care of these age groups of children?	❑ Infants ❑ Toddlers ❑ Preschool-age ❑ School-age ❑ None	
1.9.2. In which sets of standards is there content related to the care of different age groups of children?	❑ Licensing regulations for centers ❑ Licensing regulations for family child care homes ❑ QRIS (at any level) ❑ State-funded preschool ❑ None	

Indicator Questions	Question Response Options	Planning Notes
1.9.3. Do the quality standards include requirements for specialized credentials or age-appropriate assessments?	❑ Require specialized credentials ❑ Require age-appropriate assessments ❑ Other ❑ None	
1.9.4. In which sets of standards is there requirements for specialized credentials and/or age-appropriate assessments?	❑ Licensing regulations for centers ❑ Licensing regulations for family child care homes ❑ QRIS (at any level) ❑ State-funded preschool ❑ None	

Indicator Questions	Question Response Options	Planning Notes
Progress Measures: 1.9.5. What is the State's/Territory's status on this indicator?	❑ **No Action:** The State has not developed program quality standards that include specific criteria, such as age-appropriate activities, staff qualifications, staff-child interactions, etc., related to the care of children in specific age groups (e.g., birth–3, preschool, and/or school-age). ❑ **Developing:** The State program quality standards include specific criteria related to the care of at least one age group of children. ❑ **Implementing:** The State program quality standards include specific criteria related to the care of all age groups of children. ❑ **Fully implementing:** The State program quality standards include specific criteria related to the care of all age groups of children, and include additional components, such as requirements for specialized credentials or use of appropriate program assessments for settings serving each age group.	

STANDARDS INDICATOR #10 - Program quality standards acknowledge the unique needs of special populations of children. The State program quality standards require individualization for special populations (e.g., children with disabilities, English language learners, dual language learners) and coordination with specialized services as needed.

Indicator Questions	Question Response Options	Planning Notes
1.10.1. Does the state's quality standards require individualization for special populations?	❑ Children with special needs ❑ English language learners ❑ Dual language learners ❑ Other groups ❑ None	
1.10.2. In which sets of standards are there requirements for the individualization for special populations?	❑ Licensing regulations for centers ❑ Licensing regulations for family child care homes ❑ QRIS (at any level) ❑ State-funded preschool ❑ None	

Indicator Questions	Question Response Options	Planning Notes
1.10.3. In which sets of standards are programs required to coordinate with appropriate specialists?	❑ Licensing regulations for centers ❑ Licensing regulations for family child care homes ❑ QRIS (at any level) ❑ State-funded preschool ❑ None	
1.10.4. In which sets of standards are there requirements about the implementation of IEPs or IFSPs?	❑ Licensing regulations for centers ❑ Licensing regulations for family child care homes ❑ QRIS (at any level) ❑ State-funded preschool ❑ None	

Indicator Questions	Question Response Options	Planning Notes
Progress Measures: 1.10.5. What is the State's/Territory's status on this indicator?	❑ **No Action:** The State has not developed program quality standards that include specific criteria, such as staff qualifications, staff-child interactions, etc., or that require individualization for special populations of children (e.g., children with disabilities, English language learners). ❑ **Developing:** The State program quality standards require individualization for special populations of children. ❑ **Implementing:** The State program quality standards require individualization for special populations of children and coordination with appropriate specialists, such as through the Child Find system, when needed. ❑ **Fully implementing:** The State program quality standards require individualization for special populations of children, coordination with specialized services, and written policies on implementation of IEPs or IFSPs.	

Element 2 – Supports for Programs and Practitioners

SUPPORTS INDICATOR #1 - **Programs receive technical assistance to move up the pathway to quality.** The State provides technical assistance (TA) that is aligned with program quality standards to programs across sectors of the formal ECE system.

Indicator Questions	Question Response Options	Planning Notes
2.1.1. Does the state offer TA for programs?	❑ Yes ❑ No ❑ Information not available	
2.1.2. Is the TA designed to help programs do the following?	❑ Attain and maintain licensing compliance ❑ Attain and maintain quality standards above licensing ❑ Attain and maintain accreditation ❑ Information not available	
2.1.3. What methods is the state using to provide customized TA based on each program's needs?	❑ Individualized program improvement plans ❑ Training in the use of assessment tools ❑ Professional development plans ❑ Information not available	

Indicator Questions	Question Response Options	Planning Notes
2.1.4. Is TA available for programs in these settings?	❑ Center-based programs for children birth to school-age ❑ Family child care homes ❑ Other (informal, license-exempt) ❑ Information not available	
2.1.5. Is TA available for programs in these sectors?	❑ Licensed or regulated child care (centers and/or FCC homes) ❑ Head Start/Early Head Start ❑ State preschool program/prekindergarten ❑ Programs serving children under IDEA ❑ Out-of-school-time programs for school-age children ❑ Other (informal, license-exempt) ❑ None	

Indicator Questions	Question Response Options	Planning Notes
Progress Measures: 2.1.6. What is the State's/Territory's status on this indicator?	❑ **No Action:** The State has not developed TA for programs. ❑ **Developing:** The State offers TA for programs that is available across settings and sectors. ❑ **Implementing:** The State's TA is aligned with the program quality standards and designed to help programs meet standards, move up to higher levels of quality, and maintain quality improvements. ❑ **Fully Implementing:** The State offers customized TA based on each program's needs to meet quality standards (e.g. individualized program improvement plans).	

SUPPORTS INDICATOR #2 - The State offers PD to promote movement along a career pathway and improve program quality. The State's PD supports are aligned with professional standards and available to professionals working in all sectors of the formal early and school-age care and education system.

Indicator Questions	Question Response Options	Planning Notes
2.2.1. Does the state offer PD supports for practitioners?	❑ Yes ❑ No ❑ Information not available	
2.2.2. Are the state's PD supports aligned with professional standards (i.e., core knowledge and/or competencies)?	❑ Yes ❑ No ❑ Information not available	
2.2.3. Are the state's PD supports helping practitioners move along a career pathway (e.g., career lattice/ladder)	❑ Yes ❑ No ❑ Information not available	

Indicator Questions	Question Response Options	Planning Notes
2.2.4. Are PD supports available to practitioners in these sectors?	❑ Licensed or regulated child care (centers and/or FCC homes) ❑ Head Start/Early Head Start ❑ State preschool program/prekindergarten ❑ Programs serving children under IDEA ❑ Out-of-school-time programs for school-age children ❑ None	
2.2.5. What methods is the state using to provide customized TA to practitioners to help them improve knowledge and skills?	❑ Individualized professional development plan ❑ Career advising ❑ Quality improvement plans ❑ None	

Indicator Questions	Question Response Options	Planning Notes
Progress Measures: 2.2.6. What is the State's/Territory's status on this indicator?	❑ **No Action:** The State does not offer PD supports. ❑ **Developing:** The State offers PD that is aligned with professional standards and supports movement along a career pathway. ❑ **Implementing:** The State offers PD, including TA that is aligned with professional standards that supports movement along a career pathway and is available to practitioners across sectors. ❑ **Fully Implementing:** The State offers customized TA to improve practitioner knowledge and skills (e.g., an individual professional development plan) that is aligned with professional standards, supports movement along a career pathway, and leads to attaining and sustaining program quality.	

SUPPORTS INDICATOR #3 - PD and TA supports are aligned with expectations for children's school readiness and success. The State offers PD and TA on the range of domains that are covered in the State learning and development guidelines to help programs meet quality standards. Targeted PD and TA are available for practitioners and programs caring for children in all age ranges and special populations (e.g., dual language learners, children with disabilities).

Indicator Questions	Question Response Options	Planning Notes
2.3.1. Does the state provide training about ELGs for practitioners?	❑ Yes ❑ No ❑ Information not available	
2.3.2. What ELG domains are covered in practitioner supports, including training?	❑ Language, literacy, pre-reading ❑ Math skills ❑ Physical development or health ❑ Social and emotional development, including mental health ❑ Approaches to learning ❑ Creative arts ❑ Culturally competent and responsive practice ❑ Other domains ❑ Information not available	

Indicator Questions	Question Response Options	Planning Notes
2.3.3. Does the state provide TA about ELGs for programs?	❑ Yes ❑ No ❑ Information not available	
2.3.4. What ELG domains are covered in TA for programs?	❑ Language, literacy, pre-reading ❑ Math skills ❑ Physical development or health ❑ Social and emotional development, including mental health ❑ Approaches to learning ❑ Creative arts ❑ Culturally competent and responsive practice ❑ Other domains ❑ Information not available	
2.3.5. Does the state provide training about caring for age groups or special populations of children?	❑ Yes ❑ No ❑ Information not available	

Indicator Questions	Question Response Options	Planning Notes
2.3.6. What age groups and special populations are covered in training for practitioners?	❑ Infants and toddlers ❑ Preschool-age children ❑ School-age children ❑ Children with disabilities ❑ English language learners ❑ Dual language learners ❑ Other populations (defined by State) ❑ Information not available	
2.3.7. Does the state provide TA about caring for age groups or special populations for programs?	❑ Yes ❑ No ❑ Information not available	

Indicator Questions	Question Response Options	Planning Notes
2.3.8. What age groups and special populations are covered in TA for programs?	❑ Infants and toddlers ❑ Preschool-age children ❑ School-age children ❑ Children with disabilities ❑ English language learners ❑ Dual language learners ❑ Other populations (defined by State) ❑ Information not available	

Indicator Questions	Question Response Options	Planning Notes
Progress Measures: 2.3.9. What is the State's/Territory's status on this indicator?	❑ **No Action:** The State has not developed training on the State learning and development guidelines to help programs meet quality standards. ❑ **Developing:** The State offers locally accessible training based on the State learning and development guidelines. ❑ **Implementing:** Some of the State's PD and TA covers domains of the State learning and development guidelines or provides support for some special populations and age ranges. ❑ **Fully Implementing:** The State's PD and TA system provides assistance in all domains that are covered by the State learning and development guidelines and provides targeted, customized support regarding all age ranges and special populations.	

Element #3 - Financial Incentives and Supports

FINANCIAL INCENTIVES INDICATOR #1 - Financial incentives reward and sustain program quality improvements. The State provides financial supports to programs to help them meet, achieve, and maintain higher quality program standards.

Indicator Questions	Question Response Options	Planning Notes
3.1.1. Does the state offer one-time bonus awards to help programs meet quality standards?	❑ Yes ❑ No ❑ Information not available	
3.1.2. Does the state offer periodic/predictable bonus awards to help programs meet and maintain standards?	❑ Yes ❑ No ❑ Information not available	
3.1.3. Does the state use multiple funding streams to provide ongoing financial support for quality improvement?	❑ Yes ❑ No ❑ Information not available	

Indicator Questions	Question Response Options	Planning Notes
3.1.4. What funding streams are used for program awards?	❑ Federal public funding ❑ State public funding ❑ Local public funding ❑ Foundations (private) ❑ Business and other organizations (private) ❑ Private donations ❑ Information not available	
Progress Measures: 3.1.5. What is the State's/Territory's status on this indicator?	❑ **No Action:** The State does not provide financial supports to programs based on meeting quality standards. ❑ **Developing:** Limited, one-time bonus awards are available to help programs meet quality standards. ❑ **Implementing:** Financial supports, including tiered reimbursement, are available on a periodic, predictable basis, statewide, and are designed to help programs meet and maintain quality standards. ❑ **Fully Implementing:** The State uses multiple funding streams to provide ongoing financial support, statewide, that rewards and sustains program quality improvement based on standards.	

FINANCIAL INCENTIVES INDICATOR #2 - Financial incentives support professional commitment and career advancement. The State provides financial supports to practitioners based on professional and program standards.

Indicator Questions	Question Response Options	Planning Notes
3.2.1. Does the state offer one-time financial supports for practitioners for advancing training and education?	❑ Yes ❑ No ❑ Information not available	
3.2.2. Does the state offer periodic/predictable financial supports for practitioners for advancing training and education?	❑ Yes ❑ No ❑ Information not available	
3.2.3. Does the state use multiple funding streams to provide ongoing financial support to practitioners for quality improvement?	❑ Yes ❑ No ❑ Information not available	

Indicator Questions	Question Response Options	Planning Notes
3.2.4. What funding streams are used for practitioner financial support?	❑ Federal public funding ❑ State public funding ❑ Local public funding ❑ Foundations (private) ❑ Business and other organizations (private) ❑ Private donations ❑ Information not available	
3.2.5. Does the state's financial supports include a provision that professional must remain in the early childhood or school-age field for a period of time	❑ Yes ❑ No ❑ Information not available	

Indicator Questions	Question Response Options	Planning Notes
Progress Measures: 3.2.6. What is the State's/Territory's status on this indicator?	❑ **No Action:** The State does not provide financial supports for practitioners. ❑ **Developing:** Limited, one-time financial supports are available to practitioners who advance in training and education. ❑ **Implementing:** Financial supports for practitioners are available on a periodic, predictable basis and are designed to help attract and retain qualified professionals. ❑ **Fully Implementing:** The State uses multiple funding streams to provide ongoing financial support to practitioners that move up the career pathway and stay in the early childhood or school-age profession.	

FINANCIAL INCENTIVES INDICATOR #3 - Financial Incentives effectively improve quality. The State has methods to evaluate the effectiveness of program and practitioner financial supports in meeting quality improvement goals.

Indicator Questions	Question Response Options	Planning Notes
3.3.1. Does the state have a method to track financial supports awarded to programs and practitioners?	❑ Yes ❑ No ❑ Information not available	

Indicator Questions	Question Response Options	Planning Notes
3.3.2. Does the state have a method to analyze whether amounts of financial supports are sufficient to meet quality goals?	❑ Yes ❑ No ❑ Information not available	
3.3.3. Does the state use the analysis to determine future needs for supports and adjust quality improvement goals?	❑ Yes ❑ No ❑ Information not available	
Progress Measures: 3.3.4. What is the State's/Territory's status on this indicator?	❑ **No Action:** The State has not developed a method to track the financial supports to programs and practitioners to meet program quality standards. ❑ **Developing:** The State has a method to track financial supports to programs and/or practitioners to meet quality standards. ❑ **Implementing:** The State has a method to track financial supports and determine if the amounts given to programs and practitioners are sufficient to meet quality improvement goals. ❑ **Fully Implementing:** The State uses an analysis of financial supports to determine future needs for supports and adjust quality improvement goals.	

Element #4 – Quality Assurance and Monitoring

QUALITY ASSURANCE INDICATOR #1 - States uses a validated assessment to conduct program assessment. The State objectively assesses program quality, based on all content areas of the graduated program quality standards, using validated program assessment tools.

Indicator Questions	Question Response Options	Planning Notes
4.1.1. Does the state use validated program assessment tools to conduct external assessments of quality?	❑ Yes ❑ No ❑ Information not available	
4.1.2. Does the state offer training/TA on the use of program assessment tools?	❑ Yes ❑ No ❑ Information not available	
4.1.3. Are programs assessed by an objective, external assessor?	❑ Yes ❑ No ❑ Information not available	

Indicator Questions	Question Response Options	Planning Notes
4.1.4. What is included in the system that measures the level of quality based on standards?	❑ Environmental assessment ❑ On-site monitoring ❑ Document review ❑ Review and validate qualifications documentation ❑ Information not available	
4.1.5. Are quality assessments done in these settings?	❑ Center-based programs for children birth to school-age ❑ Family child care homes ❑ Information not available	
4.1.6. Are quality assessments done in these sectors?	❑ Licensed or regulated child care (centers and/or FCC homes) ❑ Head Start/Early Head Start ❑ State preschool program/prekindergarten ❑ Programs serving children under IDEA ❑ Out-of-school-time programs for school-age children ❑ Other (informal, license-exempt) ❑ None	

Indicator Questions	Question Response Options	Planning Notes
Progress Measures: 4.1.7. What is the State's/Territory's status on this indicator?	❑ **No Action:** The State does not conduct an objective, external assessment of program quality using a validated program assessment tool. ❑ **Developing:** The State offers technical assistance to programs and practitioners on how to use validated program assessment tools (QRIS criteria, ERS, CLASS, PAS, etc.) for program improvement. ❑ **Implementing:** Some programs are assessed by an objective, external assessor using validated program assessment tools, measure quality. ❑ **Fully Implementing:** The State employs a statewide quality assessment system that measures the level of quality based on all content areas of the standards, using validated assessment tools, available to all settings and sectors.	

QUALITY ASSURANCE INDICATOR #2 - The State effectively monitors program quality across sectors. The State/Territory coordinates program quality assurance and monitoring processes across funding and regulatory agencies to avoid duplication of functions and activities.

Indicator Questions	Question Response Options	Planning Notes
4.2.1. Does the state track assessments/monitoring activities by multiple entities to avoid duplication?	❑ Yes ❑ No ❑ Information not available	
4.2.2. Which entities are conducting program assessments in the state?	❑ Licensing ❑ QRIS ❑ Head Start ❑ State preschool program ❑ Other ❑ Information not available	
4.2.3. Does the state have a mechanism to allow compliance monitoring in one sector to serve as validation in another?	❑ Yes ❑ No ❑ Information not available	

Indicator Questions	Question Response Options	Planning Notes
4.2.4. Does monitoring in any of these sectors serve as validation for compliance in the other sectors?	❑ Licensed or regulated child care (centers and/or FCC homes) ❑ Head Start/Early Head Start ❑ State preschool program/prekindergarten ❑ Programs serving children under IDEA ❑ Out-of-school-time programs for school-age children ❑ None	
4.2.5. Does the state have reciprocity across these sectors for monitoring?	❑ Licensed or regulated child care (centers and/or FCC homes) ❑ Head Start/Early Head Start ❑ State preschool program/prekindergarten ❑ Programs serving children under IDEA ❑ Out-of-school-time programs for school-age children ❑ None	

Indicator Questions	Question Response Options	Planning Notes
Progress Measures: 4.2.6. What is the State's/Territory's status on this indicator?	❑ **No Action:** The State has not developed a method to map the various types of assessments that are conducted to measure program quality. ❑ **Developing:** The State has mapped the various program quality assessment/monitoring activities to avoid duplication. ❑ **Implementing:** The State has a mechanism that allows compliance monitoring in one sector (e.g., Head Start/Early Head Start, pre-k, CACFP, accreditation) to serve as validation for compliance in another without further review. ❑ **Fully implementing:** The State establishes a coordinated system of reciprocity across all sectors so that monitoring in any sector serves as validation for compliance in the others without further review.	

QUALITY ASSURANCE INDICATOR #3 - Data is used to inform decisionmaking and promote access to high-quality care. The State uses data to track the participation of programs that have attained different levels of quality within the QRIS and the numbers of children they serve.

Indicator Questions	Question Response Options	Planning Notes
4.3.1. Does the state have a method to track participation of providers in quality levels?	❑ Yes ❑ No ❑ Information not available	
4.3.2. Does the state report data on participation of programs in quality improvement activities by setting?	❑ Yes ❑ No ❑ Information not available	
4.3.3.Does the state report data on changes in levels of program quality?	❑ Yes ❑ No ❑ Information not available	
4.3.4. Does the state track and report the number of children who are participating in programs at each level?	❑ Yes ❑ No ❑ Information not available	

Indicator Questions	Question Response Options	Planning Notes
4.3.5. Does the state report data on quality of programs serving at-risk children?	❑ Yes ❑ No ❑ Information not available	
4.3.6. Does the state use data to adjust quality improvement strategies?	❑ Yes ❑ No ❑ Information not available	
4.3.7. Number of licensed child care centers in State		
4.3.8. Number of licensed/regulated family child care homes in State		
4.3.9. Number of state funded preschool programs in State		
4.3.10. Number of Head Start programs in State		
4.3.11. Percentage of licensed centers participating in QRIS		
4.3.12. Percentage of licensed/regulated family child care (FCC) homes participating in QRIS		

Indicator Questions	Question Response Options	Planning Notes
4.3.13. Percentage of state funded preschool programs participating in QRIS		
4.4.14. Percentage of Head Start programs participating in QRIS		
4.3.15. Percentage of centers at quality level 1:		
4.3.16. Percentage of centers at quality level 2:		
4.3.17. Percentage of centers at quality level 3:		
4.3.18. Percentage of centers at quality level 4:		
4.3.19. Percentage of centers at quality level 5 or higher:		
4.3.20. Percentage of FCC homes at quality level 1:		
4.3.21. Percentage of FCC homes at quality level 2:		
4.3.22. Percentage of FCC homes at quality level 3:		

Indicator Questions	Question Response Options	Planning Notes
4.3.23. Percentage of FCC homes at quality level 4:		
4.3.24. Percentage of FCC homes at quality level 5 or higher:		
Progress Measures: 4.3.21. What is the State's/Territory's status on this indicator?	❑ **No Action:** The State does not track the participation of programs at different levels of quality. ❑ **Developing:** The State can track participation of programs by various demographics and can track individual and aggregate movement of programs up and down quality levels. ❑ **Implementing:** The State can track and report the number of children who are participating in programs at each level of quality. ❑ **Fully Implementing:** The State can track children's participation by program quality level and can disaggregate the data for subgroups of children, including children from low-income families and children with disabilities, in order to monitor State progress in providing these children access to higher quality care and adjust strategies as needed.	

QUALITY ASSURANCE INDICATOR #4 - Program and practitioner supports effectively improve quality. Quality assurance processes are in place to ensure that program and practitioner supports are effective in meeting expectations for teacher practice, school readiness and success, and program quality. These processes may include approval of content of PD or TA, qualifications for trainers and TA providers, the use of a practitioner registry to document qualifications, and coordination of TA across sectors.

Indicator Questions	Question Response Options	Planning Notes
4.4.1. Does the state have a process to assure that PD and TA effectively improving quality?	❑ Yes ❑ No ❑ Information not available	
4.4.2. Which processes does the state have to assure that PD and TA are improving quality?	❑ Approval of trainer/TA provider qualifications ❑ Approval of training/TA content ❑ Evaluations of training/TA ❑ QRIS ratings data ❑ None	
4.4.3. Does the state have approval processes for SOME PD and TA based on program and professional standards?	❑ Yes ❑ No ❑ Information not available	

Indicator Questions	Question Response Options	Planning Notes
4.4.4. Does the state have approval processes for ALL publicly funded PD and TA based on program and professional standards?	❑ Yes ❑ No ❑ Information not available	
4.4.5. Does the state have a process to evaluate the effectiveness of public investments in PD and TA?	❑ Yes ❑ No ❑ Information not available	
Progress Measures: 4.4.6. What is the State's/Territory's status on this indicator?	❑ **No Action:** The State has not developed a process to ensure that PD and TA are effectively improving quality. ❑ **Developing:** The State has approval processes for some PD and TA based on program and professional standards. ❑ **Implementing:** The State has approval processes for all publicly funded PD and TA based on program and professional standards. ❑ **Fully Implementing:** The State has a process to evaluate the effectiveness of public investments in PD and TA supports to ensure that it is high quality and linked to the expectations laid out for children's school readiness, teacher knowledge and skills, and program quality**.**	

QUALITY ASSURANCE INDICATOR #5 - The State ensures the ongoing validity and appropriateness of program quality standards. The State periodically reviews and validates the standards, indicators, and levels as measures of quality.

Indicator Questions	Question Response Options	Planning Notes
4.5.1. Does the state have a process to review its program quality standards?	❑ Yes ❑ No ❑ Information not available	
4.5.2. Has the state conducted a pilot of its program quality standards?	❑ Yes ❑ No ❑ Information not available	
4.5.3. Does the state plan to conduct a one-time evaluation of the program quality standards	❑ Yes ❑ No ❑ Information not available	
4.5.4. Has the state conducted a one-time evaluation of the program quality standards?	❑ Yes ❑ No ❑ Information not available	

Indicator Questions	Question Response Options	Planning Notes
4.5.5. Does the state have a process for periodic review, validation, and revision of the program quality standards, criteria, and levels?	❑ Yes ❑ No ❑ Information not available	
4.5.6. Has the state used an external researcher or evaluator to conduct the review of the program quality standards?	❑ Yes ❑ No ❑ Information not available	
Progress Measures: 4.5.7. What is the State's/Territory's status on this indicator?	❑ **No Action:** The State has no process for review of the standards. ❑ **Developing**: The State conducted a pilot or limited implementation of the program quality standards to review and revise the standards. ❑ **Implementing:** The States has conducted or has developed a plan for a one-time evaluation of the standards. ❑ **Fully Implementing**: The State has a process for periodic review, validation, and revision of graduated program quality standards, criteria, and levels using an external researcher or evaluator.	

Element #5 – Consumer Education

CONSUMER EDUCATION INDICATOR #1 - The State provides easy-to-understand information about child care quality. The State has established a QRIS or another quality framework that uses symbols or other methods to designate quality levels.

Indicator Questions	Question Response Options	Planning Notes
5.1.1. Does the state have a quality framework that uses symbols or other methods to designate quality levels?	❑ Yes ❑ No ❑ Information not available	
5.1.2. Has the state disseminated information to families and programs to explain meaning of the quality levels?	❑ Yes ❑ No ❑ Information not available	
5.1.3. Does the state report program-specific information regarding quality levels to the public?	❑ Yes ❑ No ❑ Information not available	

Indicator Questions	Question Response Options	Planning Notes
5.1.4. How is the information about quality levels used to educate parents and the public?	❑ Resource and referral/consumer education services use with parents seeking care ❑ Parents enrolling in subsidy are educated about the system and quality level of providers ❑ Searchable database on the Web ❑ Visibly posted in programs ❑ Marketing and public awareness campaigns ❑ None	

Indicator Questions	Question Response Options	Planning Notes
5.1.5. What is the State's/Territory's status on this indicator?	❑ **No Action:** The State has not designed a quality framework that uses symbols or other methods to designate quality levels. ❑ **Developing:** The State has designed, but not yet implemented, a quality framework with easy-to-understand symbols or methods to designate quality levels. ❑ **Implementing:** The State uses symbols or other methods to designate quality levels and has distributed information that explains the quality levels to families, practitioners, and programs. ❑ **Fully Implementing:** The State provides program-specific information regarding quality levels (e.g., a web-based program quality report). This information is displayed at each quality-designated program, on at least one public web site and is included in referral databases or other information systems used by families, practitioners, and human/community service agencies.	

CONSUMER EDUCATION INDICATOR #2 - The State raises public awareness about child care quality standards to parents, programs, and the general public. State is using multiple strategies (e.g., Web sites, listservs, social marketing, targeted print and online advertising, signage, billboards, public service announcements, newsletter articles, letters to the editor) to promote awareness, understanding, and use of information on child care quality for families, programs, practitioners, and the general public.

Indicator Questions	Question Response Options	Planning Notes
5.2.1. Is the state conducting outreach and consumer education activities?	❑ Yes ❑ No ❑ Information not available	
5.2.2. Is the state implementing outreach and consumer education activities to all families to help them make child care choices?	❑ Yes ❑ No ❑ Information not available	
5.2.3. Are targeted outreach and consumer education activities available to these types of families?	❑ Low-income families (eligible for CCDF assistance) ❑ Families with children with special needs ❑ Non-English speaking families ❑ Parents with low levels of literacy ❑ Other ❑ None	

Indicator Questions	Question Response Options	Planning Notes
5.2.4. Has the state assessed the effectiveness of its outreach and consumer education activities?	❑ Yes ❑ No ❑ Information not available	
5.2.5. What methods has the state used to assess the effectiveness of its outreach and consumer education activities?	❑ Parent survey ❑ Provider survey ❑ Other method ❑ None	

Indicator Questions	Question Response Options	Planning Notes
Progress Measures: 5.2.6. What is the State's/Territory's status on this indicator?	❑ **No Action:** The State does not have any outreach and consumer education strategies in place. ❑ **Developing:** The State is implementing outreach and consumer education strategies targeted to all families to ensure that they understand child care quality standards and are able to use this information in decision-making. ❑ **Implementing:** The State complements its general consumer education strategies with targeted information to special populations, including, but not limited to, low-income families, non-English-speaking families, parents with low levels of literacy, or families of children with special needs. ❑ **Fully Implemented:** The State assesses the effectiveness of the consumer education and outreach strategies in promoting understanding of child care quality standards and the use this information in decision-making.	

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