



HERS-Early Childhood Consultation-Program Readiness Assessment (HERS-ECC-P) (revised 07/02/2020)

Early Learning Program Name: \_\_\_\_\_ Program ID: \_\_\_\_\_

Observation Time Point (please circle):                      PRE                                      POST                                      Date: \_\_\_\_\_

Health Environment Rating Scale-Early Childhood Consultation-Program Readiness Assessment (HERS-ECC-P)							
Performance Indicator	Inadequate (1)	(2)	Minimal (3)	(4)	Good (5)	(6)	Excellent (7)
	Little or No Implementation		Partial Development or Implementation		Fully-Functional Development + Implementation		Fully-Functional Development + Implementation + Goes Above and Beyond Requirements for a Score of 5
<b>I. Develop and Clearly Communicate Program Practices and Procedures</b>							
<b>Social-Emotional and Health Promotion Policies (Discipline Policies)</b>							
1	<p>Program has established developmentally appropriate social-emotional and health promotion practices, and discipline and intervention procedures <i>(e.g. also as it relates to an emergency and/or disaster like COVID- 19)</i>.</p> <p>Guiding Questions:                      (1) Does your program have any discipline policies?                      (2) Does your program have a policy about physical health (e.g., nutrition, physical activity)?                      (3) Does your program have a mission statement?                      (4) Does your program have an emergency protocol (e.g. fire drill, hurricanes, active shooter, aggressive child or runaway)?</p> <p>Notes:                      (1) Remember to ask for copies of policies.</p>	No policy exists or only has mission statement		Has a policy/mission statement but it is not visually represented or does not guide program practices.		<p>Policy exists promoting social-emotional development practices.</p> <p>Program practices reflect discipline policy.</p> <p>Policy exists promoting physical health (e.g., nutrition, physical activity).</p>	<p><b>Criteria required for the score of a 5 plus the following criteria:</b></p> <p>Procedures are in place for responding to crisis situations (e.g., fire drill, hurricanes, active shooter drill, aggressive child or runaway).</p>

						<p>Clear mission and goals exist for the program.</p> <p>Director/owner can provide a copy of the program's policies. Policies are visibly displayed for parents and staff.</p>		
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**Additional Comments:**

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<b>I. Develop and Clearly Communicate Program Practices and Procedures</b>								
<b>Emergency and Disaster Plan (e.g. COVID-19 pandemic, hurricanes)</b>								
2.	<p>Does your program have an Emergency and Disaster Plan? <i>Are you currently being impacted by an emergency and/or disaster (e.g. COVID-19 pandemic)?</i></p> <p>Guiding Questions:</p> <p>(1) Do you have procedures in place for responding to crisis situations?</p> <p>(2) In the event of school closure, do you have a plan for implementing the curriculum through distance learning?</p> <p>(3) Is the Health Safety Screening used during drop-off procedure (e.g. United Way checklist)? If yes, does a protocol for conducting the Healthy Safety Screening exist?</p> <p>(4) Is your center following CDC/DCF guidelines?</p> <p>(5) Is your center following physical distancing guidelines during lunch/snacks?</p> <p>(6) Is your center following policies for regularly cleaning and disinfecting frequently used objects and surfaces (e.g. toys, tables, books, bedding)?</p> <p>(7) Do you have a mask policy? Are you using any strategies to support kids and staff in wearing them?</p> <p>(8) Do you help families and staff with the necessary transitions when an emergency and disaster plan is implemented (e.g. virtual capacitation), if so, how?</p> <p>(9) Is there a plan in place that makes parents feel safe sending their child to school (e.g. adults wear masks, children are screened outside) and this plan is communicated to parents (e.g. videos used to show drop off procedures)?</p>	No Emergency and Disaster Plan policy exists		Has a policy but it is not visually represented or does not guide program procedures.		<p>Policy exists for emergency and disaster procedures.</p> <p>Program procedures reflect emergency and disaster policy.</p> <p>The following procedures are being implemented: physical distancing, cleaning/ disinfection procedures, drop off/pick up procedure (e.g. temperature check, greetings, hand hygiene, and healthy safety screening), use of PPE/masks (remember</p>		<p><b>Criteria required for the score of a 5 plus the following criteria:</b></p> <p>Has written procedure signed by parents and plans to make parents feel safe</p> <p>Had meeting with parents before reopening and/or about guidelines</p> <p>Has supported staff with the necessary transitions.</p>

	<p>Notes:</p> <p>(1) Administer Baseline COVID-19 Survey OR Follow-Up COVID-19 Survey based on enrollment status.</p> <p>(2) Remember to ask for a copy of the Emergency Plan, if applicable.</p>				<p>under 2 years old not recommended).</p> <p>Distance learning plan</p> <p>Active COVID-19 case procedures.</p>		
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**Additional Comments:**

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**II. Develop and Clearly Communicate Social-Emotional Program Practices**

**Practices and Procedures Clearly Communicated**

3.	<p>These practices and procedures have been clearly communicated (in writing) to all staff and families and are implemented consistently and without bias or discrimination (e.g., only having conferences for children with behavior problems) <i>(e.g. also as it relates to an emergency and/or disaster like COVID-19).</i></p> <p>Guiding Questions:</p> <p>(1) How do you communicate your discipline policies and your emergency and disaster plan to your families and staff (e.g. Class Dojo, ZOOM, mobile device methods, social media, telehealth, email)?</p> <p>(2) Do you have parent-teacher conferences for each child using appropriate communication methods?</p> <p>(3) Do you have regular staff meetings?</p> <p>Notes:</p> <p>(1) Was the emergency and disaster plan visually posted in common areas and classrooms, bulletin boards, emailed to parents, using social media, or easily accessible?</p> <p>Yes / No</p> <p>(2) Were discipline policies visually posted in common areas and classrooms, bulletin boards, emailed to parents, and/or using social media?</p> <p>Yes / No</p>	<p>Does not communicate policies.</p> <p>Does not have regular staff meetings.</p> <p>Does not have parent meetings.</p>			<p>Meets with staff, however not scheduled on a regular basis (e.g. more informal or open-door policy).</p> <p>Communicates policies in an informal manner (short informal daily conversations between caregivers and teachers).</p> <p>Policies exist but are not visually represented.</p> <p>Parent-teacher conference only when a problem occurs or there is a concern with the child.</p>		<p>Meets with staff upon hire and has regularly scheduled staff meetings. (e.g. weekly, quarterly, monthly)</p> <p>Communicates policies in a formal manner (at intake, posted on bulletin boards, reviewed at every meeting, and when changes are made).</p> <p>Parent-teacher conferences held with every child on a periodic basis (6 months) to discuss progress.</p> <p><b>Criteria required for the score of a 5 plus the following criteria:</b></p> <p>Policies are posted in common areas such as on bulletin boards, in addition to being emailed to parent and using social media (e.g. class dojo, zoom, mobile device methods, social media, telehealth, email).</p>
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						Additional conferences are scheduled if the caregiver or teacher has a concern at any time of a particular child.		
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**Additional Comments:**

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**II. Develop and Clearly Communicate Social-Emotional Program Practices**

**Social and Emotional Promotion Practices/Challenging Behavior**

4.	<p>As part of the program’s social-emotional promotion practices, children’s positive behaviors are reinforced and consequences for challenging behavior are developmentally appropriate and consistent (<i>e.g. also as it relates to an emergency and/or disaster like COVID-19</i>).</p> <p>Guiding Questions:</p> <p>(1) What is your program’s discipline philosophy for rewards and consequences (e.g. no time-out, stickers, revoking outdoor playtime, moving to another classroom/into the office)?</p> <p>(2) Does your program use a specific curriculum to enhance children’s learning and social-emotional development? If so, what is it called? Please tell me more about how you use it.</p> <p>(3) Are your teachers and caregivers mindful of changes in prosocial behaviors due to physical distancing (e.g. air high five, waving, saying hello, elbow bump)?</p> <p>(4) What tools or strategies does your staff already use (e.g. feelings charts, circle time, group curriculum, behavior interventions, etc.) to support children’s social-emotional development?</p> <p>(5) <i>Is your center interested in the Online Child Activities Toolkit (access to website link for toolkit)?</i></p> <p>(6) Are teachers aware of changes in children’s behavior due to trauma/stress (using trauma informed lens)?</p> <p>(7) Do teachers/caregivers have realistic expectations for rules and communicate them verbally as well as being posted in classrooms and common areas?</p>	<p>No positive alternatives to discipline are offered.</p> <p>No expectations are in place.</p> <p>Consistently uses consequences such as time-out, revoking outdoor play, and/or moving to another classroom/into the office.</p>			<p>Positive alternatives to discipline are offered.</p> <p>At least 1-2 positively stated expectations are in place.</p> <p>Sometimes uses consequences such as time-out, revoking outdoor play, and/or moving to another classroom/into the office.</p>		<p>Positive alternatives to discipline are offered.</p> <p>At least 3-5 positively stated expectations are in place.</p> <p>Only uses natural consequences.</p> <p>Teachers/caregivers have realistic expectations for rules and communicate them verbally as well as being posted in classrooms and common areas.</p> <p><b>Criteria required for the score of a 5 plus the following criteria:</b> Teachers have COVID in mind in regard to prosocial behaviors (e.g. model changes in prosocial behaviors due to physical distancing (e.g. air high five, waving, saying hello, elbow bump))</p> <p>Teachers are aware of changes in children’s behavior due to trauma/stress—using a trauma informed lens.</p>
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	<p>Notes: (1) Was a copy of the program's discipline policies provided?</p> <p>Yes / No</p>							
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**Additional Comments:**

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**II. Develop and Clearly Communicate Social-Emotional Program Practices**

**Developmental/Behavioral Screening and Referral Process**

5.	<p>Program conducts developmental and behavioral screenings on children at recommended ages and with follow-up as needed (<i>e.g. also as it relates to an emergency and/or disaster like COVID-19</i>).</p> <p>Guiding Questions:</p> <p>(1) If your program conducts screenings, which ones specifically and who performs them?</p> <p>(2) Do teachers participate?</p> <p>(3) Do you communicate results to families?</p> <p>(4) <i>If a child is suspected of having a developmental delay, disability, or mental health issue, what is the referral process, policies, and service providers that the center works with? (Note: Referrals for supportive services in the community are made based on specific needs identified)</i></p> <p>(5) Are policies in place directing staff on appropriate referrals to be made to a mental health provider? (Early Steps, FDLRS, or their local public school for information regarding services under the Individuals with Disabilities Education Act (IDEA) Part B or C programs)</p> <p>(6) Are teachers aware of changes in children’s behavior due to trauma/stress (using trauma informed lens)?</p> <p>(7) Do teachers/caregivers have realistic expectations for rules and communicate them verbally as well as being posted in classrooms and common areas?</p> <p>(8) Do you ask families to share evaluation results (regarding developmental status/outcomes) with you during initial enrollment or at any other point?</p>	<p>Program does not conduct developmental and/or behavioral screenings on children.</p> <p>Program does not have a referral process in place for any child suspected of having a developmental delay, disability and/or social-emotional delay.</p>		<p>Program conducts developmental and/or behavioral screenings only on identified children</p> <p>Results only communicated for identified children</p> <p>Screenings are not used to guide program practices.</p> <p>Teachers are sometimes included in screenings.</p> <p>Program refers children suspected of having a developmental delay, disability or social-</p>	<p>Program conducts developmental and/or behavioral screenings on all children.</p> <p>Results are communicated in a parent-teacher conference (e.g. class dojo, Zoom, Whats App, telehealth, email).</p> <p>Teachers are an active part of these screenings.</p> <p>Program refers children suspected of having a developmental delay, disability or social-emotional delay</p>	<p><b>Criteria required for the score of a 5 plus the following criteria:</b></p> <p>Screening is used to guide practice and program protocol.</p>
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<p>(9) Do you use the results to guide program practices?</p> <p>Notes:  (1) Ask about specific screening measures.</p> <p><b>REDCap Questions:</b>  <b>(1) How many children with challenging behaviors have received a comprehensive evaluation from FDLRS, Early Steps or through their private insurance in the past 6 months? _____ (#)</b>  <b>(2) How many children have received a screening in the past 6 months? _____ (#)</b></p>				<p>emotional delay to specific providers in the community.</p> <p>Program does not ask families to share evaluation results during initial enrollment or at any other point in time.</p>		<p>to specific providers in the community</p> <p>Program asks families to share evaluation results during initial enrollment or at any other point.</p>
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**Additional Comments:**

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**II. Develop and Clearly Communicate Social-Emotional Program Practices**

**Inclusion Policy/Accommodations for Children with Special Needs**

6.	<p>Does your program have an inclusion policy?</p> <p>Guiding Questions:</p> <p>(1) Do you accommodate a child with special needs, if so, how? Is there a plan in place for children to receive in center services (e.g., behavioral, speech, occupational, developmental)? Do you use any strategies to address challenging behavior for children with disabilities? How do you modify the environment for children with disabilities?</p> <p>(2) Is there a plan in place to use Assistive Technology if a child needs it (i.e. any tool used to help child communicate or access materials such as a low-tech visual schedule, up to a high-tech app or program on iPad)? (Note: If needed provide referral to Step-Up AT)</p> <p>(3) Are families invited to be involved with modifying their children’s environment using appropriate communication methods (e.g. Class Dojo, ZOOM, mobile device methods, social media, telehealth, email)?</p> <p>(4) Do you have a plan for parents that need extra support (e.g., therapist unavailable for in-person services, parent stress response to COVID-19)?</p> <p>Notes:</p> <p>(1) Was a copy of Agreement Forms submitted by families (e.g. Mutual Exchange Forms/Screening Policy) provided?</p> <p>Yes / No</p>	<p>Inclusion policy does not exist.</p> <p>Program does not refer all children suspected of having a developmental delay, disability or social-emotional delay to specific providers in the community.</p> <p>Program is not able to accommodate children with disabilities.</p>			<p>Inclusion Policy exists but is not used to guide program practices.</p> <p>Families are sometimes invited to be involved in modifying their children’s environment using appropriate communication methods.</p> <p>Physical, social, and temporal environments are sometimes modified to promote children’s access to and participation in learning experiences.</p>		<p>Inclusion Policy exists and is used to guide program practices.</p> <p>Families invited to be involved in modifying their children’s environment using appropriate communication methods.</p> <p>Prevention, promotion, and intervention strategies are in place to prevent and address challenging behavior for children with disabilities.</p>	<p><b>Criteria required for the score of a 5 plus the following criteria:</b></p> <p>Plan is in place to use Assistive Technology</p> <p>Plan for parents that need extra support (e.g., therapist unavailable for in-person services, parent stress response to COVID-19).</p>
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						<p>Physical, social, and temporal environments are modified to promote children's access to and participation in learning experiences.</p> <p>Policy/procedure for in-center services (e.g., behavioral, speech, occupational, developmental).</p>		
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**Additional Comments:**

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**II. Develop and Clearly Communicate Social-Emotional Program Practices**

**Individualized Behavior Support Plans**

7.	<p>Does your program create Individualized behavior support plans, either in written or virtual format, for children exhibiting behavioral and/or emotional problems in the classroom (e.g. Individual Education Plan)?</p> <p>Guiding Questions:</p> <p>(1) If so, how often do you meet with staff and families about the behavior support plan using appropriate communication methods (e.g. class dojo, zoom, mobile device methods, social media, telehealth, email)?</p> <p>(2) Are families involved in developing these plans?</p> <p>(3) Can you give me an example of how a plan is used and reviewed?</p>	<p>Program does not use any written or virtual behavior support plans.</p>	<p>Program uses a written or virtual behavior support plans but does not meet with staff and families to discuss.</p>		<p>There are written/virtual action plans for identified children.</p> <p>Families are invited to be involved in developing and discussing written or virtual children's behavior support plans.</p> <p>Director/owner and teachers know how and when to use a behavior support plan.</p>	<p><b>Criteria required for the score of a 5 plus the following criteria:</b></p> <p>There are quarterly meetings to discuss and review behavior support plans with teachers and parents using appropriate communication methods (e.g. class dojo, zoom, mobile device methods, social media, telehealth, email).</p>
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**Additional Comments:**

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**III. Develop and Clearly Communicate Expulsion and Suspension Policies**

**Expulsion and Suspension Policies**

8.	<p>Does your program have expulsion and suspension policies? Do these policies eliminate or severely limit expulsion, suspension, or other exclusionary disciplines?</p> <p>Guiding Questions:</p> <p>(1) If you do, how often do you communicate these policies to parents (e.g. upon enrollment, once a year, only during disciplinary meetings, at regular parent-teacher conferences, etc.), teachers and staff (e.g. upon hire, regular staff meetings, etc.) using appropriate communication methods?</p> <p><b>An answer of “Yes” to any of the following questions is considered use of soft expulsion methods.</b></p> <p>(2) Do you ever modify a child’s schedule based on their behavior? For example, do you ever ask parents to shorten a child’s day in your program by asking parents to drop them off late and/or pick them up early? Do you ever bring a child to the office or to another classroom that can better handle the child’s behavior? Do you recommend moving children to other centers if they are not a good fit?</p> <p>(3) What are the main reasons why you might suspend and/or expel a child? Has the center considered changes in children’s behavior due to trauma/stress - using a trauma informed lens and not used as a soft expulsion method?</p> <p>(3) If you are to expel a child for behavior problems, do you help families with the transition (e.g. finding a new school), if so, how?</p>	<p>Policies do not exist.</p> <p>Program expels children.</p>		<p>Policies exist but are not used to guide program practices.</p> <p>Program uses soft expulsion methods.</p> <p>No transition plan in place.</p>		<p>Policy exists.</p> <p>Director/owner can provide a copy of program’s policies.</p> <p>Policies are clearly communicated (in writing) to all staff, families, health and mental health consultants, and community partners (if applicable).</p> <p>Used only as a last resort in extraordinary circumstances where there is a determination of a serious safety threat that cannot</p>	<p><b>Criteria required for the score of a 5 plus the following criteria:</b></p> <p>Policies are clearly communicated (in writing) to all staff, families, health and mental health consultants, and community partners (if applicable) using appropriate communication methods (e.g. class dojo, zoom, mobile device methods, social media, telehealth, email).</p>
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	<p>Notes:  (1) Was a copy of the program’s expulsion and suspension policies provided?  Yes / No</p> <p><b>REDCap Questions:</b>  (1) How many behavior incident reports were recorded in your program in the past 6 months?  _____ (#)  (2) How many suspensions and expulsions occurred in your program in the past 6 months?  _____ (#)  (3) How many suspensions and expulsions occurred in your program in the past 12 months?  _____ (#)  (4) If children have been suspended or expelled, please specify the child/children’s race, gender, disability status, teacher-child ratio, and amount of time the child spends at the center?  _____ (#)</p> <p>Child 1: _____  Child 2: _____  Child 3: _____</p> <p>Additional: _____</p>				<p>otherwise be reduced or eliminated with reasonable interventions.</p> <p>Transition plan implemented on those rare occasions when it has determined that another setting is more appropriate for the well-being of a child.</p> <p>Plan states that all parties, including the receiving program will work together for a seamless transition.</p>	<p>Center is aware of changes in children’s behavior due to trauma/stress - using trauma informed lens and not used as soft expulsion method.</p>
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**Additional Comments:**

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**IV. Staff Support and Supervision**

**Reflective Supervision and Staff Support**

9.	<p>Is the Director able to reflect on the following and modify if necessary?</p> <ul style="list-style-type: none"> <li>▪ Supervision style with staff.</li> <li>▪ How he/she is perceived by staff and families.</li> <li>▪ Her own stress related to COVID-19</li> <li>▪ Her relationship with her staff</li> <li>▪ Her relationship with her families</li> </ul> <p>Guiding Questions:  (1) <i>Is the director interested in Online Peer Support Groups for Directors/Teachers [supportive conversations, well-being focused]?</i>  (2) Staff retention: Is the director aware of staff turnover, works with staff to determine reasons behind high turnover (<i>if applicable</i>), and works to modify the program environment to maintain consistency in staff?  (3) How many teachers/staff have left the program in the past year? Does your program have high or low rates of teacher turnover? Why do you think that might be? Do you do anything to prevent teacher turnover?</p>	<p>No supervision is provided to the staff.</p> <p>Program has high teacher turnover.</p>		<p>Some supervision is provided to the staff.</p> <p>Program has some teacher turnover.</p>		<p>Regular supervision provided to the staff.</p> <p>Director is aware of staff turnover, works with staff to determine reasons behind high turnover.</p> <p>Director works to modify the program environment to maintain consistency in staff.</p>	<p><b>Criteria required for the score of a 5 plus the following criteria:</b></p> <p>Regular supervision provided to the staff.  Program has low staff turnover.</p> <p>Director reflects about own stress.</p>
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**Additional Comments:**

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**IV. Staff Support and Supervision**

**Implicit and Explicit Biases**

10.	<p>Does the program employ self-reflective strategies in supervision with staff? If so, are these used for the following?</p> <ul style="list-style-type: none"> <li>▪ To prevent and correct implicit and explicit biases, including racial/national origin/ethnic, sex, or disability biases and eliminate all discriminatory discipline practices</li> <li>▪ To understand how their own biases (implicit and explicit) may be contributing to their interactions and the messages they are sending to children</li> <li>▪ To recognize each child’s unique strengths and supports the full inclusion of all children- given differences in culture, family structure, language, racial identity, gender, abilities and disabilities, religious beliefs or economic class</li> <li>▪ To aid staff in considering the developmental, cultural and linguistic appropriateness of the learning environment and the teaching practices for each child</li> <li>▪ To support staff regarding stress related to COVID-19.</li> </ul> <p>Guiding Questions:</p> <p>(1) Do you have any other specific strategies to ensure your teachers and staff are culturally competent? If so, what do you do to prevent/correct any implicit and explicit biases about race, nationality/ethnic, sex, or disability (e.g. trainings, staff supervision)?</p>	No general meetings for staff/supervision.		<p>Program sometimes employs self-reflective strategies.</p> <p>Program has informal meetings or meets sometimes.</p>		<p>Program employs self-reflective strategies</p> <p>Director meets with staff to address any implicit/explicit biases.</p> <p>There are routine meetings for staff feedback/supervision and general team meetings (e.g. class dojo, zoom, mobile device methods, social media, telehealth, email) (e.g. also as it relates to an emergency and/or disaster like COVID-19).</p>	<p><b>Criteria required for the score of a 5 plus the following criteria:</b></p> <p>Director provides reflective supervision and training regarding equity and cultural competency.</p> <p>Staff is provided adequate support managing stress as it relates to COVID-19.</p>
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**Additional Comments:**

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**IV. Staff Support and Supervision**

**Staff Training**

<p>11.</p>	<p>Has your staff received any of the following trainings (Note: these trainings are provided to all school personnel interacting with children)?</p> <ul style="list-style-type: none"> <li>▪ Facilitating children’s social-emotional growth</li> <li>▪ Coping with challenging behaviors</li> <li>▪ Child development</li> <li>▪ Recognizing behaviors that may indicate developmental delays</li> <li>▪ Cultural awareness (e.g. explicit/implicit biases)</li> <li>▪ Trauma-informed care</li> <li>▪ Mindfulness/stress management</li> <li>▪ COVID-19 related trainings</li> </ul> <p>Guiding Questions:</p> <p>(1) <i>Is the director interested in Online Webinars related to Telehealth for Directors/Teachers [instructional content, topic focused]?</i></p> <p>(2) Which of these trainings do you think your staff could benefit from if they have not already received them?</p> <p>(3) Do you have a protocol for supporting teachers’ professional development?</p> <p><b>REDCap Question:</b></p> <p><b>(1) Can you list 5 adjectives to describe African American and/or Black families?</b></p> <p>Adj. 1: _____</p> <p>Adj. 2: _____</p> <p>Adj. 3: _____</p> <p>Adj. 4: _____</p>	<p>School personnel are not provided with any training.</p>		<p>School personnel are provided with some training.</p>		<p>School personnel has received these trainings:</p> <p>(1) Facilitating children’s social-emotional growth.</p> <p>(2) Coping with challenging behaviors.</p> <p>(3) Child Development.</p> <p>(4) Recognizing behaviors that may indicate developmental delays.</p> <p>(5) Cultural Awareness (e.g. explicit /implicit biases).</p>	<p><b>Criteria required for the score of a 5 plus the following criteria:</b></p> <p>Program assesses professional needs.</p> <p>A plan is in place for professional development.</p> <p>School personnel has received these trainings:</p> <p>(1) Trauma-Informed Care.</p> <p>(2) Mindfulness / Stress Management.</p>
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	<p>Adj. 5: _____</p> <p><b>(2) Can you list 5 adjectives to describe African American and/or Black <i>boys</i>?</b></p> <p>Adj. 1: _____</p> <p>Adj. 2: _____</p> <p>Adj. 3: _____</p> <p>Adj. 4: _____</p> <p>Adj. 5: _____</p>						(3) COVID-19 related trainings.
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**Additional Comments:**

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Performance Indicator	Inadequate (1)	(2)	Minimal (3)	(4)	Good (5)	(6)	Excellent (7)
	Little or No Implementation		Partial Development or Implementation		Fully-Functional Development + Implementation		Fully-Functional Development + Implementation + <u>Goes Above and Beyond Requirements for a Score of 5</u>

**V. Program/Teacher-Parent Communication and Connection**

**Parent Communication and Connection**

12.	<p>Program staff makes the effort to connect with families on a personal level, is aware of families’ individual situations and uses a variety of methods to communicate with families (<i>e.g. also as it relates to an emergency and/or disaster like COVID-19</i>). How do you connect with parents?</p> <ul style="list-style-type: none"> <li>▪ Mobile Device Methods</li> <li>▪ Social Media</li> <li>▪ Class Dojo</li> <li>▪ ZOOM</li> <li>▪ Email</li> <li>▪ Telehealth</li> <li>▪ Phone Calls</li> <li>▪ Newsletters</li> <li>▪ Conferences</li> <li>▪ Parent Nights/Open Houses</li> <li>▪ Bulletin Boards</li> </ul> <p>Guiding Questions:</p> <p>(1) <i>Is the director interested in Online Webinars related to Parenting Skills, Child Development [instructional content, topic focused]?</i></p> <p>(2) <i>Is the director interested in Online Peer Support Groups for Parents [supportive conversations, well-being focused]?</i></p> <p>(3) Do you host any parent events (e.g. meetings, workshops, training, open houses) using appropriate communication methods? If so, how often? Are parents required to attend a certain number of events?</p>	<p>Program does not connect with families using appropriate communication methods.</p> <p>Program does not have an intake packet for new family enrollment.</p>		<p>Program connects with families using inconsistent communication methods.</p> <p>Program has an intake packet for new family enrollment.</p>		<p>Program connects with families using the effective communication methods: phone calls, newsletters, conferences, parent nights/open houses, bulletin boards.</p> <p>Program has an intake packet for new family enrollment.</p>	<p><b>Criteria required for the score of a 5 plus the following criteria:</b></p> <p>Program connects with families using effective communication methods including use of technology.</p> <p>Center supports families stress by connecting them with online webinars and peer support groups.</p>
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	<p>Are there any specific topics parents request hearing about?</p> <p>(4) How do you support your families regarding stress related to COVID-19?</p> <p>Notes:</p> <p>(1) Do new families fill out intake packets when enrolling their children?</p> <p>Yes / No</p> <p>(2) Was a copy of the Intake provided?</p> <p>Yes / No</p>							
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**Additional Comments:**

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Performance Indicator	Inadequate (1)	(2)	Minimal (3)	(4)	Good (5)	(6)	Excellent (7)
	Little or No Implementation		Partial Development or Implementation		Fully-Functional Development + Implementation		Fully-Functional Development + Implementation + <u>Goes Above and Beyond Requirements for a Score of 5</u>

**V. Program/Teacher-Parent Communication and Connection**

**Parent Communication and Connection**

13.	<p>Families are provided opportunities to share information about themselves/their child as well as feedback about the program with the program director/owner and teachers using appropriate communication methods (e.g. class dojo, zoom, mobile device methods, social media, telehealth, email) <i>(e.g. also as it relates to an emergency and/or disaster like COVID-19)</i>. If so, how? Is feedback collected via:</p> <ul style="list-style-type: none"> <li>▪ Suggestion Box</li> <li>▪ Satisfaction Surveys</li> <li>▪ Other <i>(please specify)</i>:</li> </ul> <hr/> <p>Notes:  (1) Do you collect families' feedback about your program?  Yes / No</p>	Families do not provide feedback about the program		Program collects feedback in an informal manner (e.g. open-door policy)	<p>Families are invited to provide feedback about the program.</p> <p>Program uses a suggestion box.</p> <p>Program uses a satisfaction survey.</p>	<p><b>Criteria required for the score of a 5 plus the following criteria:</b></p> <p>Program uses technology to formally collect feedback such as online surveys.</p>
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**Additional Comments:**

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**VI. Additional HERS-ECC-Program Readiness and Action Plan Questions**

14. Please talk about your own, your program, and your staff's readiness and hesitation to join Jump Start ECC. What expectations regarding consultations? How willing are you to reflect, learn, and make any necessary changes? Do you have space and time availability for consultation services-when and where can consultations take place? Would you prefer to receive these services in person, virtually (zoom, phone, e-mail) or hybrid?

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15. Is your program enrolled in any community programs/services (*circle one*)?      Yes      /      No

a. If "Yes," please list them:

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16. What environmental challenges are present in the program that can interfere with activities that promote social-emotional or overall development? Is there anything you have already tried that didn't seem to work?

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17. How would you go about promoting Jump Start ECC services to families? What might you share with staff and families about this commitment?

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18. Who are the specific children that you would want us to work with that have challenging behaviors?

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19. Have you approached the family member with these concerns? Would you want us to work with this child?

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20. **[Not a direct question; use observation/information gathered during the interview to answer]** Were there any notable red flags during your interview and initial observations?

- Lack of Transparency (e.g. unwilling to share policies)
- Unwillingness to Change (e.g. not open to make programmatic policy and practice changes)
- Blocking Behavior (e.g. Director/Owner must regulate teacher/parent contact)
- Speaking For (e.g. “parents do not want to work with outsiders”)
- Other commitments (e.g. time constraints, too many other programs/services)
- Request Direct Services (e.g. working with children one-on-one only)
- Other (*please specify*):

Additional notes (*optional*):

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**Is this program ready to be enrolled in Jump Start ECC?**      Yes      /      No

If “No”, please explain why this program did not qualify.

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