

QUALITY ASSURANCE STANDARDS

for the

OREGON
EARLY CHILDHOOD SYSTEM
OF
SERVICES AND SUPPORTS
FOR
CHILDREN, AGES PRENATAL-EIGHT YEARS
AND THEIR FAMILIES

Version 1.0

Oregon Early Childhood System of Services and Support for Prenatal - Age 8 Quality Assurance Standards

PURPOSE

The Oregon Early Childhood System of Services and Support for Prenatal – Age 8 includes a continuum of informal and formal social supports, care and education, health and social services that encompasses the full range of needs and circumstances of individual children and their families. The Quality Assurance Standards are designed to guide comprehensive planning, quality review and system improvements across all aspects of this system.

Systems are comprised of programs unified through mutual core beliefs and standards. Some information provided within this document pertains to the collaborative, interagency efforts of the community and some pertain to individual program efforts. The role of the system is to encourage and assist programs in moving toward a commonly held assurance of quality.

The standards reflect core values within the field of family support, health promotion and early childhood services and are comprised of six elements, each with indicators, effective practice and evidences and measures. Taken together, these elements, indicators and measures provide a mechanism for quality assurance and results-based accountability. The intent of the Quality Assurance Standards is:

- to encompass all services and supports for families and their children, from the prenatal period through age 8 and, thereby, to assist in implementing Senate Bill 555, passed by the Oregon legislature in 1999,
- to assure quality child and family support practices, linking to more specific standards for professional disciplines within the family support, health promotion and early childhood fields,
- to drive the implementation of research-based, high quality standards throughout the early childhood system, in both public and private programs,
- to guide both internal assessments for quality assurance, and external evaluation for results-based accountability, and
- to ensure continuity and systematic early childhood care and supports both within the system and across programs.

CORE VALUES

Essential to the Oregon Early Childhood System of Services and Supports is a consistent philosophy made up of core values and research-based best practices. The core values that drive the quality assurance standards are:

1. The well-being of all families is the cornerstone of a healthy society.
2. Primary responsibility for the development and well-being of children lies within the family.

3. All families have both strengths and needs and should be supported by the community in attaining self-sufficiency.
4. Because of differing circumstances and needs, families require differing types and levels of service and support.
5. The home culture of all children and families should be honored and respected.
6. Healthy development of children is promoted by parental understanding of child development and the children's unique characteristics.
7. The well-being of children and the self-sufficiency of families is enhanced when communities work together systematically to provide services and support.

LINKING TO STANDARDS FROM OTHER FIELDS

Many professional fields interface in the arena of family support and early childhood services, each with standards that both overlap with other fields as well as are specific to its own discipline. Typically, these standards will have greater specificity and should be used in concert with the standards in this document for quality review and evaluation.

Examples of standards from professional fields in the early childhood area are:

- AAUAP Standards for Clinical Nurse Specialists in Developmental Disabilities
- American Nurse Association Standards of Community Health Nursing Practice
- Child Welfare League of America Standards for Services for Abused or Neglected Children and their Families; Pregnant Adolescents, and Young Parents; Child Day Care Services; and Services to Strengthen and Preserve Families with Children
- Head Start/Pre-Kindergarten Performance Standards
- National Academy of Early Childhood Programs Accreditation Criteria
- National Association for Family Child Care (NAFCC) Standards
- National Health and Safety Guidelines for Out-of-Home Child Care Programs developed by the American Public Health Association and the American Academy of Pediatrics
- National School Age Care Alliance Standards
- Oregon Essential Elements of Programs for Children
- Oregon Nurse Practice Act
- Oregon Program Standards for Child Development and Parenthood Education Programs, Career-Based Childhood Care and Education Programs and School-Based Teen Parent Programs
- Region X Nursing Network Standards
- Standards of Nursing Practice for Children with Special Health & Developmental Needs
- National Association for the Education of Young Children
- Council for Exceptional Children, Division of Early Childhood

OVERVIEW OF QUALITY ASSURANCE STANDARDS

Reflecting the core values, the Quality Assurance Standards for the Early Childhood System of Services and Supports are comprised of six elements, each with indicators, effective practice, guidance and suggested measures. Descriptions of the six elements follow:

Element One: Family Centered Practices

Families are the center of the early childhood support system. Services and supports are designed to meet the needs of all family members in their effort to care for and educate their children. Services and supports facilitate family decision-making, capabilities, and competencies.

Element Two: Comprehensive and Responsive Services

The early childhood support system includes a continuum of informal and formal social supports, care and education, health and social services to meet the full range of the needs and circumstances of individual children and their families. Services and supports affirm and build on the strengths of the child and family. Developmentally appropriate practices promote learning and support the achievement of developmental tasks. The comprehensive services and supports focus on prevention and the promotion of optimal health and well-being.

Element Three: Respect for Diversity

Services and supports honor and respect all home cultures of families including linguistic, geographic, religious, economic, ethnic, and racial diversity. Services and supports are aligned with family realities, values, and beliefs. Service providers understand, acknowledge, and respect the uniqueness of individuals and families. Special needs and developmental levels are recognized and supported.

Element Four: Qualified Staff

Based on their education or experience, service providers have a "best practices" framework for handling the variety of experiences they may encounter. Service providers participate in available training opportunities and receive ongoing supervision to develop realistic and effective plans with families. Volunteer and informal networks supporting children and families are strengthened through access to training and other supports.

Element Five: Effective Partnerships

Community, private and public sector partners join to ensure children and families can access the comprehensive system of early childhood services and supports necessary for development and well-being. Partnerships create linkages between the home and both public and private sectors. All partners share leadership, maintain open communication, and respect confidentiality.

Element Six: Results-Based Accountability

The foundation of accountability is the use of proven practices. Systematic monitoring and evaluation help determine if a system of early childhood supports is in place, families and children are reached effectively, services and supports are implemented efficiently, and the intended results are achieved. Information is used to inform state and local decision making about policies, programs, and practices.

ELEMENT ONE:

FAMILY CENTERED PRACTICES

Description: Families are the center of the early childhood support system. Services and supports are designed to meet the needs of all family members in their effort to care for and educate their children. Services and supports facilitate family decision-making, capabilities, and competencies.

ELEMENT 1: FAMILY CENTERED PRACTICES

Description: Families are the center of the early childhood support system. Services and supports are designed to meet the needs of all family members in their effort to care for and educate their children. Services and supports facilitate family decision-making, capabilities, and competencies.

INDICATOR	EFFECTIVE PRACTICE
1.1 Partners share a commitment to the family as the center of the early childhood system of services and supports.	Partners recognize that families are the constant in children's lives. Policies and practices reflect an attitude of inclusion, respect and value for all families. Partners develop and endorse an approach to confidential information sharing that is sensitive to family privacy. Where appropriate, partners develop joint intake forms to reduce duplicative paper work
1.2 Partners work with families to identify and plan services to meet family needs.	Family insights, opinions, and needs shape decision-making, service plan development and the implementation of services. Service plans reflect the unique perspective of each child and family. Where appropriate, service plans are coordinated through joint case management.
1.3 Families participate in knowledge and skill development opportunities as they choose.	Families are offered many types of opportunities and incentives to participate in knowledge and skill development to ensure a full partnership in the development of their children and family. Activities contribute to the social, cultural and economic life of the family and community.
1.4 Policies and practices support active family involvement and decision-making.	Throughout the system, policies and procedures support active family involvement in goal-setting, decision-making, and evaluation. Families of diversity are actively involved in the governance structure of the early childhood system.

INDICATOR

1.1 Partners share a commitment to the family as the center of the early childhood system of services and supports.

Effective Practice	Guidance	Evidence/Measures
<p>Partners recognize that families are the constant in children's lives.</p> <p>Policies and practices reflect an attitude of inclusion, respect and value for all families.</p> <p>Partners develop and endorse an approach to confidential information sharing that is sensitive to family privacy.</p> <p>Where appropriate, partners develop joint intake forms to reduce duplicative paper work.</p>	<p>Mutual respect, regard for culture and diversity, trust, and inclusion in all communication are foundations to the development of a shared commitment. Policies are developed cooperatively by families, staff, and planning committee members.</p> <p>Communication is in the family's preferred language:</p> <ol style="list-style-type: none"> a. Translation services are available through bilingual staff, volunteers or other community resources; b. Written materials are clear, to the point, jargon free and available in the language spoken by community members. <p>Confidentiality policies and practices ensure that families:</p> <ol style="list-style-type: none"> a. must provide written consent before information is shared with others; b. can request that some or all information be kept confidential; c. are informed about how and with whom information will be shared; have access to materials and files about their families. 	<p>Annual review to ensure policies and procedures support families as full partners in the development and implementation of services for their children and themselves.</p> <p>Number of families involved in the development of policies and procedures.</p> <p>Number of families involved in policy groups and/or advisory boards.</p> <p>Annual review of communication materials and practices.</p> <p>Annual review of confidentiality policies and practices.</p> <p>Annual review of intake policies and procedures across the system.</p>

INDICATOR

1.2 Partners work with families to identify and plan services to meet family needs.

Effective Practice	Guidance	Evidence/Measures
<p>Family insights, opinions, and needs shape decision-making, service plan development and implementation of services.</p> <p>Service plans reflect the unique perspective of each child and family.</p> <p>Where appropriate, service plans are coordinated through joint case management.</p>	<p>Providers work with families to identify and plan services that meet individual needs. When health needs are identified, they are addressed by health professionals and included in appropriate plans.</p> <p>Information about many community resources and service options is available and readily shared with families.</p> <p>Together, providers and each family develop a family service plan to address the family's needs and priorities. Typical components include:</p> <ol style="list-style-type: none"> a. identification of goals in measurable terms; b. strategies and timetables, detailing what needs to be done to reach the goals; c. measuring progress and goal achievement. <p>Service plans are updated as children grow and family needs and priorities change.</p> <p>Partners ensure that service plans are not needlessly duplicated when families are involved in multiple services.</p>	<p>Policies and procedures support family involvement in service plan development.</p> <p>An up-to-date service/resource directory exists and is available to families.</p> <p>Percentage of families who participate in service plan development.</p> <p>The family service plan is reviewed according to a regular schedule or when there is a significant change in child or family circumstances. At a minimum, there is an annual review of the family service plan.</p>

INDICATOR

1.3 Families participate in knowledge and skill development opportunities as they choose.

Effective Practice	Guidance	Evidence/Measures
<p>Families are offered many types of opportunities and incentives to participate in knowledge and skill development to ensure a full partnership in the development of their children and family.</p> <p>Activities contribute to the social, cultural and economic life of the family and community.</p>	<p>Families are provided with a broad scope of opportunities for ongoing knowledge and skill development, including leadership opportunities. There are a wide variety of ways to learn and build skills, such as:</p> <ul style="list-style-type: none"> a. workshops or classes; b. discussion/support groups; c. facilitated parent-child activities; d. home visits; e. individual/short-term counseling; f. peer mentoring and other mentoring; g. educational materials; h. volunteer opportunities. <p>Parents are encouraged to create and conduct knowledge and skill development activities for service providers and other parents.</p> <p>When willing and able, families are encouraged to become mentors to others.</p>	<p>Documentation of type and frequency of offerings for knowledge.</p> <p>Documentation of type and frequency of offerings for skill development.</p> <p>Percentage of families participating or presenting at educational workshops for service providers.</p> <p>Percentage of families involved in mentoring.</p>

INDICATOR

1.4 Policies and practices support active family involvement and decision-making.

Effective Practice	Guidance	Evidence/Measures
<p>Throughout the system, policies and procedures support active family involvement in goal-setting, decision-making, and evaluation.</p> <p>Families of diversity are actively involved in the governance structure of the early childhood system.</p>	<p>Families help to develop activities and programs to meet their personal and community goals.</p> <p>Activities are planned at varying times of the day and week to encourage the participation of as many families as possible.</p> <p>A variety of methods such as opinion gathering, board participation, advocacy groups, leadership training and others are used to assure the involvement of families served, and families in the broader community.</p> <p>There is a clear strategy for involving families of diversity in governance structures throughout the system. Attention is given to adequate supports, such as:</p> <ol style="list-style-type: none"> a. allocation of resources for transportation and/or child care to make participation possible; b. consideration of the needs of families with disabilities; c. honoring the primary language of the family by enlisting the assistance of bilingual/bicultural individuals. 	<p>Percentage of families involved in planning and implementation of services.</p> <p>Percentage of families who are active participants in governance bodies, such as policy groups and advisory boards.</p> <p>Documentation of methods used to engage and involve families.</p> <p>Annual review of the extent to which family representation on governing bodies reflects diversity of families in the community.</p>

ELEMENT TWO:

COMPREHENSIVE AND RESPONSIVE SERVICES

Description: The early childhood support system includes a continuum of informal and formal social supports, care and education, health and social services to address the full range of the needs and circumstances of individual children and their families. Services and supports affirm and build on the strengths of the child and family. Developmentally appropriate practices promote learning and support the achievement of developmental tasks. The comprehensive services and supports focus on prevention and the promotion of optimal health and well-being.

ELEMENT 2: COMPREHENSIVE AND RESPONSIVE SERVICES

Description: The early childhood support system includes a continuum of informal and formal social supports, care and education, health and social services that encompasses the full range of the needs and circumstances of individual children and their families. Services and supports affirm and build on the positive aspects and strengths of the child and the family. Developmentally appropriate practices promote children's learning and support the achievement of developmental tasks. The comprehensive services focus on prevention and the promotion of optimal health and well-being.

INDICATOR	EFFECTIVE PRACTICE
2.1 There is a broad array of services that fully address the needs and circumstances of all young children and their families.	Partners ensure that a broad array of educational, health, mental health and social services are in place to responsively meet the diverse needs of young children and their families. Both formal and informal social supports, such as those provided by the faith community, are included in the system.
2.2 The early childhood system of supports promotes connecting families to comprehensive services.	Partners work together to ensure that all children and families obtain the services and supports they seek in a confidential, consistent and supportive manner. Connections across agencies and programs create smooth and easy access for all young children and families.
2.3 Services for children and adults follow developmentally appropriate practices.	Children receive age and developmentally appropriate care and education that supports the achievement of developmental tasks. Adult learning opportunities reflect an understanding of human development, family dynamics and learning principles.
2.4 Partners use proven strategies and high quality practices.	Partners use strategies and practices that have been shown to be effective in reaching and supporting young children and their families. Services and supports are of high quality, and are inclusive and accessible to families. Caseloads and/or staff/child ratios are limited to ensure that staff have adequate amounts of time to spend with each individual child and/or family.

INDICATOR

2.1 There is a broad array of services that fully address the needs and circumstances of all young children and their families.

Effective Practice	Guidance	Evidence/Measures
<p>Partners ensure that a broad array of educational, health, mental health and social services are in place to responsively address the diverse needs of young children and their families.</p> <p>Both formal and informal social supports, such as those provided by the faith community, are included in the system.</p>	<p>Partners ensure that the early childhood system provides a continuum of services and supports, including:</p> <ul style="list-style-type: none"> a. universal prevention to promote healthy functioning for all young children and their families; b. specialized selective prevention to strengthen families in need or at higher levels of risk; c. indicated prevention such as specialized assessments, crisis interventions, therapeutic interventions, and long-term support. <p>Partners identify and address:</p> <ul style="list-style-type: none"> a. child and family needs; b. service gaps; c. barriers to accessing services and supports. <p>The system is responsive to children and adults with special needs. Partners coordinate services where appropriate and share resources such as training and equipment.</p>	<p>Documentation of continuum of universal, selective and indicated prevention services and supports.</p> <p>Annual review of extent to which services and supports meet documented needs.</p> <p>Action plans are established for needed improvements.</p> <p>Annual review of plans to coordinate services for child and adults with special needs.</p>

INDICATOR

2.2 The early childhood system of supports promotes connecting families to comprehensive services.

Effective Practice	Guidance	Evidence/Measures
<p>Partners work together to ensure that all children and families obtain the services and supports they seek in a confidential, consistent and supportive manner.</p> <p>Connections across agencies and programs create smooth and easy access for all young children and families.</p>	<p>A consistent, research-based screening process is conducted at the earliest possible time to identify children and families who need services and supports. Appropriate referrals are made based on screening information.</p> <p>Partners promote easy access to services and supports. A variety of service delivery methods and settings are available to guarantee accessibility for all families.</p> <p>Partners are fully aware of services and how children and their families can access them. Partners:</p> <ol style="list-style-type: none"> a. actively share information about available services; b. cross-train service providers to ensure continuity of care across the system; c. develop processes to assist families in making transitions. 	<p>Documentation of screening process.</p> <p>Percentage of young children and their families reached through screening process.</p> <p>Percentage of young children referred to appropriate service.</p> <p>Documentation of service delivery methods and settings.</p> <p>Documentation of information sharing methods.</p> <p>Documentation of type and frequency of cross-training for service providers.</p> <p>Documentation of transition plans.</p>

INDICATOR

2.3 Services for children and adults follow developmentally appropriate practices.

Effective Practice	Guidance	Evidence/Measures
<p>Children receive age and developmentally appropriate care and education that supports the achievement of developmental tasks.</p> <p>Adult learning opportunities reflect an understanding of human development, family dynamics and learning principles.</p>	<p>Services are planned and conducted according to developmentally appropriate practices. Developmentally appropriate practices are based on knowledge of:</p> <ol style="list-style-type: none"> a. the social and cultural contexts in which children live; b. children's individual strengths, needs and interests; c. child development and learning. <p>Environments provided for children are flexible and include age, developmental, and cultural appropriate activities that support active learning.</p> <p>Environments are accessible to all children and adults.</p> <p>Children's progress is assessed through developmentally appropriate methods.</p> <p>Adult learning opportunities convey useful information and are motivating and engaging. Wherever appropriate, they assist families in achieving self-sufficiency and economic stability.</p>	<p>Child education plans reflect developmental needs of the child.</p> <p>Family service plans reflect family needs and learning preferences.</p> <p>Documentation of training on developmentally appropriate practices, child development and family dynamics.</p> <p>Periodic review of environments.</p> <p>Child assessments meet professional standards for the age of the child.</p> <p>Number, variety, and frequency of adult learning opportunities.</p>

INDICATOR

2.4 Partners use proven strategies and high quality practices.

Effective Practice	Guidance	Evidence/Measures
<p>Partners use strategies and practices that have been shown to be effective in reaching and supporting young children and their families.</p> <p>Services and supports are of high quality, and are inclusive and accessible to families.</p> <p>Caseloads and/or staff/child ratios are limited to ensure that staff have adequate amounts of time to spend with each individual child and/or family.</p>	<p>Partners share information about proven strategies and effective practices.</p> <p>Partners may adapt strategies and practices to unique community needs and assets, but ensure that essential components are in place.</p> <p>Agreements exist among partners to assure young children and families receive high quality, effective, and appropriate services. Agreements include:</p> <ol style="list-style-type: none"> a. referral processes; b. shared resources; c. collaborative service delivery methods; d. service methods for children with special needs; e. service plan review. <p>Agencies, programs and staffs follow established standards for their discipline(s).</p> <p>Caseloads and/or staff-child ratios are limited to ensure that staff has adequate amounts of time to spend with each individual child/family.</p>	<p>Percentage of partners who implement the essential components of a proven strategy.</p> <p>Annual review of strategies and practices with action plan for improvements as needed.</p> <p>Number of interagency agreements.</p> <p>Percentage of service providers that meet or exceed established standards for their discipline(s).</p> <p>Percentage of programs that meet accreditation standards.</p> <p>Percentage of programs with appropriate caseloads and/or staff/child ratios.</p>

ELEMENT THREE:

RESPECT FOR DIVERSITY

Description: Services and supports honor and respect home cultures of families including linguistic, geographic, religious, economic, ethnic, and racial diversity. Services and supports are aligned with family realities, values, and beliefs. Service providers understand, acknowledge, and respect the uniqueness of individuals and families. Special needs and developmental levels are recognized and supported.

ELEMENT 3: RESPECT FOR DIVERSITY

Description: Services and supports honor and respect home cultures of families including linguistic, geographic, religious, economic, ethnic and racial diversity. Services and supports are aligned with family realities, values, and beliefs. Service providers understand, acknowledge and respect the uniqueness of individual families. Special needs and developmental levels are recognized and supported.

INDICATOR	EFFECTIVE PRACTICE
3.1 Policies and practices promote respect and appreciation for the culture of all children and their families.	Policies and practices promote the consistent acknowledgment and appreciation for the culture and value systems of all children and their families. An ongoing effort ensures that service providers clearly represent and have knowledge of the cultural diversity of the children and families served.
3.2 The home culture of families is reflected in communication, practices, materials and activities throughout the early childhood system of services and supports.	Policies and practices ensure that the home cultures of all children and families are well represented throughout the early childhood support system by resource people, written and other learning materials, and activities that reflect diverse learning styles and preferences.
3.3 Communication and service reflects any special needs of the adults and children in the family.	Communication and services for children and/or adult family members with special needs reflect their individual needs and/or developmental level.
3.4 Partners engage in a variety of training and professional development activities to strengthen cultural competency.	Knowledge and skill development opportunities for all partners and service providers builds understanding and appreciation of the diversity of home cultures and offers ways to support the home culture in service delivery.

INDICATOR

3.1 Policies and practices promote respect and appreciation for the culture of all children and their families.

Effective Practice	Guidance	Evidence/Measures
<p>Policies and practices promote the consistent acknowledgment and appreciation for the culture and value systems of all children and their families.</p> <p>An ongoing effort ensures that service providers clearly represent and have knowledge of the cultural diversity of the children and families served.</p>	<p>Partners conduct cultural self-assessment to see how their policies and practices affect people from varying cultures in the community. Attention is paid to individual, organizational, and system processes. Mechanisms are developed to provide ongoing feedback with suggestions for change.</p> <p>All planning processes and policy-making groups include representation of family diversity within the community.</p> <p>Communication occurs in culturally meaningful ways that are convenient and comfortable for the individual family:</p> <ol style="list-style-type: none"> a. activities are planned at varying times of the day and week; b. various methods are used such as home visits and telephone calls; c. recognition is made of culturally relevant dates. <p>Cross-cultural communication opportunities help families and service providers understand each other's experiences and expectations.</p>	<p>Cultural self-assessment processes are in place. At a minimum, information is reviewed on an annual basis with appropriate steps taken for improvement.</p> <p>Percentage of families who report that practices are culturally sensitive and respectful.</p> <p>Annual review of the extent to which family representation on governing bodies reflects the diversity of families being served throughout the community.</p> <p>Documentation of communication methods.</p> <p>Type and frequency of cross-cultural communication opportunities.</p>

INDICATOR

3.2 The home culture of families is reflected in communication, practices, materials and activities throughout the early childhood system of services and supports.

Effective Practice	Guidance	Evidence/Measures
<p>Policies and practices ensure that the home cultures of all children and families are well represented throughout the early childhood support system by resource people, written and other learning materials, and activities that reflect diverse learning styles and preferences.</p>	<p>Policies and practices support the use of the home language of all children and families served. Translation services are available through bilingual staff, volunteers or other community resources.</p> <p>Written and other learning materials reflect:</p> <ol style="list-style-type: none"> a. the culture and customs of children and families in the community; b. literacy levels and family styles of the community. <p>Partners ensure that all children have opportunities to learn and grow in ways compatible with their home cultures. Activities, toys, books, pictures and other learning materials used in programming for children demonstrate acceptance of each child's gender, family, race, language, and culture.</p> <p>Teaching styles and support practices show respect for home culture and for any differences in learning styles, skills, and disabilities.</p>	<p>Annual review of written and oral communication approaches and materials for cultural and linguistic appropriateness.</p> <p>Periodic review of materials and activities used in children's programs for cultural and linguistic appropriateness.</p> <p>Periodic review of teaching styles and support practices for diverse ways of teaching and learning.</p>

INDICATOR

3.3 Communication and service reflects any special needs of the adults and children in the family.

Effective Practice	Guidance	Evidence/Measures
<p>Communication and services for children and/or adult family members with special needs reflect individual needs and/or developmental level.</p>	<p>Policies and service plans include individualized planning and support for children and for adult family members.</p> <p>Children and family members with special needs have equal access to all materials and activities offered.</p> <p>Children are included in the least restrictive way possible.</p> <p>Reasonable modifications are made for children and adult family members to participate in activities and meetings.</p>	<p>Periodic review of written and oral communication approaches and materials for appropriateness for family members with special needs.</p> <p>Periodic self-review of services and supports to ensure they comply with professional and regulatory standards for children and families with special needs.</p>

INDICATOR

3.4 Partners engage in a variety of training and professional development activities to strengthen cultural competency.

Effective Practice	Guidance	Evidence/Measures
<p>Knowledge and skill development opportunities for all partners and service providers builds understanding and appreciation of the diversity of home cultures and offer ways to support the home culture in service delivery.</p>	<p>Throughout the system, a wide variety of opportunities are available to strengthen understanding and appreciation of the diversity of home cultures among families, staff, and communities such as:</p> <ul style="list-style-type: none"> a. training on anti-bias and conflict resolution strategies; b. museums, libraries, artists, musicians, storytellers and others who can help staff and families appreciate and enjoy cultural diversity; c. joint training in the area of cultural diversity. <p>Plans are developed for training and professional development according to needs identified during self-assessment procedures.</p> <p>Families and staff are used as resources for understanding the diversity of home cultures.</p>	<p>Annual review of cultural competency training and professional development plans.</p> <p>Type and frequency of cultural competency training opportunities.</p> <p>Type and frequency of cultural competency professional development activities.</p> <p>Percentage of service providers who receive cultural competency training and/or regular updates.</p> <p>Percentage of families and/or staff members who serve as resources.</p>

ELEMENT FOUR:

QUALIFIED STAFF

Description: Based on their education or experience, service providers have a "best practices" framework for handling the variety of experiences they may encounter. Service providers participate in available training opportunities and receive ongoing supervision to develop realistic and effective plans with families. Volunteer and informal networks supporting children and families are strengthened through access to training and other supports.

ELEMENT 4: QUALIFIED STAFF

Description: Based on their education or experience, service providers have a "best practices" framework for handling the variety of experiences they may encounter. Service providers participate in available training opportunities and receive ongoing supervision to develop realistic and effective plans with families. Volunteer and informal networks supporting children and families are strengthened through access to training and other supports.

INDICATOR	EFFECTIVE PRACTICE
4.1 Staff is selected according to the desired outcomes and objectives of programs and the system.	Staff is qualified by relevant education, licensure, certification, training and/or experience appropriate to the area in which they work. Staff represents the cultural, linguistic and geographic diversity of the community.
4.2 Effective administrative practices support staff.	Policies and procedures, including job descriptions, are in place to ensure effective administration. Efforts are made to ensure compensation and benefits are comparable to other positions with similar qualifications and responsibilities. Administrative staff engage in sound planning, fiscal, and business management practices.
4.3 Staff receives basic and ongoing training and opportunities for professional development.	Policies and practices support training and professional development for all staff throughout the early childhood system. Partners jointly plan for knowledge and skill development activities including basic training for administrative staff, line staff and volunteers.
4.4 Supervision and support are provided to maintain consistent quality service.	Service providers receive ongoing, effective supervision from trained supervisors. Sufficient supervisory time and individual attention are allocated to ensure that children and families receive high quality services.

INDICATOR

4.1 Staff is selected according to the desired outcomes and objectives of programs and the system.

Effective Practice	Guidance	Evidence/Measures
<p>Staff is qualified by relevant education, licensure, certification, training and/or experience appropriate to the area in which they work.</p> <p>Staff represents the cultural, linguistic and geographic diversity of the community.</p>	<p>Partners ensure that staff has the appropriate knowledge, skills, and experience needed to perform their jobs responsibly. Consideration is given to aspects such as:</p> <ul style="list-style-type: none"> a. training or experience in the position area of expertise; b. experience in an early childhood or human services setting; c. interpersonal and communication skills; d. awareness of and sensitivity to cultural issues and local community practices. <p>Professional staff holds certification or registration in their field or is working toward such credentials.</p> <p>Efforts are made to hire staff representing the cultural, linguistic, and geographic diversity of the community.</p>	<p>Hiring procedures are in place to ensure that staff is well-qualified.</p> <p>Annual review of recruitment and hiring strategies to identify areas for improvement and create action plans.</p> <p>Personnel files are maintained and reviewed annually, at a minimum, for documentation of licensure, certification, training and professional development activities.</p> <p>Evidence that staff reflect the demographic composition of the participants.</p>

INDICATOR

4.2 Effective administrative practices support staff.

Effective Practice	Guidance	Evidence/Measures
<p>Policies and procedures, including job descriptions, are in place to ensure effective administration.</p> <p>Efforts are made to ensure that compensation and benefits are comparable to other positions with similar qualifications and responsibilities.</p> <p>Administrative staff engage in sound planning, fiscal and business management practices.</p>	<p>Program manuals describe policies and procedures for management functions including:</p> <ul style="list-style-type: none"> a. personnel administration and supervision; b. administration and maintenance of facilities, equipment and materials; c. financial administration, planning and budgeting. <p>Job descriptions include the knowledge, skills, and experience required, and an explanation of the lines of authority and supervision among positions. Job descriptions are matched to appropriate certification and/or registration criteria wherever possible.</p> <p>Professional staff are compensated for their services based on performance and professional development.</p> <p>Accurate administrative records are maintained and audited.</p>	<p>Annual review of administrative policies and procedures.</p> <p>Periodic review of job descriptions and position announcements.</p> <p>Periodic review of compensation and benefit schedule with action plans for necessary improvement.</p> <p>Periodic financial audit</p> <p>Financial records meet all legal obligations.</p>

INDICATOR

4.3 Staff receives basic and ongoing training and opportunities for professional development.

Effective Practice	Guidance	Evidence/Measures
<p>Policies and practices support training and professional development for all staff throughout the early childhood system.</p> <p>Partners jointly plan for knowledge and skill development activities including basic training for administrative staff, line staff and volunteers.</p>	<p>Staff training and development plans are both individualized to meet the needs and goals of each staff member and reflective of the program goals.</p> <p>Staff receives basic training in areas such as: child development, health and safety, cultural diversity, interpersonal and communication skills, community resources and confidentiality procedures.</p> <p>All staff receives orientation training and is regularly updated on program purpose and function.</p> <p>Families are encouraged and given opportunities to participate in trainings.</p> <p>Staff receives specialized training on the ethics of working with families, including mandatory reporting requirements.</p> <p>Knowledge and skill development is based on principles of adult learning and development. Strategies include individualized coaching, workshops, seminars, college course work, etc.</p>	<p>Annual review of staff training and professional development plans.</p> <p>Documentation of training and professional development activities and staff attendance.</p> <p>Orientation training plan is in place and updated annually.</p> <p>Percentage of families who participate in training, either as givers or receivers.</p> <p>Documentation of annual training, including sessions on mandatory reporting and other legal requirements.</p> <p>Review of training modules and/or formats.</p>

INDICATOR

4.4 Supervision and support are provided to maintain consistent quality service.

Effective Practice	Guidance	Evidence/Measures
<p>Service providers receive ongoing, effective supervision from trained supervisors.</p> <p>Sufficient supervisory time and individual attention are allocated to ensure that children and families receive high quality services.</p>	<p>Partners ensure that service providers receive effective supervision from trained supervisors that:</p> <ul style="list-style-type: none"> a. deepens and broadens knowledge; b. promotes the development of realistic and effective plans for children and families; c. models the process of mutual respect; d. refines individual service styles through the process of reflection. <p>Supervisors are readily available and easily accessible for consultation and guidance. Where applicable, supervisor-to-staff ratios meet professional or performance standards. Where no standard exist, ratios comply with local plan for provision of services.</p> <p>Staff partner with supervisors to set goals and monitor progress in job performance. Supervisors use supportive procedures such as observations, self-assessments and client feedback.</p>	<p>Policies and procedures are in place for providing effective supervision.</p> <p>Type and frequency of training for supervisors.</p> <p>Documentation of supervisor-to-staff ratio.</p> <p>Method and schedule for staff performance review.</p>

ELEMENT FIVE:

EFFECTIVE PARTNERSHIPS

Description: Community, private and public sector partners join to ensure children and families can access the comprehensive system of early childhood services and supports necessary for development and well-being. Partnerships create linkages between the home and both public and private sectors. All partners share leadership, maintain open communication, and respect confidentiality.

ELEMENT 5: EFFECTIVE PARTNERSHIPS

Description: Community, private and public sector partners join to ensure children and families can access the comprehensive system of early childhood services and supports necessary for development and well-being. Partnerships create linkages between the home and both public and private sectors. All partners share leadership, maintain open communication, and respect confidentiality.

INDICATOR	EFFECTIVE PRACTICE
<p>5.1 Partners form a group committed to addressing the needs of young children and their families.</p>	<p>Communities identify and mobilize a diverse group of individuals representing families, as well as public and private agencies and organizations, to create the early childhood system of services and supports. These partners work together to ensure high quality supports for young children and their families.</p>
<p>5.2 Partners develop a shared vision, common goals, and attainable outcomes for all parts of the early childhood system.</p>	<p>Partners work together to develop a shared vision and common goals. The vision and goals are supported by measurable and attainable outcomes for each element in the system.</p>
<p>5.3 Partners share information and resources.</p>	<p>Partners share information and resources in order to support individual families, assure coordinated and collaborative efforts and guide community planning and decision-making regarding the early childhood system.</p>
<p>5.4 Partners share leadership, decision making and collaborative responsibilities.</p>	<p>The early childhood system fosters the integration of diverse partners' knowledge and skills so that leadership and decision-making are shared.</p>
<p>5.5 Communications are open, frequent, inclusive and respectful.</p>	<p>Communication is based on a climate of respect, trust, inclusion and support. All partners, public and private, formal and informal, are included in essential communications. Family diversity and privacy are honored. Partners strive for consensus.</p>
<p>5.6 Policies and procedures support a coordinated and collaborative early child hood system of services and supports.</p>	<p>Policies and procedures of all components in the early childhood system support collaborative service delivery, create linkages among programs and services, avoid unnecessary duplication of services and supports, and advance the development of a full continuum of supports for families and children.</p>

INDICATOR

5.1 Partners form a group committed to addressing the needs of young children and their families.

Effective Practice	Guidance	Evidence/Measures
<p>Communities identify and mobilize a diverse group of individuals representing families, as well as public and private agencies and organizations, to jointly create a high quality early childhood system of services and supports.</p> <p>These partners work together to ensure high quality supports for young children and their families.</p>	<p>Membership is open and reflects the diversity of the community as well as the range of ages and needs of children and families. A wide variety of service and resource providers are engaged including:</p> <ul style="list-style-type: none"> a. child care providers; b. community groups/organizations; c. early intervention/early childhood special education providers; d. health care providers; e. local government; f. preschools and schools; g. recreation/libraries/cultural institutions; h. religious institutions; i. social service; j. voluntary service organizations. <p>Partners and representatives on decision-making bodies recognize, support and advocate for the elements and strategies needed to assure, over time, a continuum of high quality supports for children and families, including those in greatest need.</p>	<p>Membership in state and local partnerships is diverse and representative of the range of partners who are engaged in the early childhood system.</p> <p>Procedures exist for recruiting, terminating and changing membership in decision-making bodies.</p> <p>Documentation of type and frequency of training and other information sharing.</p> <p>Documentation of type and frequency of advocacy efforts.</p>

INDICATOR

5.2 Partners develop a shared vision, common goals, and attainable outcomes for all parts of the early childhood system.

Effective Practice	Guidance	Evidence/Measures
<p>Partners work together to develop a shared vision and common goals. The vision and goals are supported by measurable and attainable outcomes for each element in the system.</p>	<p>State, local, public and private partners engage in a recurring planning process that draws upon one another’s experiences and strengths in developing the vision and goals for the system.</p> <p>The vision, goals and outcomes address the needs of young children and their families and capitalize on the assets and resources of the community.</p> <p>Vision and goals are translated into measurable and attainable outcomes to guide implementation, assessment and improvement of services and supports.</p>	<p>Documentation of the planning process with list of participating partners.</p> <p>Articulation of a common vision and goals for the early childhood system.</p> <p>Percentage of system partners who endorse the vision, goals, and measurable outcomes.</p>

INDICATOR

5.3 Partners share information and resources.

Effective Practice	Guidance	Evidence/Measures
<p>Partners share information and resources in order to support individual families, assure coordinated and collaborative efforts, and guide community planning and decision-making regarding the early childhood system.</p>	<p>Partners work together to develop and share resources such as:</p> <ul style="list-style-type: none"> a. materials and equipment; b. staffing; c. training and technical assistance; d. funding. <p>Service records are up-to-date, developed with the consent and involvement of families, and shared, with family consent, with partners when appropriate to meet family needs.</p> <p>Information collection and sharing procedures assure confidentiality and reduce unnecessary redundancy in data collected from families as well as partners in the system.</p> <p>Communication systems and practices exist for exchanging information, with family consent, developing policies and making decisions.</p> <p>Mechanisms are present to gather, analyze and report data across system partners in order to inform collaborative decision- making.</p>	<p>Frequency with which partners engage in shared training, cross-training, forums and other events and processes.</p> <p>Existence of written procedures, including informed consent procedures, to govern sharing of information about families among partners.</p> <p>Frequency with which needs assessment, intake, evaluation, and other data collection are appropriately shared across partners.</p> <p>Frequency with which information relevant to community planning is made available to partners and community members.</p> <p>Documentation of a community wide data system to monitor progress toward system goals and state benchmarks.</p>

INDICATOR

5.4 Partners share leadership, decision making and collaborative responsibilities.

Effective Practice	Guidance	Evidence/Measures
<p>The early childhood system fosters the integration of diverse partners' knowledge and skills so that leadership and decision-making are shared.</p>	<p>Partners understand and support each partner's roles and responsibilities within the early childhood system of supports.</p> <p>Leadership roles are shared and include families, and representatives of public, private, formal and informal supports, as appropriate.</p>	<p>Roles, responsibilities, and boundaries of partners are clearly written in policies, protocols, and job descriptions.</p> <p>Job descriptions support and clarify responsibilities for participation in collaborative efforts.</p> <p>Families, and representatives of public, private, formal and informal supports, are visible in leadership and decision making roles across the system.</p>

INDICATOR

5.5 Communications are open, frequent, inclusive and respectful.

Effective Practice	Guidance	Evidence/Measures
<p>Communication is based on a climate of respect, trust, inclusion and support.</p> <p>All partners, public and private, formal and informal, are included in essential communications.</p> <p>Family diversity and privacy are honored.</p> <p>Partners strive for consensus.</p>	<p>All partners, public and private, formal and informal, are included in essential communications.</p> <p>Diversity among partners and families is honored.</p> <p>Constructive conflict management allows partners to learn from differences.</p> <p>Partners strive for consensus in decision-making.</p> <p>Opportunities for communication skill development are available and accessible to families and partners.</p>	<p>Frequency of communication across all partners.</p> <p>Accessibility of linguistic and media communications.</p> <p>Partners perceptions that conflict resolution procedures are in place and are effective and positive.</p> <p>Frequency of collaborative and consensus building strategies over voting and authoritarian decision-making.</p> <p>Frequency and rates of participation by partners in communication skill development opportunities.</p>

INDICATOR

5.6 Policies and procedures support a coordinated and collaborative early childhood system of services and supports.

Effective Practice	Guidance	Evidence/Measures
<p>Policies and procedures of all components in the early childhood system support collaborative service delivery, create linkages among programs and services, avoid unnecessary duplication of services and supports, and advance the development of a full continuum of supports for families and children.</p>	<p>Universal screening is conducted to ensure children and families have access to appropriate services.</p> <p>Policies and practices create linkages as children move through various early childhood settings and services.</p> <p>Policies and practices create linkages among programs and services to avoid overlap and duplication of services.</p> <p>Policies and practices create linkages across supports to build a continuum of supports.</p>	<p>Percentage of families and children reached by universal screening efforts.</p> <p>Percentage of families and children eligible for various services and supports who actually receive those services and supports.</p> <p>Percentage of families and children who receive supports to which they were referred.</p> <p>Presence of letters of agreement, referral mechanisms, and other on-going strategies that link programs and services.</p>

ELEMENT SIX:

RESULTS-BASED ACCOUNTABILITY

Description: The foundation of accountability is the use of proven practices. Systematic monitoring and evaluation help determine if a system of early childhood supports is in place, families and children are reached effectively, services and supports are implemented efficiently, and the intended results are achieved. Information is used to inform state and local decision making about policies, programs, and practices.

ELEMENT 6: RESULTS-BASED ACCOUNTABILITY

Description: The foundation of accountability is the use of proven practices. Systematic monitoring and evaluation help determine if a system of early childhood supports is in place, families and children are reached effectively, services and supports are implemented efficiently, and intended results are achieved. Information is used to inform state and local decision-making about policies, programs, and practices.

INDICATOR	EFFECTIVE PRACTICE
6.1 Partners assess needs, resources and assets.	Families along with public and private sector partners regularly conduct and update an assessment of strengths, needs and resources to inform planning and decision-making. Findings are shared throughout the early childhood system.
6.2 Partners document service delivery, utilization and quality.	Agencies and programs maintain clear and complete records to document resources used, service delivery and utilization, service quality, and outcomes for children and families. Policies and procedures assure the quality of service components, family privacy and confidentiality of records. Data systems are in place to share information regarding available services and children's development and progress. Agencies and programs meet all federal, state and local standards, codes and laws.
6.3 Families are satisfied with supports.	Feedback from families is solicited on a regular basis and used for program and system development and improvement. Assessment of family satisfaction with supports recognizes families' needs for respect and responsiveness to individual circumstances.
6.4 Outcomes are measured.	Partners develop measurable outcomes appropriate to their mission and role in early childhood support system. Outcomes clearly contribute to achievement of Oregon's goals for children and families. Partners regularly assess the achievement of outcomes for the children and families who are served.
6.5 Results are reviewed and used to refine the early childhood system.	Partners use information from community assessments, monitoring and outcome evaluation to improve individual services and supports. This information is also utilized for the improvement of the comprehensive early childhood system of services and supports.

INDICATOR

6.1 Partners assess needs, resources and assets.

Effective Practice	Guidance	Evidence/Measures
<p>Families along with public and private sector partners regularly conduct and update an assessment of strengths, needs and resources to inform planning and decision-making.</p> <p>Findings are shared throughout the early childhood system.</p>	<p>Assessments consist of gathering, analyzing, and reporting information related to strengthening the elements of the early childhood support system, and the system as a whole.</p> <p>Information is gathered from existing sources and from families, public and private agencies, organizations, businesses and employers, the faith community, and other community partners.</p> <p>Assessment addresses the:</p> <ol style="list-style-type: none"> a. availability and accessibility of community services and supports; b. how well services address the cultural, linguistic, special needs and other characteristics of children and families; c. successes, barriers and effective strategies for forging partnerships and linkages within the system. 	<p>Documentation of needs, assets and resources.</p> <p>Percentage of families and other partners involved in the assessment.</p> <p>Documentation of methods for assessing needs, resources and assets.</p> <p>Dissemination of assessment information throughout the community in various formats to insure access by partners and interested citizens.</p>

INDICATOR

6.2 Partners document service delivery, utilization, and quality.

Effective Practice	Guidance	Evidence/Measures
<p>Agencies and programs maintain clear and complete records to document resources used, service delivery and utilization, service quality, and outcomes for children and families.</p> <p>Appropriate policies and procedures also are in place to assure the quality of service components.</p> <p>Appropriate policies are in place to assure family privacy and confidentiality of records.</p> <p>Data systems are in place to share information regarding available services and children's development and progress.</p> <p>Agencies and programs meet all federal, state and local standards, codes, and laws.</p>	<p>Agencies and programs monitor activities, such as number, type and quality of services delivered and outputs, such as numbers and characteristics of individuals served.</p> <p>Attention is given to:</p> <ol style="list-style-type: none"> a. participation rates among targeted children and families; b. participant characteristics; c. linkages and relationships with other service providers; d. referrals; e. quality assurance mechanisms; f. staff performance reviews; g. costs; h. compliance with federal, state and local standards, codes and laws; i. family privacy and confidentiality. 	<p>Percentage of agencies and programs, including family representatives, who regularly review and monitor service delivery and utilization, making improvements as needed.</p> <p>Percentage of agencies and programs, including family representatives, who regularly conduct quality assurance assessments of service components.</p> <p>Percentage of agencies and programs that participate in a shared data system.</p>

INDICATOR

6.3 Families are satisfied with supports.

Effective Practice	Guidance	Evidence/Measures
<p>Feedback from families is solicited on a regular basis and used for program and system development and improvement.</p> <p>Assessment of family satisfaction with supports recognizes families' needs for respect and responsiveness to individual circumstances.</p>	<p>Partners have an effective strategy for gathering feedback from families about quality of treatment and the impact of the service(s). Attention is given to:</p> <ul style="list-style-type: none"> a. variety of feedback mechanisms such as focus groups, suggestion boxes, surveys and interview; b. contacting families who have left the program to identify potential gaps, weaknesses, and strengths of service(s). <p>To determine satisfaction, families may be asked questions such as:</p> <ul style="list-style-type: none"> a. How easy was it to get the services? b. Did the services match your family's needs and expectations? c. Did the services help you reach your goals? d. Were you treated with understanding and respect? e. What problems, if any, did you encounter? f. Do you have any suggests for improvement? 	<p>Percentage of families who are satisfied with the accessibility of services.</p> <p>Percentage of families who are satisfied with the treatment they received in the service.</p> <p>Percentage of families who are satisfied with the supports they have received to meet their own goals, change behaviors, and/or develop new skills and capacities.</p> <p>Number of programming improvements made in response to input from participating families.</p>

INDICATOR

6.4 Outcomes are measured.

Effective Practice	Guidance	Evidence/Measures
<p>Partners develop measurable outcomes appropriate to their mission and role in early childhood support system.</p> <p>Outcomes clearly contribute to achievement of Oregon's goals for children and families.</p> <p>Partners regularly assess the achievement of outcomes for the children and families who are served.</p>	<p>Partners identify intended outcomes that are appropriate for the specific service, target group and context.</p> <p>Time and financial resources are available for monitoring and evaluation of the early childhood support system and programs within the system. Attention is given to:</p> <ol style="list-style-type: none"> a. common procedures for measuring outcomes; b. coordinated data management systems that allow for data-gathering, analysis and reporting of results, both at the program and the system level; c. confidentiality of information that is shared through coordinated data management systems. 	<p>Percentage of partners in the early childhood system with appropriate outcome indicators.</p> <p>Percentage of children and/or families that make progress on identified outcome indicators.</p> <p>Percentage of agencies and programs that actively share information about children's development and progress.</p>

INDICATOR

6.5 Results are reviewed and used to refine the early childhood system.

Effective Practice	Guidance	Evidence/Measures
<p>Partners use information from community assessments, monitoring and outcome evaluation to improve the individual services and supports. This information is also utilized for the improvement of the comprehensive early childhood system of services and supports.</p>	<p>Partners regularly review information to identify service gaps, improve services, and assess the progress of partnerships and linkages within the system.</p> <p>Attention is given to:</p> <ol style="list-style-type: none"> a. match between family needs and services available from public and private sources in the community; b. utilization of services by target populations; c. capacity to provide supports that help families meet goals, change behaviors and/or develop new skills; d. successes and barriers to creating partnerships and linkages within the system. 	<p>Percentage of families and other partners involved in the process of reviewing and refining the early childhood support system.</p> <p>Regular status reports disseminated to partners and throughout the community.</p> <p>Follow-up meetings are conducted to gather feedback from the community.</p> <p>Action plans are made to address identified issues and barriers.</p>