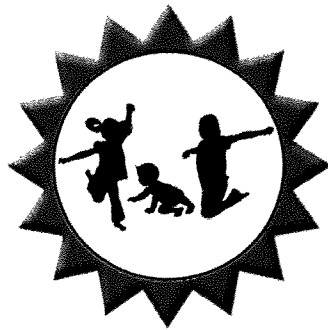




Excellence in Care and Education

**MARYLAND
ACCREDITATION**

Maryland Accreditation

Standards for Implementing Quality Early Childhood Programs

Maryland State Department of Education

Division of Early Childhood

200 West Baltimore Street, 10th Floor

Baltimore, Maryland 21201

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TABLE OF CONTENTS

I. Program Administration

- 1.1 Program Philosophy
- 1.2 Program Personnel
- 1.3 Program Continuity
- 1.4 Program Accountability

II. Program Operation

- 2.1 Environment (Birth – 6 years)
- 2.2 Care and Learning Opportunities for Infants and Toddlers
(Birth to 36 Months)
- 2.3 Curriculum (3 to 6 years)
- 2.4 Instruction (3 to 6 years)

III. Home and Community Partnerships

- 3.1 Partnerships (Birth – 6 years)

**** This document references the following publication as “The Guide”:**

Supporting Every Young Learner: Maryland’s Guide to Early Childhood Pedagogy, Birth to Age 8. (2015). Baltimore, MD, Maryland State Department of Education

I. Program Administration

Standard	
Program Personnel	
1.2 The early childhood program is collaboratively administered, supervised, and implemented by qualified personnel.	
Indicator	Best Practices Rationale
1.2.1 Communication The administrator/supervisor communicates with program staff regarding developmentally appropriate strategies for implementation, assessment, and accountability.	Regular communication among program staff facilitates the exchange of information and full participation in program activities to promote quality program practices. The administrator/supervisor implements various mechanisms for regular communication among staff. Staff are informed about developmentally appropriate programming and practices; state standards; family engagement practices; the program planning and evaluation process; and resources to improve performance.
Required Evidence ☐ Staff Meeting Schedule ☐ Staff Meeting Agenda and Minutes ☐ Documentation of ongoing communication and information shared with staff regarding developmentally appropriate practices and program planning and evaluation	An effective communication system is an integral component of a quality program. Formal and informal opportunities allow staff input regarding the quality of services to children and families; and opportunities to express concerns and provide feedback related to program practices.
Program Notes	
Initial Self-Appraisal Rating Date: <u>12/19/24</u> ☐ Not Met ☐ Partially Met ☒ Fully Met	Final Self-Appraisal Rating Date: _____ ☐ Not Met ☐ Partially Met ☐ Fully Met

Standard	
Program Personnel	
1.2 The early childhood program is collaboratively administered, supervised, and implemented by qualified personnel.	
Indicator	Best Practices Rationale
1.2.2 Staff Evaluation and Ongoing Supervision The administrator/supervisor conducts staff evaluations annually and ongoing as needed. Results are used to develop Individual Staff Development Plans.	Staff evaluation is the foundation to identifying staff strengths, improving staff performance and program planning. Effective formal and informal evaluation processes are used to provide effective feedback related to professional development and growth. Staff evaluations conducted annually identify strengths, interests, and areas of improvement. Information is used to create individual staff development plans and ongoing program plans. Annual staff evaluations support professional development and growth as well as program planning and quality. The staff evaluation process is another component of the program's communication system.
Required Evidence ☐ Staff Evaluation Policy and timeline ☐ Completed annual staff evaluation tool ☐ Individual staff development plan ☐ Copies of staff observations	
Program Notes	
Initial Self-Appraisal Rating Date: <u>12/19/24</u> ___ Not Met ___ Partially Met ☒ Fully Met Final Self-Appraisal Rating Date: _____ ___ Not Met ___ Partially Met ___ Fully Met	

Standard

Program Personnel

1.2.3 Qualification: Child Care Teacher Licensed Child Care/Head Start

Indicators:

Licensed Child Care / Head Start – Early Childhood Educator: responsible for the care and education of a group of children from birth through age five, must have at least an Associate's degree in Early Childhood Education/Child Development or related field and must hold a Maryland Child Care Credential of level five.

Public School – Classroom Educator: must have at least a Bachelor's degree in Early Childhood Education/Child Development or related field and meet Maryland State Certification requirements for early childhood education.

Best Practices / Rationale:

Early Childhood Educators who are appropriately educated are better prepared to plan and implement quality, developmentally appropriate programs for young children. Knowledge of child development and best practice is gained through education, experience working with young children, and ongoing professional development.

Programs understand the importance of employing qualified educators and providing ongoing professional development to enhance their knowledge and skills. When the early childhood educator is absent, a qualified substitute is provided to ensure continued program quality.

Educators are provided job descriptions that reflect expectations in building relationships with children and families; implementing curriculum; instructional and assessment strategies; and professionalism.

Required Evidence to Upload:

Licensed Child Care/Head Start:

The Director and All Child Care Teachers must hold:

- Maryland Child Care Credential at level 5 or higher; or an Administrator Credential at level 2 or higher or a current certificate from the State of Maryland for teaching in early childhood education.
- Job Description
- Maryland Accreditation Staff Qualification Form

Public School:

All Prekindergarten Teachers must hold:

- State of Maryland Teaching Certificate in early childhood education OR pursuing residency through the Maryland Approved Alternative Preparation Program, which includes early childhood course work, clinical practice, and evidence of pedagogical content knowledge.
- Job Description
- Maryland Accreditation Staff Qualification Form

Required Observable Evidence:

none

Program Notes

Initial Self-Appraisal Rating

Date: 12/19/24

☐ Not Met ☒ Partially Met ☐ Fully Met

Final Self-Appraisal Rating

Date: _____

☐ Not Met ☐ Partially Met ☐ Fully Met

Standard

Program Personnel

1.2.4 Qualification: Assistant Child Care Teacher Licensed Child Care/Head Start

Indicator: Licensed Child Care/Head Start – Assistant Teacher working with Early Childhood Teacher must have a high school diploma and Maryland Child Care Credential of level two or higher. Public School – Assistant Teacher and/or Paraprofessional working with the Classroom Teacher must have a high school diploma and meet Maryland ParaPro requirements.	Best Practices / Rationales: Assistant Teachers who are appropriately trained are better prepared to assist with planning and implementing quality, developmentally appropriate programs for young children. Knowledge of child development and best practice is gained through education, experience working with young children, and ongoing professional development. Programs understand the importance of employing qualified assistant teachers and providing ongoing professional development to enhance their knowledge and skills. When the early childhood teacher is absent, a qualified assistant teacher will ensure continued program quality. Assistant Teachers are provided job descriptions that reflect expectations in: building relationships with children and families; facilitating learning; and professionalism.
Required Evidence to Upload: Licensed Child Care/Head Start: All Assistant Child Care Teachers must hold: • CDA Certificate or Maryland Child Care Credential at level 2 or higher • Job Description • Maryland Accreditation Staff Qualification Form Public School: All Assistant Teachers and/or Paraprofessionals must hold: • CDA Certificate or Associate Degree • Job Description • Maryland Accreditation Staff Qualification Form	Required Observable Evidence: none

Program Notes

Initial Self-Appraisal Rating

Date: 12/19/24

Not Met ☒ Partially Met ☐ Fully Met ☐

Final Self-Appraisal Rating

Date: _____

Not Met ☐ Partially Met ☐ Fully Met ☐

Standard	
Program Personnel	
1.2 The early childhood program is collaboratively administered, supervised, and implemented by qualified personnel.	
Indicator	Best Practices Rationale
1.2.5 Professional Support The program implements policies that provide support to staff in order to meet professional and personal needs.	The cornerstone of a program's success is the staff. Teaching staff are responsible for guiding children's learning experiences in the classroom. The support provided to the teaching staff is essential to children's learning and program quality. Professional support strategies are effective at: increasing staff retention; promoting personal and professional well-being; and improving performance. Adult restroom and lounge separate from children's activity area; adequate individual storage area for personal belongings; designated meeting or conference area; and time for staff members to meet their personal needs and handle administrative/planning tasks are all strategies for professional support. Planning time is an essential professional support. Educators need a designated time to think about and plan activities that are engaging, challenging, and developmentally appropriate.
Required Evidence	
☐ Lesson Planning Policy ☐ Evidence of Planning Time ☐ Professional Development Opportunities	
Program Notes	
Initial Self-Appraisal Rating	Final Self-Appraisal Rating
Date: <u>12/19/24</u>	Date: _____
☐ Not Met ☒ Partially Met ☐ Fully Met	☐ Not Met ☐ Partially Met ☐ Fully Met

Standard Program Continuity	
1.3 The early childhood program utilizes curricula and instructional strategies that ensure continuity of learning and development for all children.	
Indicator 1.3.4 Intentional Planning The program documents lesson plans to support continuity of learning and an organized approach so that interactions are intentional and goal directed.	Best Practices Rationale Educators strategically plan for and prepare the learning environment so that children can naturally engage in developmentally appropriate learning activities that accommodate their age, experience, and abilities - and that provide exposure and practice for children to reach increasingly challenging goals. As educators plan for children's learning, it is critically important that they set high, achievable expectations for all children, including those with unique challenges due to physical, cognitive, emotional, or linguistic differences. By targeting the particular strengths and interests of each child, educators are able to plan for instruction that supports the achievement of their goals. Curriculum that is aligned to the Maryland Early Learning Standards reflects intentional and systematic instruction that will advance growth and learning. Lesson plans reflect the curriculum and allow for strategies to provide opportunities for children to be actively engaged in discovery and learning. These should include a mix of child-directed and educator-directed explorations that value teachable moments. (pg. 115-120, The Guide)
Required Evidence ☐ Implementation of State recommended curriculum, Public School developed curriculum or a curriculum individually developed by the program and accepted by MSDE ☐ Lesson plans reflect implementation of curriculum and are relevant to children's culture and personal interest ☐ Lesson plans meet the needs of each and every child, are informed by information gained from families, include information from IEP/IFSP and other resource personnel who may work with a child ☐ Lesson plans include opportunities for questioning and problem solving; learning through play and child initiated discovery; and children to make choices for how they work on a project	
Program Notes 	
Initial Self-Appraisal Rating Date: <u>12/19/24</u> ☐ Not Met ☒ Partially Met ☐ Fully Met	Final Self-Appraisal Rating Date: _____ ☐ Not Met ☐ Partially Met ☐ Fully Met

II. Program Operation

2.1 Environment

(Birth to 6 years)

Standard Environment (Birth – 6 years)	
2.1 A planned and well-structured learning environment promotes active learning and full participation for each child.	
Indicator 2.1.1(b) Outdoor Environment: Organization of Space The outdoor space has designated areas and equipment to support various types of play and learning.	Best Practices Rationale The outdoor environment provides time for children to learn to play together – how to coordinate their actions for physical activities, how to take turns and collaborate, and how to follow directions in a game. The outdoor space allows for a variety of opportunities for children to interact with large groups, small groups, and individually.
Required Evidence ☐ Structures for promoting sensory integration ☐ Space for digging, gathering, and investigating ☐ Space to play games ☐ Variety of surfaces to support different types of play i.e. sand, mulch, dirt, grass, blacktop ☐ Space for large group play ☐ Space for small group play ☐ Space for quiet play	Equipment stimulates a variety of skills (balancing, climbing, ball play, steering, pedaling, etc.) on different levels (tricycles with and without pedals, different size balls, ramp and ladder access to climbing structures). Structures provide opportunities for children to crawl, roll, jump, climb, and swing to promote sensory integration. Adaptations are made or special equipment is provided for children with disabilities. Outdoor space has a variety of surfaces permitting different types of play. (pgs. 139-141, The Guide)
Program Notes	
Initial Self-Appraisal Rating Date: <u>12/19/24</u> ☐ Not Met ☐ Partially Met ☒ Fully Met	Final Self-Appraisal Rating Date: _____ ☐ Not Met ☐ Partially Met ☐ Fully Met

Standard Environment (Birth – 6 years)	
2.1 A planned and well-structured learning environment promotes active learning and full participation for each child.	
Indicator 2.1.3(a) Fostering Appreciation and Support for Diversity: Learning Environment The learning environment promotes an awareness and appreciation of diversity in all its forms such that children see themselves as full participating members in the global community.	Best Practices Rationale The learning environment demonstrates respect for all, promotes authenticity in materials, and accommodates the areas of diversity identified in state law (ability, age, gender, ethnicity, sexual orientation, language, race, region, religion, socioeconomic status). In addition, early childhood educators recognize physical, cognitive, social and emotional differences as diversity. (pp. 56, The Guide)
Required Evidence ○ Instructional materials are authentic, accurate, and reflect positive images and information about diverse groups ○ The environment reflects customs, traditions, structure and songs relevant to the culture of children, families, and staff	Multiculturalism is relevant and supportive of a diverse staff and family traditions that expand farther than the country from where a child's ancestors originated. It is reflective of what is in our neighborhood and community, honest and true, not just dressed up in traditional clothing, respectful and kind, comprehensive and cross-curricular. The materials, books, pictures, posters, artifacts/realia, music, art, and puppets are authentic in reflecting diversity. The ultimate goal is to ensure that children are able to "see" themselves using these objects and to use them to learn about others. Early childhood educators are sensitive to read the cues of the family, respect their values and priorities for their children and not insert their own expectations or views. Further, understanding the role the community plays for the family is also key. (pp. 67-68, The Guide)
Program Notes 	
Initial Self-Appraisal Rating Date: <u>12/19/24</u> ☐ Not Met ☒ Partially Met ☐ Fully Met	Final Self-Appraisal Rating Date: _____ ☐ Not Met ☐ Partially Met ☐ Fully Met

II. Program Operation

2.3 Curriculum (3 to 6 years)

Standard Curriculum (3 to 6 years)	
2.3 The early childhood program utilizes curriculum that supports each child's development. The curriculum is aligned with Maryland's early learning standards.	
Indicator 2.3.3 Executive Function The development of approaches to learning and executive function skills facilitate and support the process of learning.	Best Practices Rationale Executive function is part of social foundations and includes working memory (i.e. short term memory), so that children are able to hold information in their mind and recall it when needed, and cognitive flexibility, so that children are able to engage in problem solving and symbolic representation. Inhibitory control, the ability to control one's impulses, is also an executive function skill.
Required Evidence ○ Visual cues to guide children's choices and decisions in social situations ○ Visual cues to help children plan their play and work ○ Opportunities to engage in play such as: ▪ Role playing ▪ Turn taking ▪ Rule making ▪ Making choices	Working memory and mental flexibility strengthen as children gain, through practice, the ability to wait for their turn, return to interrupted work, or wait for the educator's attention (and remember why they wanted to talk to their educator). Early childhood educators continuously support children in building executive function because it influences learning at all stages. Throughout the day, skilled educators look for ways to introduce and extend exposure to the types of executive function skills that will serve children long into the future. This includes those skills that facilitate and support the process of learning, such as a child's willingness to initiate, engage, sustain participation in different learning activities, and the ability to demonstrate control, so that they can remain on task in the face of distractions. (pp. 22, 83, The Guide)
Program Notes 	
Initial Self-Appraisal Rating Date: <u>12/19/24</u> ☐ Not Met ☐ Partially Met ☒ Fully Met	Final Self-Appraisal Rating Date: _____ ☐ Not Met ☐ Partially Met ☐ Fully Met

Standard Curriculum (3 to 6 years)	
2.3 The early childhood program utilizes curriculum that supports each child's development. The curriculum is aligned with Maryland's early learning standards.	
Indicator 2.3.6 Science The curriculum emphasizes skills and processes and engages children in activities that include real-life connections and problem-solving opportunities.	Best Practices Rationale Educators help children develop scientific thinking skills while exploring the natural and physical world around them. As children explore with sand and water, cook, garden, or care for a pet they are recognizing patterns, making predictions, and formulating answers to questions. The educator's role is to bring the scientific vocabulary to these activities and ask children questions that expand their thinking.
Required Evidence ☐ STEM is integrated in all learning centers and content areas ☐ Authentic use of science vocabulary in functional print and literature ☐ Children are provided opportunities to ask questions, explore, and observe materials and phenomena ☐ Children are provided opportunities to make comparisons between objects and materials ☐ Variety of tools and multisensory materials that support curriculum implementation ☐ Educators use questions that promote exploration and inquiry	Using inquiry-based and problem-based learning, educators guide children toward the scientific processes of observation, prediction, and investigation. Young children use information from science, technology, engineering and mathematics (STEM) while engaged in activities that include real-life connections and problem-solving opportunities. (pp. 97-99, The Guide)
Program Notes 	
Initial Self-Appraisal Rating Date: <u>12/19/24</u> ☐ Not Met ☐ Partially Met ☒ Fully Met	Final Self-Appraisal Rating Date: _____ ☐ Not Met ☐ Partially Met ☐ Fully Met

Standard Curriculum (3 to 6 years)	
2.3 The early childhood program utilizes curriculum that supports each child's development. The curriculum is aligned with Maryland's early learning standards.	
Indicator 2.3.7 Social Studies The curriculum focuses on key knowledge, concepts, skills and attitudes in the areas of history, government, economics, geography, and peoples of the nations and world.	Best Practices Rationale Early childhood educators help children understand their sense of self-identity and the part they play in their family, the early childhood program, and the community. Educators help children value diversity and recognize the important role that each person plays in building a strong and vibrant society. The social studies program enables children to participate effectively in the groups to which they belong. Democratic and participatory school and classroom environments are essential to this type of real world learning. (pp. 99-100, The Guide) The social studies program focuses on opportunities for children to learn about themselves, their community and the world. Learning takes place in the context of openness and appreciation for diversity of culture, and respect for similarities and differences among people. Activities that foster citizenship skills and an understanding of the unique qualities and characteristics of others promote cooperative learning and achievement of common goals.
Required Evidence ○ Age appropriate classroom rules written in positive terms are posted ○ Authentic materials representing social studies concepts (e.g. books, music, dolls, globes, and/or maps of classroom, school, U.S., world, etc.) ○ Authentic opportunities to learn about people and their roles ○ Authentic use of social studies vocabulary ○ Variety of print materials (newspapers, magazines, books, original photographs, etc.) ○ Children are provided opportunities to work collaboratively with peers ○ Social studies activities are integrated in all learning centers and content areas	
Program Notes 	
Initial Self-Appraisal Rating Date: <u>12/19/24</u> ___ Not Met ☒ Partially Met ___ Fully Met	Final Self-Appraisal Rating Date: _____ ___ Not Met ___ Partially Met ___ Fully Met

II. Program Operation

2.4 Instruction (3 to 6 years)

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Standard Instruction (3 to 6 years)	
2.4 Curriculum is delivered through instructional strategies which support each child's development and attainment of Maryland early learning standards.	
Indicator 2.4.2 Independent Learning Exploration Independent learning provides opportunities for children to explore, experiment, question, investigate, and problem-solve. Children take responsibility for their learning.	Best Practices Rationale Materials that encourage open-ended thinking and active participation are an integral part of daily application and follow-up learning. Educators facilitate learning based on the understanding of each child's developmental strengths and needs and use independent learning opportunities to observe and record children's performance. This is a dynamic process between the educator and child with the educator being the facilitator and the child becoming the investigator. Independent learning is an integral part of each day. Educators provide time for children to immerse themselves in learning without the pressure of a quick rotation from one center/task to the next. A tremendous amount of development happens as children work within learning centers. Learning center goals are linked to the goals of the curriculum. Educators are mindful of connecting the opportunities in learning centers to the domains of development, providing multiple modalities, and offering multiple levels of tasks so that all learners can work together but on different activities within a learning center. (pg. 128, The Guide)
Required Evidence ☐ Learning centers/Interest areas are accessible to all children ☐ Daily schedule provides adequate time for children to immerse themselves in independent learning exploration ☐ Appropriate equipment, manipulatives and materials are accessible ☐ Children are engaged in independent learning activities ☐ Authentic objects and props are utilized by children daily	
Program Notes 	
Initial Self-Appraisal Rating Date: <u>12/19/24</u> ☐ Not Met ☐ Partially Met ☒ Fully Met	Final Self-Appraisal Rating Date: _____ ☐ Not Met ☐ Partially Met ☐ Fully Met

Standard Instruction (3 to 6 years)	
2.4 Curriculum is delivered through instructional strategies which support each child's development and attainment of Maryland early learning standards.	
Indicator 2.4.4 Instructional Strategies Instruction is based upon children's individual needs, interests, strengths, and learning styles.	Best Practices Rationale Educators align instructional practices, curriculum, and assessment methods for the purpose of facilitating each child's learning. To help children to acquire new skills and concepts, educators select from a range of strategies, including: asking open-ended questions; offering cues and prompts; listening attentively to children's responses and giving them enough time to express themselves; demonstrating skills; adding more complex materials or concepts to a learning situation; and providing opportunities for cooperative learning. Because there is no such thing as a "typical learner" and any kind of one-size-fits-all educational approach does not reach all learners, children of all abilities need a variety of opportunities to access curriculum and assessments. Educators provide multiple and flexible ways for children to demonstrate what they have learned. Educators also have multiple and flexible means of engaging the learner so that all children are motivated to learn. (p. 63, The Guide)
Required Evidence ○ Educators provide opportunities and activities that meet children's needs: ▪ Cooperative learning experiences ▪ Exploratory learning centers ▪ Differentiated tasks ▪ Scaffolding ○ Educators implement strategies that encourage higher level thinking skills such as ▪ Open-ended, higher level questions, and investigation ▪ Cooperative learning strategies ▪ Problem solving strategies ○ Balance of educator-directed and child-initiated experiences ○ Multiple and flexible means for children to express and engage in learning	
Program Notes 	
Initial Self-Appraisal Rating Date: <u>12/19/24</u> ☐ Not Met ☒ Partially Met ☐ Fully Met	Final Self-Appraisal Rating Date: _____ ☐ Not Met ☐ Partially Met ☐ Fully Met

Standard Instruction (3 to 6 years)	
2.4 Curriculum is delivered through instructional strategies which support each child's development and attainment of Maryland early learning standards.	
Indicator 2.4.5(a) Management Strategies: Transitions Instruction incorporates management strategies which facilitate logical and organized transitions and routines.	Best Practices Rationale Children are learning important life skills as they transition from one activity to another. Transition times are opportunities for developing social foundation skills. In this, educators help children learn how to manage choices and change, how to plan their time, how to follow directions, how to work collaboratively, and how to learn responsibility. The main idea is that transitions are a time for learning, too.
Required Evidence ○ Wait time is limited for children during transitions ○ Educators use a variety of strategies to signal a transition is approaching ○ Educators use a variety of behavior management strategies that result in positive learning behaviors (e.g., acknowledging positive behavior of children, avoidance, ignoring, etc.) ○ Children know routines ○ Visual schedule is posted to assist children with daily routines	The classroom community is organized and structured. The children are aware of expectations and daily routines. Children and educators share responsibility for the classroom. Minimal amounts of time are spent getting ready, sitting, and listening. Sufficient time is allocated for transitions to allow children to clean up and prepare for the next activity. Educators use a variety of strategies to signal a transition, e.g. rhythmic clapping, finger play, song, dimming the lights, ringing a bell, music, or verbal announcement. (p. 123, The Guide)
Program Notes 	
Initial Self-Appraisal Rating Date: <u>12/19/24</u> ☐ Not Met ☐ Partially Met ☒ Fully Met	Final Self-Appraisal Rating Date: _____ ☐ Not Met ☐ Partially Met ☐ Fully Met

III. Home and Community Partnerships

3.1 Partnerships (Birth – 6 years)

Standard Partnerships (Birth – 6 years)	
3.1 Family and community partnerships support the success of early learning programs.	
Indicator 3.1.3 Communication of Assessment Information Assessment information is communicated with children and parents/guardians on a regular, ongoing basis or at least twice per year.	Best Practices Rationale As early childhood educators talk with families about the purpose of assessment, they acknowledge the important role that families play as their child's first educator. Early childhood educators need families to be active participants in supporting children's learning in and out of the home. From the beginning, early childhood educators talk with families about the importance of regular, ongoing assessment and how different assessments are used to monitor children's progress. Assessments help educators and families better understand the strengths and potential challenges of individual children, so that strategies can be tailored to best meet each child's interests and needs. A parent-teacher conference is the typical approach used to share information about children's learning and the growth they have made. Most critical in those conversations is the professional guidance by educators on what families can do at home to support their child's learning. Providing suggestions for action is also important so that the family knows precisely what they can do to help their child make gains in a given area of development. (pp. 188-189, The Guide)
Required Evidence ☐ Completed Progress Reports/Report Cards ☐ Conference Schedules (twice per year) ☐ Completed Parent-Teacher Conference form ☐ Documentation of strategies shared with families to support development	
Program Notes 	
Initial Self-Appraisal Rating Date: <u>12/19/24</u> ___ Not Met ☒ Partially Met ___ Fully Met	Final Self-Appraisal Rating Date: _____ ___ Not Met ___ Partially Met ___ Fully Met

Standard Partnerships (Birth – 6 years)	
3.1 Family and community partnerships support the success of early learning programs.	
Indicator 3.1.4 Family Engagement and Involvement Families, staff, and administrators are actively involved in program-based activities, curriculum, shared decision making, and advocacy for children.	Best Practices Rationale The opportunities for engaging families are endless. While early childhood educators come up with a host of strategies, they keep in mind that engagement is a reciprocal partnership and involve families in the development of ideas and strategies as well. Effective family engagement strategies create a culture of high expectations in programs where family members support learning at home and monitor their children's performance. They advocate for their children and are active in guiding their education. Some strategies that encourage engagement include: sending materials home in language that is family friendly; inviting families into the program to help with learning projects; giving families specific tasks so they can be part of the learning/teaching experience; and working with groups of families to co-create events of special interests. (pp.38-43, The Guide) Additional information on family engagement strategies can be found in <i>The Early Childhood Family Engagement Framework: Maryland's Vision for Engaging Families with Young Children</i> .
Required Evidence ☐ Evidence of implementation of family engagement strategies ▪ Policy handbook which outlines the decision making, grievance, problem solving process ▪ Agendas for trainings/workshops provided for families ▪ List of: Parent Advisory Board; PTA/PTO; Parent Officers or Committee Chairs; School Improvement Team Parent Members	
Program Notes 	
Initial Self-Appraisal Rating Date: <u>12/19/24</u> ☒ Not Met ☐ Partially Met ☐ Fully Met	Final Self-Appraisal Rating Date: _____ ☐ Not Met ☐ Partially Met ☐ Fully Met
Standard	

Partnerships (Birth – 6 years)

3.1 Family and community partnerships support the success of early learning programs.

Indicator 3.1.5 Community Engagement and Involvement Community resources are used to strengthen early learning programs, families, and children's learning.	Best Practices Rationale Community engagement is a partnership. The early childhood program and the larger community work together supporting one another and sharing responsibility for meeting the comprehensive needs of young children and their families. Programs look for ways to rally the support and resources needed to meet the needs of the whole child and go beyond what the program can provide. They can seek out ways to be a valued resource to the community as well, offering a place for meetings, extending training opportunities to providers through the community, participating in local celebrations, and joining forces with the community to speak out on behalf of children and their families There are many strategies that programs can use to engage the community. Some of these strategies include, but are not limited to: inviting community and business leaders to your program; partnering with the local library; reaching out to local museums; partnering with local service organizations; and/or connecting with a local nursing home or hospital. (pp.46-49, The Guide)
Required Evidence ☐ Newsletters regarding community resources ☐ Community Resource Directory available to parents ☐ Evidence of partnerships with community programs and businesses	
Program Notes	
Initial Self-Appraisal Rating Date: <u>12/19/24</u> ☒ Not Met ☐ Partially Met ☐ Fully Met	Final Self-Appraisal Rating Date: _____ ☐ Not Met ☐ Partially Met ☐ Fully Met

