

Program/Service Indicators for Improving Services for Young Children and Families

Note: This is an adaption of a document originally developed by the Wisconsin Early Childhood Collaborating Partners.

Collaborative Planning:

- A broad base of stakeholders have come together to find common ground, determine assets, and develop a "blended" approach for community supports.

Funding:

- Different funding streams are utilized to support the collaborative effort such as: education (school funding, special education, federal funding), Head Start, child care, health and other community resources.
- Program and community resources are shared among programs.

Facilities:

- Several programs are provided in one facility; such as child care, Head Start, public school, preschool, disability services, parent education and support, family resource, health care, or social services.
- The facility supports children with appropriate environments.
- The facility supports parents with a parent room and/or resource center.

Program/Services:

- Children are in similar classrooms, not classrooms segregated by program type, family income, or child's ability/disability.
- The curriculum follows developmentally appropriate practices which are responsive to the child's learning style, age, ability/disability and cultural/family values.
- Facility/service is available for an extended day.
- Facility/service is available throughout the year.
- Children's goals, objectives, outcomes are jointly planned.
- Support services exist to meet the individual needs of children.
- A family centered philosophy offers partnerships with parents in all phases.
- Access exists to health care services such as WIC (Women, Infants and Children) clinics, immunizations, health screenings, etc.
- A range of services are available which support families in their parenting and working roles such as parent education, family literacy, and adult education.
- Enhanced community transportation services are available to families.

Community Based:

- Centers make connections/referrals to other providers and the community at large to ensure access to comprehensive supports for the child and family.

Staffing Patterns:

- Staffing patterns support low adult child ratio and team teaching.
- Staff development supports career ladders and professional development.

Shared Governance:

- Shares responsibility among families, providers, the public sector, and the private sector.
- Staff and families play an important role in deciding how funds are spent and how programs operate.

Accountability:

- Accountability is results based.
- There is ongoing evaluation/assessment by all stakeholders.

January 2000