

**APPENDIX V - ELEMENTS OF HIGH-QUALITY**

**Becoming High-Quality Multi Year Grant 2023-2026**

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| Use this form to consider each element of high-quality preschool programming and compare the current state of the preschool program. Identify areas where the program is performing well as well as where the program is not fully meeting the element. Identify areas where a program has weaknesses or deficiencies that require improvement. Based on the gaps identified, describe concrete plans to achieve goals for improvement in each area under the Plan For Improvement column. Applicants are strongly encouraged to consider that even in areas their program shows strong performance, there is frequently room for continued improvement.  *Attachment K*: *Application Examples* provides examples of this type of analysis for each element of high-quality. | | |
| **Elements of High-Quality** | **Gap Analysis** | **Plan for Improvement** |
| 1. Evidence-based curriculum. |  |  |
| 1. Intentional and differentiated instruction in whole group, small group, and child-directed learning. |  |  |
| 1. Explicit instruction in key areas of literacy and numeracy. |  |  |
| 1. Core Standard:   English Language Arts |  |  |
| 1. Core Standard:   Mathematics |  |  |
| 1. Core Standard:   Approaches to Learning & Science |  |  |
| 1. Core Standard:   Social/Emotional and Social Studies |  |  |
| 1. Core Standard:   Creative Arts |  |  |
| 1. Core Standard:   Physical/Health and Safety |  |  |
| 1. Provider monitoring and ongoing professional learning and coaching. |  |  |
| 1. Administer PEEP (Pre-Kindergarten Exit and Entry Profile) to each student. |  |  |
| 1. Pre-, mid-, and post SY 2021-2022 student assessment data. (Only needed if PEEP data is unavailable and not submitted.) |  |  |
| 1. Classroom Teacher/Student Ratios (1:10) |  |  |
| 1. Ongoing program evaluation and data collection to monitor program goal achievement and implementation of required program components. |  |  |
| 1. Family engagement |  |  |
| 1. Teacher Education (CDA/AD/BD) |  |  |
| 1. Kindergarten transition plan |  |  |
| 18.ECERS-3 Observation |  |  |