

## Ideas to support and develop underlying quality components

[Essential Quality Components presented at 11/4 ALL ECESF Meetings](#)

### 1. Professional Development

Facilitators to support site conversations, build onsite capacity to have hard conversations, and improve decision making and communication at the site level.

### 2. Monitoring

Coach/advocate and/or tools to support a true and robust site-level self assessment process that intentionally includes all stakeholders at the site level — teachers, aides, parents/families/guardians, children, site supervisors, director, etc.

### 3. Mental health/coaching

For any support plan (coaching, mental health, workshop/learning sessions) build in room to go site by site, intentionally including all stakeholders at the site level—teachers, aides, parents/families/guardians, children, site supervisors, director, etc. — to assess what particular site's key issues are. Leave room for sites to come up with different things, and for support to address site-identified priority needs. **Note:** *Competency of the coach/other support alone will not improve a process that does not have this flexibility and room to forefront site and individual priorities in the process.*

### 4. Map to Program standards

Hold an open process of revising the local quality standards once the state level QRIS revisions are out. The last standards had many valid criticisms. How can direct care educators and family voices be included in revising the local quality standards in a robust way? How can this be iterative?

**A proposal:** DEC defines only the 'topic' or area of each quality standard. Defining the expectation and measurement is then developed as part of the robust self assessment process at each site. Additionally, sites including educators and families are then invited to comment on other sites' expectation and measurement proposals (with identifying details removed) to move discussion into a shared community process.