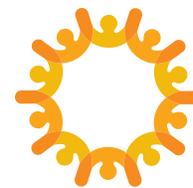


ACEI GLOBAL GUIDELINES ASSESSMENT (GGA) THIRD EDITION

AN EARLY CHILDHOOD CARE AND EDUCATION PROGRAM ASSESSMENT

ADAPTED FROM THE
GLOBAL GUIDELINES FOR THE EDUCATION AND CARE OF
YOUNG CHILDREN IN THE 21ST CENTURY



Association for
Childhood Education
International™

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ACKNOWLEDGMENTS

The ACEI Global Guidelines Assessment (GGA) represents the culmination of efforts by many people across the world. We want to thank the more than 80 early childhood professionals from 27 countries who participated in various phases of instrument development, including those who identified the qualities essential for early childhood quality across all cultures; who developed the initial instrument; who translated the instrument into nine languages; who served as research coordinators for pilot studies in numerous countries; and who reviewed reliability and validity data to approve these revised guidelines.

Download a free copy at www.acei.org
(click on Global Guidelines)
Available in multiple languages.

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INTRODUCTION

The ACEI Global Guidelines Assessment (GGA) provides a systematic method for observing quality in early childhood care and education programs. The GGA is designed to assist early childhood professionals in assessing and improving program quality. The revised GGA contains 76 items across five subscales: (a) Environment and Physical Space, (b) Curriculum Content and Pedagogy, (c) Early Childhood Educators and Caregivers, (d) Partnerships With Families and Communities, and (e) Young Children With Special Needs.

Quality indicators on the GGA are based on the Global Guidelines for Education and Care in the 21st Century, developed in 1999 by more than 80 early childhood professionals from 27 countries at a joint symposium hosted by the Association for Childhood Education International (ACEI) and the World Organization for Early Childhood Education (OMEP). The Global Guidelines are grounded in the belief that all children are entitled to basic human rights and the opportunity to develop within a safe and secure environment that values and respects individual differences. In 2003, the GGA was first published and included 98 indicators across the five areas of program quality listed above. At that time, a formal process was put in place by the ACEI Global Guidelines Task Force for translating/adapting the GGA using the consensus method (see Geisinger, 1994) to help ensure its integrity as it began to be used more extensively across the world.

DEVELOPMENT OF THE GGA

From 2003-06, formal and informal pilot testing of the GGA occurred in China, Colombia, Guatemala, Kenya, Korea, Hong Kong, India, Macau, Mexico, Peru, United States, and Venezuela. In 2006, an international working group of the ACEI Global Guidelines Task Force used this feedback to revise the GGA to 88 items. At that time, a cover page was added with space for recording demographic information about the participants. The five subscales remained the same. During 2007-08, a reliability and validity pilot study was conducted. This study involved six sites across four countries: Guatemala, Taiwan, United States, and People's Republic of China. The questions investigated the reliability and validity of the GGA across the sites and countries as well as for each site; the patterns of similarities and differences in program services by type of informant, site, country, and total sample; and whether these comparisons supported the use of the GGA in general and across country and site differences. Overall, the results indicated the GGA was a viable option for understanding and improving program quality in the four countries and, potentially, worldwide.

GGA—THIRD EDITION

In 2010-11, a final analysis of these data using the Rasch model was conducted in order to determine the structure for the revised GGA. The Rasch analysis compared the patterns of respondents' ratings on the various items in each subscale and provided Wright maps that presented "corrected" person measures (the number answering each item with same rating) and "corrected" item calibrations in Log Odds Units. When a number of items distribute at the same level, it is likely the items are measuring similar constructs and so can be removed without compromising the instrument. After this analysis, 12 items on the GGA were removed and another seven items were reworded to reduce redundancy. This third edition of the GGA was approved by the ACEI Global Guidelines Task Force in April 2011. It contains 76 items across the five program areas.

HOW TO USE THESE GUIDELINES

Please keep in mind that specific markers of how a standard is met may vary from nation to nation. Although the GGA includes a general rating scale (excellent to inadequate), educators will need to determine their own methods of measuring the attainment of indicators in relation to their own nation's policies and community practices and settings. ACEI encourages educators to use these resources either to design new early childhood programs or improve existing programs.

Samples of how the Assessment has been used:

- To identify and then develop parenting classes on child development and other family activities.
- To train preservice teachers attending university programs on elements of quality programs and how to assess program effectiveness.
- To help guide professionals who are creating new early childhood care and education programs.
- To help guide professionals about quality indicators for services for children with disabilities.

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PROCEDURES

General Guidelines

1. Each item is assessed in two ways: You must provide (1) a rating ranging from “inadequate” to “excellent” and (2) examples to support each rating.
2. Please keep in mind that you are rating the entire program.

Item Rating Guidelines

The following scale should be followed when selecting a rating:

Excellent	=	Always observed
Good	=	Mostly observed
Adequate	=	Sometimes observed
Minimum	=	Occasionally observed
Inadequate	=	Never observed

Examples Supporting Ratings

It is very important that you give examples that support your ratings. Here are some samples:

AREA 1, Item 5: The environment provides children with a sense of well-being, belonging, security, and freedom from fear.

Rating Adequate *Example Supporting Rating:* The children are sometimes greeted by the teachers who have some positive and some negative interactions with the children.

Rating Good *Example Supporting Rating:* The children are almost always greeted by the teachers and experience positive interactions with adults and other children most days.

AREA 3, Item 36: Educators/Caregivers work collaboratively and in partnership with others.

Rating Inadequate *Example Supporting Rating:* Each teacher plans the educational program without interaction with other teachers.

Rating Excellent *Example Supporting Rating:* A team of teachers in the program plans activities together and two or more teachers share leading learning activities.

AREA 5, Item 74: Adaptive equipment and materials are provided to children with special needs in the program.

Rating Good *Example Supporting Rating:* There is a variety of adaptive equipment and materials that mostly meets the individual needs of children with disabilities or other special needs.

Rating Minimum *Example Supporting Rating:* There are very few materials or equipment that can be individually adapted for children with special needs.



DEMOGRAPHIC INFORMATION

1. Country _____ 2. Date Completed _____

3. Your School/Center Name _____

4. Your Name _____

5. Gender Female Male

6. Current Position Director/Principal/Supervisor Assistant Director Teacher Parent
Other (e.g., Assistant Teacher, Psychologist) _____

7. Length of time in this position in this program? _____ years _____ months

8. Length of time in the early care and education profession? _____ years _____ months

9. Highest educational level completed Primary School Some Secondary or High School
Secondary or High School Diploma/GED Some college, ___ years 2-Year or Associate's College Degree
Early Childhood Diploma/Certificate Bachelor's Degree Some Graduate Coursework, ___ years
Master's degree Doctoral degree Other (specify) _____

Please indicate the time you began and ended the assessment.

GGA Start Time _____ GGA End Time _____

4/7/11



AREA 1: ENVIRONMENT AND PHYSICAL SPACE

The young child's learning environment must be physically and psychologically safe. Physical safety includes the need to protect the child from health hazards that prohibit the child's ability to learn and develop. The need to address the child's psychological safety implies that the overall environment should instill a sense of belonging and well-being for all children. The physical space should be organized to provide a variety of learning experiences for all children of different races, gender, ethnicity, or special needs. Resources within this environment should reflect the cultural experiences and traditions of the children and families using the program. Overall, this safe environment should empower the child by providing opportunities for exploration, play, and practicing life skills.

Subcategory: Environment and Physical Space

1. The environment and physical space are free from hazards, including unsafe equipment, pollution, and violence.	<input type="radio"/> excellent <input type="radio"/> good <input type="radio"/> adequate <input type="radio"/> minimum <input type="radio"/> inadequate	Examples Supporting Rating _____ _____ _____
2. The environment provides basic sanitation, safe and nutritious food, potable water, and adequate ventilation.	<input type="radio"/> excellent <input type="radio"/> good <input type="radio"/> adequate <input type="radio"/> minimum <input type="radio"/> inadequate	Examples Supporting Rating _____ _____ _____
3. Educators/caregivers create a calm and peaceful social/emotional classroom.	<input type="radio"/> excellent <input type="radio"/> good <input type="radio"/> adequate <input type="radio"/> minimum <input type="radio"/> inadequate	Examples Supporting Rating _____ _____ _____
4. The environment promotes good health practices (e.g., personal hygiene, including washing of hands).	<input type="radio"/> excellent <input type="radio"/> good <input type="radio"/> adequate <input type="radio"/> minimum <input type="radio"/> inadequate	Examples Supporting Rating _____ _____ _____

5. The environment provides children with a sense of well-being, belonging, security, and freedom from fear.

- excellent
- good
- adequate
- minimum
- inadequate

Examples Supporting Rating

6. Children and educators/caregivers experience times of laughter and joy throughout the day together.

- excellent
- good
- adequate
- minimum
- inadequate

Examples Supporting Rating

Subcategory: Developmentally Stimulating Environment

7. There are opportunities for frequent and positive child-child and child-adult interactions.

- excellent
- good
- adequate
- minimum
- inadequate

Examples Supporting Rating

8. The environment stimulates children to play, explore, and discover.

- excellent
- good
- adequate
- minimum
- inadequate

Examples Supporting Rating



9. There are opportunities for children to engage in active indoor and outdoor play.

- excellent
- good
- adequate
- minimum
- inadequate

Examples Supporting Rating

10. There is a balance of time for free play and structured activities.

- excellent
- good
- adequate
- minimum
- inadequate

Examples Supporting Rating

11. There are a variety of materials that promote problem solving, critical thinking, and creativity for children with different abilities.

- excellent
- good
- adequate
- minimum
- inadequate

Examples Supporting Rating

12. The outdoor space and play equipment provide a variety of movement possibilities.

- excellent
- good
- adequate
- minimum
- inadequate

Examples Supporting Rating

13. The outdoor environment contains opportunities for extension of play, such as gardening and other activities in natural habitats.

- excellent
- good
- adequate
- minimum
- inadequate

Examples Supporting Rating

14. The space is effectively organized so that materials for play and artistic expression are readily accessible to the children.

- excellent
- good
- adequate
- minimum
- inadequate

Examples Supporting Rating

15. The indoor environment contains materials for children to construct their own play things.

- excellent
- good
- adequate
- minimum
- inadequate

Examples Supporting Rating

16. The outdoor environment contains materials for children to construct their own play things.

- excellent
- good
- adequate
- minimum
- inadequate

Examples Supporting Rating

17. Children co-participate in planning and organizing the environment.

- excellent
- good
- adequate
- minimum
- inadequate

Examples Supporting Rating

AREA 2: CURRICULUM CONTENT AND PEDAGOGY

Early childhood curriculum includes experiences, routines, and interactions that occur in each child's day in group settings (e.g., schools, centers) and in family care. Curriculum is a plan that reflects the educational philosophy and provides guidelines for educators and caregivers and the interactions between adults and children who carry out the plan. The child is at the heart of the curriculum. All children are competent and their learning must be rooted in experiences appropriate to their developmental levels and cultures. A quality early childhood curriculum is focused on the whole child and considers physical, cognitive, linguistic, creative, and social/emotional growth. The ultimate goal of an early childhood curriculum is to produce more competent, caring, and empathic world citizens.

Subcategory: The Curriculum

18. A curriculum plan exists for fostering children's learning.	<input type="radio"/> excellent <input type="radio"/> good <input type="radio"/> adequate <input type="radio"/> minimum <input type="radio"/> inadequate	Examples Supporting Rating _____ _____ _____ _____
19. Flexible, comprehensive plans are implemented that are oriented to the children, family, and cultural contexts.	<input type="radio"/> excellent <input type="radio"/> good <input type="radio"/> adequate <input type="radio"/> minimum <input type="radio"/> inadequate	Examples Supporting Rating _____ _____ _____ _____

Subcategory: The Content of the Curriculum

20. The curriculum gives children the opportunity to master information and practice the skills that they need in order to function effectively in society.	<input type="radio"/> excellent <input type="radio"/> good <input type="radio"/> adequate <input type="radio"/> minimum <input type="radio"/> inadequate	Examples Supporting Rating _____ _____ _____ _____
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21. The curriculum emphasizes content that is connected to real world experiences.

- excellent
- good
- adequate
- minimum
- inadequate

Examples Supporting Rating

22. The children contribute ideas for planning curriculum activities.

- excellent
- good
- adequate
- minimum
- inadequate

Examples Supporting Rating

Subcategory: Pedagogical Methods

23. Educators/caregivers have a supportive teaching and caring relationship with children.

- excellent
- good
- adequate
- minimum
- inadequate

Examples Supporting Rating

24. Educators/caregivers use positive language when speaking to children.

- excellent
- good
- adequate
- minimum
- inadequate

Examples Supporting Rating

25. Educators/caregivers possess a basic understanding of pedagogical principles.

- excellent
- good
- adequate
- minimum
- inadequate

Examples Supporting Rating

Subcategory: Learning Materials

26. Educators/caregivers use local materials as resources for teaching and learning.	<input type="radio"/> excellent <input type="radio"/> good <input type="radio"/> adequate <input type="radio"/> minimum <input type="radio"/> inadequate	Examples Supporting Rating _____ _____ _____
27. Curriculum materials and equipment are provided for ALL children that support creative learning experiences (e.g., art, dance) and maintain cultural integrity.	<input type="radio"/> excellent <input type="radio"/> good <input type="radio"/> adequate <input type="radio"/> minimum <input type="radio"/> inadequate	Examples Supporting Rating _____ _____ _____

Subcategory: Assessment of Children’s Progress

28. Individual progress is shared with parents and families.	<input type="radio"/> excellent <input type="radio"/> good <input type="radio"/> adequate <input type="radio"/> minimum <input type="radio"/> inadequate	Examples Supporting Rating _____ _____ _____
29. The children are engaged in self-evaluation.	<input type="radio"/> excellent <input type="radio"/> good <input type="radio"/> adequate <input type="radio"/> minimum <input type="radio"/> inadequate	Examples Supporting Rating _____ _____ _____

30. Individual children's learning processes and achievements are monitored systematically.

- excellent
- good
- adequate
- minimum
- inadequate

Examples Supporting Rating

Subcategory: Evaluation of Programs

31. The program is evaluated regularly in regard to its overall contributions and relevance to children and the broader society.

- excellent
- good
- adequate
- minimum
- inadequate

Examples Supporting Rating

32. The program's ability to meet local, regional, national, and international standards for excellence in education/care is evaluated comprehensively.

- excellent
- good
- adequate
- minimum
- inadequate

Examples Supporting Rating

AREA 3: EARLY CHILDHOOD EDUCATORS AND CAREGIVERS

Educating and caring for young children are among the most important and demanding responsibilities that an individual can assume. It is crucial that educators and caregivers possess appropriate characteristics for assuming those responsibilities related to the developmental level of the children, and knowledge of effective programming.

Subcategory: Knowledge and Performance

33. Educators/Caregivers demonstrate knowledge of child growth, development, and learning and are able to apply this knowledge to practice.	<input type="radio"/> excellent <input type="radio"/> good <input type="radio"/> adequate <input type="radio"/> minimum <input type="radio"/> inadequate	Examples Supporting Rating _____ _____ _____
34. Educators/Caregivers adapt the use of space, materials, and time to meet the needs of the children and the particular program.	<input type="radio"/> excellent <input type="radio"/> good <input type="radio"/> adequate <input type="radio"/> minimum <input type="radio"/> inadequate	Examples Supporting Rating _____ _____ _____
35. Educators/Caregivers communicate their professional knowledge to others.	<input type="radio"/> excellent <input type="radio"/> good <input type="radio"/> adequate <input type="radio"/> minimum <input type="radio"/> inadequate	Examples Supporting Rating _____ _____ _____
36. Educators/Caregivers work collaboratively and in partnership with others.	<input type="radio"/> excellent <input type="radio"/> good <input type="radio"/> adequate <input type="radio"/> minimum <input type="radio"/> inadequate	Examples Supporting Rating _____ _____ _____

37. Educators/Caregivers reflect on their individual practices and make appropriate changes.

- excellent
- good
- adequate
- minimum
- inadequate

Examples Supporting Rating

Subcategory: Personal and Professional Characteristics

38. Educators/Caregivers exhibit personal characteristics that demonstrate caring, acceptance, sensitivity, empathy, and warmth toward others.

- excellent
- good
- adequate
- minimum
- inadequate

Examples Supporting Rating

39. Educators/Caregivers respond to children who are experiencing distress in a comforting, supportive, and timely manner.

- excellent
- good
- adequate
- minimum
- inadequate

Examples Supporting Rating

40. Educators/Caregivers treat children with dignity and respect to support the development of their self worth.

- excellent
- good
- adequate
- minimum
- inadequate

Examples Supporting Rating

41. Educators/Caregivers are advocates for children.

- excellent
- good
- adequate
- minimum
- inadequate

Examples Supporting Rating

Subcategory: Moral/Ethical Dimensions

42. Educators/Caregivers respect children, their culture, and family practices.

- excellent
- good
- adequate
- minimum
- inadequate

Examples Supporting Rating

43. Educators/Caregivers show courage in acting on behalf of children and speak up when necessary.

- excellent
- good
- adequate
- minimum
- inadequate

Examples Supporting Rating

AREA 4: PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

The care and education of children is a shared responsibility among the family, educators, caregivers, and the community. Within the family and community, all participants share an ethical/moral responsibility to promote the optimum conditions for the well-being of children.

Subcategory: Program Policies

<p>44. Program policies promote partnerships with families and community.</p>	<p> <input type="radio"/> excellent <input type="radio"/> good <input type="radio"/> adequate <input type="radio"/> minimum <input type="radio"/> inadequate </p>	<p>Examples Supporting Rating</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>45. Program policies provide support for families, either directly or through links with other community resources (e.g., agencies, specialists, community leaders).</p>	<p> <input type="radio"/> excellent <input type="radio"/> good <input type="radio"/> adequate <input type="radio"/> minimum <input type="radio"/> inadequate </p>	<p>Examples Supporting Rating</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>46. Guidelines are established for parent participation and involvement in the program.</p>	<p> <input type="radio"/> excellent <input type="radio"/> good <input type="radio"/> adequate <input type="radio"/> minimum <input type="radio"/> inadequate </p>	<p>Examples Supporting Rating</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>47. Ongoing discussions/conferences with families about children’s progress and other concerns are communicated in understandable language.</p>	<p> <input type="radio"/> excellent <input type="radio"/> good <input type="radio"/> adequate <input type="radio"/> minimum <input type="radio"/> inadequate </p>	<p>Examples Supporting Rating</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Subcategory: Moral/Ethical Responsibilities and Behaviors

48. The program has procedures for protection of children from hazards or abuse.	<input type="radio"/> excellent <input type="radio"/> good <input type="radio"/> adequate <input type="radio"/> minimum <input type="radio"/> inadequate	Examples Supporting Rating _____ _____ _____
49. Program experiences foster self-esteem and self-confidence in all the children.	<input type="radio"/> excellent <input type="radio"/> good <input type="radio"/> adequate <input type="radio"/> minimum <input type="radio"/> inadequate	Examples Supporting Rating _____ _____ _____
50. Moral/spiritual/ethical experiences in the curriculum reflect and promote values of individual families.	<input type="radio"/> excellent <input type="radio"/> good <input type="radio"/> adequate <input type="radio"/> minimum <input type="radio"/> inadequate	Examples Supporting Rating _____ _____ _____

Subcategory: Training and Resources

51. Resources/Information is made available to families on aspects of child development and learning.	<input type="radio"/> excellent <input type="radio"/> good <input type="radio"/> adequate <input type="radio"/> minimum <input type="radio"/> inadequate	Examples Supporting Rating _____ _____ _____
52. Resources/Information is provided to family and community members about children's health care and nutrition.	<input type="radio"/> excellent <input type="radio"/> good <input type="radio"/> adequate <input type="radio"/> minimum <input type="radio"/> inadequate	Examples Supporting Rating _____ _____ _____

53. Educational materials and/or information sessions suitable for the community, culture, and geographic location are made available to families.

- excellent
- good
- adequate
- minimum
- inadequate

Examples Supporting Rating

54. Materials/strategies ensure participation of families with diverse characteristics (e.g., cultural, linguistic, ethnic, or socioeconomic).

- excellent
- good
- adequate
- minimum
- inadequate

Examples Supporting Rating

Subcategory: Transition of Children From Home to the Program

55. Children and families can visit the program before starting to attend it.

- excellent
- good
- adequate
- minimum
- inadequate

Examples Supporting Rating

56. Information on expected child behaviors in the program and child achievements in the curriculum is disseminated to families.

- excellent
- good
- adequate
- minimum
- inadequate

Examples Supporting Rating

57. Connections between home and program are encouraged and maintained.

- excellent
- good
- adequate
- minimum
- inadequate

Examples Supporting Rating

Subcategory: Opportunities for Family and Community Participation

<p>58. Opportunities are provided for families and community representatives to observe program activities.</p>	<ul style="list-style-type: none"> <input type="radio"/> excellent <input type="radio"/> good <input type="radio"/> adequate <input type="radio"/> minimum <input type="radio"/> inadequate 	<p>Examples Supporting Rating</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>59. Collaboration is established with families and community representatives for program planning, management, and evaluation.</p>	<ul style="list-style-type: none"> <input type="radio"/> excellent <input type="radio"/> good <input type="radio"/> adequate <input type="radio"/> minimum <input type="radio"/> inadequate 	<p>Examples Supporting Rating</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>60. Families and community representatives participate in the decision-making process.</p>	<ul style="list-style-type: none"> <input type="radio"/> excellent <input type="radio"/> good <input type="radio"/> adequate <input type="radio"/> minimum <input type="radio"/> inadequate 	<p>Examples Supporting Rating</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>61. Parent/Family volunteer opportunities to assist in the classroom and contribute expertise are provided (e.g., making materials, leading activities).</p>	<ul style="list-style-type: none"> <input type="radio"/> excellent <input type="radio"/> good <input type="radio"/> adequate <input type="radio"/> minimum <input type="radio"/> inadequate 	<p>Examples Supporting Rating</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>62. Support is provided for families in need.</p>	<ul style="list-style-type: none"> <input type="radio"/> excellent <input type="radio"/> good <input type="radio"/> adequate <input type="radio"/> minimum <input type="radio"/> inadequate 	<p>Examples Supporting Rating</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

AREA 5: YOUNG CHILDREN WITH SPECIAL NEEDS

Children with special needs are those with impairments, disabilities, illnesses, risks associated with developmental delay, or exceptional abilities/talents. In order to develop to their potential, these children require support services beyond those that are considered sufficient for the development of their typically developing peers. The special needs may be due to a wide variety of factors (e.g., poverty, poor nutrition, or biological conditions). Children's special needs may range from those requiring minimal attention to those requiring extensive modifications and/or services. The concept of special needs is socially constructed; because every society is unique, each will develop its own meaningful concept of special needs, identify gaps in services, and develop a service plan. Accessible and equitable services for ALL children can make a positive and lasting difference that decreases the need for special services.

Subcategory: Access and Equity of Services

63. Both female and male children have equal access and equal opportunities in types and levels of support and services.	<input type="radio"/> excellent <input type="radio"/> good <input type="radio"/> adequate <input type="radio"/> minimum <input type="radio"/> inadequate	Examples Supporting Rating _____ _____ _____ _____
64. Children from low-income groups have access and equal opportunities to those of high income groups.	<input type="radio"/> excellent <input type="radio"/> good <input type="radio"/> adequate <input type="radio"/> minimum <input type="radio"/> inadequate	Examples Supporting Rating _____ _____ _____ _____
65. Children have access and equal opportunity irrespective of their religious, ethnic, language, or cultural affiliation.	<input type="radio"/> excellent <input type="radio"/> good <input type="radio"/> adequate <input type="radio"/> minimum <input type="radio"/> inadequate	Examples Supporting Rating _____ _____ _____ _____

66. Children with disabilities and other special needs have equal access and equal opportunities in types and levels of program services.

- excellent
- good
- adequate
- minimum
- inadequate

Examples Supporting Rating

67. Information about the program is communicated to all groups in the community.

- excellent
- good
- adequate
- minimum
- inadequate

Examples Supporting Rating

Subcategory: Common Philosophy and Common Aims

68. A team of parents of children with disabilities, program staff, and/or other specialists works together to meet a particular child's needs.

- excellent
- good
- adequate
- minimum
- inadequate

Examples Supporting Rating

69. There is an identified person in charge of planning, coordinating, and monitoring the delivery of services for children with disabilities.

- excellent
- good
- adequate
- minimum
- inadequate

Examples Supporting Rating

Subcategory: Staff and Service Providers

<p>70. A staff member and/or specialist in the program has skills to identify special needs of children or a professional with those skills is available.</p>	<ul style="list-style-type: none"><input type="radio"/> excellent<input type="radio"/> good<input type="radio"/> adequate<input type="radio"/> minimum<input type="radio"/> inadequate	<p>Examples Supporting Rating</p> <hr/> <hr/> <hr/> <hr/>
<p>71. Staff members and/or specialists individualize, adapt, and modify to meet the individual educational or care needs of children with such needs.</p>	<ul style="list-style-type: none"><input type="radio"/> excellent<input type="radio"/> good<input type="radio"/> adequate<input type="radio"/> minimum<input type="radio"/> inadequate	<p>Examples Supporting Rating</p> <hr/> <hr/> <hr/> <hr/>
<p>72. Staff members and/or other specialists establish ongoing relationships with parents/guardians and families in meeting the needs of their children.</p>	<ul style="list-style-type: none"><input type="radio"/> excellent<input type="radio"/> good<input type="radio"/> adequate<input type="radio"/> minimum<input type="radio"/> inadequate	<p>Examples Supporting Rating</p> <hr/> <hr/> <hr/> <hr/>
<p>73. Staff members have opportunities to communicate their recommendations to officials who make decisions and laws about child care/education services.</p>	<ul style="list-style-type: none"><input type="radio"/> excellent<input type="radio"/> good<input type="radio"/> adequate<input type="radio"/> minimum<input type="radio"/> inadequate	<p>Examples Supporting Rating</p> <hr/> <hr/> <hr/> <hr/>

Subcategory: Service Delivery

<p>74. Adaptive equipment and materials are provided to children with special needs in the program.</p>	<ul style="list-style-type: none"><input type="radio"/> excellent<input type="radio"/> good<input type="radio"/> adequate<input type="radio"/> minimum<input type="radio"/> inadequate	<p>Examples Supporting Rating</p> <hr/> <hr/> <hr/> <hr/>
<p>75. Services are delivered within an inclusive environment of special needs children and non-special needs children.</p>	<ul style="list-style-type: none"><input type="radio"/> excellent<input type="radio"/> good<input type="radio"/> adequate<input type="radio"/> minimum<input type="radio"/> inadequate	<p>Examples Supporting Rating</p> <hr/> <hr/> <hr/> <hr/>
<p>76. Families of children with special needs are involved in decision-making, planning, delivery, and assessment of services.</p>	<ul style="list-style-type: none"><input type="radio"/> excellent<input type="radio"/> good<input type="radio"/> adequate<input type="radio"/> minimum<input type="radio"/> inadequate	<p>Examples Supporting Rating</p> <hr/> <hr/> <hr/> <hr/>

GGA Assessment Summary

Program Area	Successes	Needs	Goals
AREA 1: ENVIRONMENT AND PHYSICAL SPACE			
AREA 2: CURRICULUM CONTENT AND PEDAGOGY			
AREA 3: EARLY CHILDHOOD EDUCATORS AND CAREGIVERS			
AREA 4: PARTNERSHIPS WITH FAMILIES AND COMMUNITIES			
AREA 5: YOUNG CHILDREN WITH SPECIAL NEEDS			