



The Division of Early Childhood Education (DECE) believes that high-quality Family Child Care (FCC) networks and programs...

- 1. respect and value differences.** Network leadership teams and network affiliated FCC teaching teams build trust by creating a community in which all children, families, and staff feel welcome and included, embracing diversity in many forms – including, but not limited to: race, ethnicity, socioeconomic status, home language, country of origin, immigration status, ability, special needs, religion, gender, gender expression, sexual orientation, housing status, and cultural background and experience. [{trust}](#)
- 2. create safe and positive environments.** Network leadership teams and network affiliated FCC teaching teams create healthy, nurturing, and predictable environments for all children, families, and staff. [{supportive environment}](#)
- 3. advance play-based learning and responsive caregiving.** Network leadership teams and network affiliated FCC teaching teams engage children in a variety of play-based and developmentally appropriate learning experiences, and ensure that instruction is based on children’s individual strengths, interests, and needs. [{rigorous instruction}](#)
- 4. promote families’ roles as primary caregivers, teachers, and advocates.** Network leadership teams and network affiliated FCC teaching teams build relationships with families and communities in order to provide meaningful opportunities and resources that support children’s development and the whole family’s well-being. [{strong family-community ties}](#)
- 5. work collaboratively towards continuous quality improvement.** Network leadership teams and network affiliated FCC teaching teams use data to improve network and program quality in partnership with families and communities. [{collaborative teachers}](#)
- 6. demonstrate strategic leadership.** Network leadership teams and network affiliated FCC teaching teams build and use organizational culture, structure, and resources to promote and execute a shared vision for quality. [{effective school leadership}](#)





1. High quality programs respect and value differences.

Network leadership teams and network affiliated FCC teaching teams build trust by creating a community in which all children, families, and staff feel welcome and included, embracing diversity in many forms – including, but not limited to: race, ethnicity, socioeconomic status, home language, country of origin, immigration status, ability, special needs, religion, gender, gender expression, sexual orientation, housing status, and cultural background and experience. {trust}

Network leadership teams...

Examples: network directors, education directors, executive directors, board of directors, owners, instructional coaches, mental health professionals, family support staff.

- 1.1 foster a climate of trust, belonging, and collaboration in which all children, families, FCC teaching teams, and staff feel welcome and included in the program.
- 1.2 provide training and resources to support culturally responsive instruction and family engagement, and ensure learning environments are equipped with culturally and linguistically diverse learning materials.
- 1.3 model and support FCC teaching teams and staff in reflecting on and addressing the impacts of structural racism and implicit bias in the program and community.
- 1.4 recruit children, families, FCC providers, and staff who reflect the identities and experiences of the communities they serve.
- 1.5 allocate program resources to promote inclusive and equitable opportunities and outcomes for all children and families.
- 1.6 work with NYCDOE, other agencies, and community partners to ensure all children and families have access to the services, resources, and support they need.

FCC teaching teams...

Examples: on-site provider, assistants, other staff including but not limited to substitutes, volunteers, consultants, and interns

- 1.7 foster a climate of trust, belonging, and collaboration in which all children, families, and other staff feel welcome and included in the learning environment.
- 1.8 adopt culturally responsive instruction and family engagement practices, and encourage children to engage with culturally and linguistically diverse learning materials.
- 1.9 continually reflect on and seek to address the impacts of structural racism and implicit bias in the learning environment.
- 1.10 differentiate strategies and activities to meet the individualized needs of all children in the learning environment, and provide opportunities for children to demonstrate learning in multiple ways.
- 1.11 collaborate with the program leadership team to connect all children and families to the services, resources, and support they need.





2. High quality programs create safe and positive environments.

Network leadership teams and network affiliated FCC teaching teams create healthy, nurturing, and predictable environments for all children, families, and staff. {supportive environment}



Network leadership teams...

Examples: network directors, education directors, executive directors, board of directors, owners, instructional coaches, mental health professionals, family support staff.

- 2.1 establish, model, and reinforce expectations for respectful interactions and trusting relationships among children, families, FCC teaching teams, and all staff.
- 2.2 ensure FCC teaching teams and all staff receive appropriate training, resources, and ongoing support to develop children's social-emotional learning and promote positive behavior.
- 2.3 coordinate schedules to effectively meet the needs of children, families, and staff.
- 2.4 ensure all program spaces are safe and welcoming, and meet the needs of children, families, and staff.
- 2.5 ensure program spaces are equipped with the appropriate quantity of high quality materials.
- 2.6 ensure successful monitoring and management of children's health, safety, and special education requirements in partnership with families.

FCC teaching teams...

Examples: on-site provider, assistants, other staff including but not limited to substitutes, volunteers, consultants, and interns

- 2.7 model and build trusting relationships among children, families, and all staff.
- 2.8 build a foundation for children's social-emotional learning and use developmentally-appropriate strategies to promote positive behavior.
- 2.9 implement a consistent yet flexible schedule that meets young children's needs.
- 2.10 intentionally use each part of the day to support safe and healthy habits.
- 2.11 arrange learning environment so that children have opportunities to interact with others and engage in independent activities.
- 2.12 partner with families and network staff to support monitoring and management of children's health, safety, and special education requirements.





3. High quality programs advance play-based learning and responsive caregiving.

Network leadership teams and network affiliated FCC teaching teams engage children in a variety of play-based and developmentally appropriate learning experiences, and ensure that care and instruction is based on children’s individual strengths, interests, and needs. {rigorous instruction}



Network leadership teams...

Examples: network directors, education directors, executive directors, board of directors, owners, instructional coaches, mental health professionals, family support staff.

- 3.1 establish, model, and reinforce a play-based approach to learning and inquiry.
- 3.2 provide staff and FCC teaching teams with appropriate training, resources, and ongoing support to implement research-based curricula appropriate for mixed-age settings.
- 3.3 ensure network staff and FCC teaching teams have appropriate training, materials, and time to implement valid and reliable screening and assessment tools to inform coaching and instruction.
- 3.4 support FCC teaching teams in a continuous cycle of collecting and analyzing data, including authentic assessment data, to inform practice.
- 3.5 ensure FCC teaching teams have consistent and intentional opportunities to reflect and plan collaboratively.

FCC teaching teams...

Examples: on-site provider, assistants, other staff including but not limited to substitutes, volunteers, consultants, and interns)

- 3.6 facilitate play-based learning and inquiry.
- 3.7 use an age-appropriate research-based curriculum to support children’s learning across all areas of development.
- 3.8 extend children’s thinking and communication skills through intentional interactions.
- 3.9 implement a continuous cycle of collecting, analyzing, and using data:
 - **collect data** about children’s knowledge, skills, and interests through observations of and interactions with children and families
 - **analyze data** to understand how children are developing and learning along a continuum, using a research-based authentic assessment system
 - **use data to inform** practice that supports all children’s growth along a continuum
- 3.10 regularly collaborate with other staff and FCC teaching teams within and across networks to reflect and plan for instruction.





4. High quality programs promote families' roles as primary caregivers, teachers, and advocates.

Network leadership teams and network affiliated FCC teaching teams build relationships with families and communities in order to provide meaningful opportunities and resources that support children's development and the whole family's well-being. [{strong family-community ties}](#)



Network leadership teams...

Examples: network directors, education directors, executive directors, board of directors, owners, instructional coaches, mental health professionals, family support staff.

- 4.1 provide all network staff and FCC teaching teams with relevant and culturally responsive training, resources, and ongoing support related to family engagement.
- 4.2 model and support ongoing, two-way communication with families about the strengths, needs, interests, and goals of families and their children, as well as families' and children's progress toward these goals.
- 4.3 develop relationships with community members and organizations that support families' interests, needs, and goals.
- 4.4 provide opportunities for families to connect with other families in the network and community so that they can learn from and support each other.
- 4.5 create an environment that affirms and empowers families as partners, leaders and advocates in the network, and community.
- 4.6 support and coordinate services for children and families transitioning to and from different early care and educational settings.

FCC teaching teams...

Examples: on-site provider, assistants, other staff including but not limited to substitutes, volunteers, consultants, and interns)

- 4.7 engage in ongoing, two-way communication with families about the strengths, needs, interests, and goals of families and their children, as well as families' and children's progress toward these goals.
- 4.8 invite families to observe in their children's learning environment and participate in their children's everyday learning.
- 4.9 provide opportunities for families to build skills that support their children's learning and development.
- 4.10 connect families to appropriate resources in support of their needs and goals for themselves and their children.
- 4.11 provide opportunities for families to serve as partners, leaders, and advocates in the learning environment and the network.
- 4.12 provide families with information and connections to support the transition to and from different educational settings.





5. High quality programs work collaboratively towards continuous quality improvement.

Network leadership teams and network affiliated FCC teaching teams use data to improve network and program quality in partnership with families and communities. {collaborative teachers}



<p>Network leadership teams... Examples: network directors, education directors, executive directors, board of directors, owners, instructional coaches, mental health professionals, family support staff.</p>
<p>5.1 actively solicit feedback from staff, FCC teaching teams, and families on programs' and networks' strengths and areas for growth.</p> <p>5.2 model reflective practice, set professional goals, and engage in learning experiences with other leaders.</p> <p>5.3 regularly provide staff and FCC teaching teams with formative, evidence-based feedback on individual strengths and areas for growth, with actionable next steps.</p> <p>5.4 identify or provide differentiated opportunities for staff and providers professional learning that are aligned to individual staff/providers goals and the goals of the program and the network.</p> <p>5.5 collaborate with the NYCDOE, other agencies, and community partners to improve program and network quality.</p> <p>5.6 engage in a continuous cycle of collecting, analyzing, and using data about network quality, in collaboration with staff, providers, families, and communities:</p> <ul style="list-style-type: none"> ● collect data from a variety of sources and at multiple levels (child, teaching team, learning environment, family, community, program) ● analyze data to identify program and network strengths and areas for growth ● use data to plan network goals and inform continuous quality improvement

<p>FCC teaching teams... Examples: on-site provider, assistants, other staff including but not limited to substitutes, volunteers, consultants, and interns)</p>
<p>5.7 actively solicit feedback from families on program strengths and areas for growth.</p> <p>5.8 regularly reflect on their own individual strengths and areas for growth in order to set professional goals and improve practice.</p> <p>5.9 identify and engage in professional learning experiences that are aligned to their own goals and the goals of the program, and seek opportunities to learn from other early childhood professionals.</p> <p>5.10 provide feedback to the program leadership team on strengths, challenges, and opportunities for quality improvement.</p> <p>5.11 actively engage with support staff from the NYCDOE, other agencies, and community partners to improve program quality.</p> <p>5.12 collaborate with the program and network leadership team, network staff, teaching team, families, and communities to set goals and inform continuous quality improvement.</p>





6. High quality programs demonstrate strategic leadership.

Network leadership teams and network affiliated FCC teaching teams build and use organizational culture, structure, and resources to promote and execute a shared vision for quality. [{effective school leadership}](#)

<p>Network leadership teams... Examples: network directors, education directors, executive directors, board of directors, owners, instructional coaches, mental health professionals, family support staff.</p>
<ul style="list-style-type: none">6.1 create and communicate a compelling vision for long-term network and program quality in partnership with staff, FCC teaching teams, families, and communities.6.2 recruit, hire, and retain qualified staff and FCC providers, and deliver meaningful leadership opportunities.6.3 build and maintain an organizational culture that motivates network staff, FCC teaching teams, families, and communities to work toward a shared program vision.6.4 establish and communicate clear roles and responsibilities within the network and FCC teaching teams, and adopt fair and consistent processes for accountability.6.5 develop and implement systems that facilitate efficient and sustainable network and program operations.6.6 use responsible budgeting and financial management practices to strategically align resources to the network and program vision.

<p>FCC teaching teams... Examples: on-site provider, assistants, other staff including but not limited to substitutes, volunteers, consultants, and interns)</p>
<ul style="list-style-type: none">6.7 collaborate with the network and program leadership team, families, and communities to create and communicate a shared program vision.6.8 contribute to an organizational culture that supports the shared program vision.6.9 build a community that reflects and drives forward the shared program vision.6.10 adopt, refine, and implement systems to support all aspects of program quality.6.11 proactively identify and communicate staffing and material needs, and effectively use resources to enhance their mixed age learning environment.

