

Diversity Criteria in NAEYC, QPPS and Head Start Program Standards

STANDARD ONE: RELATIONSHIPS

IQPPS Number	Criteria	Head Start Standards	NAEYC Criteria Number
1.7 <i>required</i>	Teaching staff counter potential bias and discrimination by: <ul style="list-style-type: none"> • treating all children with equal respect and consideration; • initiating activities and discussions that build positive self-identity and teach the valuing of differences; • intervening when children tease or reject others; • providing models and visual images of adult roles, differing abilities, and ethnic or cultural backgrounds that counter stereotypical limitations; and, • avoiding stereotypes in language references. 	45 CFR 1304.21 (a) (1) (iii) 45 CFR 1304.21 (a) (3) (i) (C) 45 CFR 1304.21 (a) (3) (i) (D) 45 CFR 1304.52 (i) (1) (i) ACYF-IM-HS-01-02 See document "Multicultural Principles for Head Start Programs"	1.D.01

NAEYC/Head Start only

NAEYC Criteria Number	Criteria	Head Start Standards
1.A.02	Teachers gain information about the ways families define their own race, religion, home language, culture, and family structure.	45 CFR 1304.21 (a) (3) (i) (E); 1304.40 (a) (4) (5) 1304.21 (a) (1) (iii)

STANDARD TWO: CURRICULUM

IQPPS Number	Criteria	Head Start Standards	NAEYC Criteria Number
2.4	The curriculum can be implemented in a manner that reflects responsiveness to family home values, beliefs, experiences, and language.	45 CFR 1304.21 (a) (1) (i) 45 CFR 1304.21 (a) (1) (iii)	2.A.04
2.8	Materials and equipment used to implement the curriculum: <ul style="list-style-type: none"> • reflect the lives of the children and families; • reflect the diversity found in society, including gender, age, language, and abilities; • provide for children's safety while being appropriately challenging; • encourage exploration, experimentation, and discovery; 	45 CFR 1304.21 (a) (4) (i); 45 CFR 1304.53 (b) (1) (ii and v) HS Act 642 (f) (3) (B)	2.A.08

	<ul style="list-style-type: none"> • promote action and interaction; • are organized to support independent use; • are rotated to reflect changing curriculum and accommodate new interests and skill levels; • are rich in variety; and, • accommodate children's special needs. 		
2.38	Children are provided varied opportunities and materials to build their understanding of diversity in culture, family structure, ability, language, age, and gender in non-stereotypical ways.	45 CFR 1304.21 (c) (1) (v) ACYF-IM-HS-01-02 See document "Multicultural Principles for Head Start Programs"	2.L.03

NAEYC and Head Start only

NAEYC Criteria Number	Criteria	Head Start Standards
2.D.02	Children are provided opportunities to experience oral and written communication in a language their family uses or understands.	1304.21 (a) (3) (i) (E)
2.J.01	Children are provided varied opportunities to gain an appreciation of art, music, drama, and dance in ways that reflect cultural diversity.	1304.21 (a) (4) (iv) 1304.21 (a) (1) (iii)

PROGRAM STANDARD 3—TEACHING

The program uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child's learning and development in the context of the program's curriculum goals.

IQPPS Number	Criteria	Head Start Standards	NAEYC Criteria Number
3.15	Teaching staff help children understand spoken language (particularly when children are learning a new language) by using pictures, familiar objects, body language, and physical cues.	45 CFR 1304.21 (a) (4) (iv) HS Act 648A (a) (1) (A)	3.F.04
3.16	Teachers use multiple sources (including results of informal and formal assessments as well as children's initiations, questions, interests, and misunderstandings) to: <ul style="list-style-type: none"> • identify what children have learned; • adapt curriculum and teaching to meet children's needs and interests; • foster children's curiosity; 	45 CFR 1304.21 (c) (2) HS Act 642 (f) (3) (C)	3.G.02

	<ul style="list-style-type: none"> • extend children's engagement; and, • support self-initiated learning. 		
--	--	--	--

NAEYC and Head Start only

NAEYC Criteria Number	Criteria	Head Start Standards
3.B.01	Teaching staff's daily interactions demonstrate their knowledge of <ul style="list-style-type: none"> • the children they teach. • the children's families. • the social, linguistic, and cultural context in which the children live. 	1304.21 (a) (1) (i-iii) 1304.21 (a) (2) (i-iii) 1304.21 (a) (1) (iii)
3.B.03	Teaching staff develop individual relationships with children by providing care that is responsive, attentive, consistent, comforting, supportive, and culturally sensitive.	45 CFR 1304.21 (a) (1) (iii) 1304.21 (a) (3) (i) (A) 1304.21 (a) (4) (iii) 1304.20 (f) (1)
3.B.04	Teaching staff are active in identifying and countering any teaching practices, curriculum approaches, or materials that are degrading with respect to gender, sexual orientation, age, language, ability, race, religion, family structure, background, or culture.	1304.21 (a) (1) (iii)
3.B.07	Teachers' responses to challenging, unpredictable, or unusual behavior are informed by their knowledge of children's home and classroom life.	1304.21 (a) (2) (i)
3.B.10	Teaching staff individualize routine care (e.g., learning to use the toilet and to feed oneself) by incorporating family practices whenever possible and by respecting the home culture and family's preferred language.	1304.21 (1) (v)
3.F.04	Teaching staff help children understand spoken language (particularly when children are learning a new language) by using pictures, familiar objects, body language, and physical cues.	45 CFR 1304.21 (a) (4) (iv) HS Act 648A (a) (1) (A)
3.F.05	Teaching staff support the development and maintenance of children's home language whenever possible.	1304.21 (a) (1) (iii) 1304.21 (a) (4) (iii)
3.F.06	Teachers offer children opportunities to engage in classroom experiences with members of their families.	1304.21 (a) (2) (i-iii)

PROGRAM STANDARD 4—ASSESSMENT OF CHILD PROGRESS

The program is informed by ongoing systematic, formal, and informal assessment approaches to provide information on children’s learning and development. These assessments occur within the context of reciprocal communications with families and with sensitivity to the cultural contexts in which children develop. Assessment results are used to benefit children by informing sound decisions about children, teaching, and program improvement.

IQPPS Number	Criteria	Head Start Standards	NAEYC Criteria Number
4.3	Programs use a variety of assessment methods that are sensitive to and informed by family culture, experiences, children’s abilities and disabilities, and home language; are meaningful and accurate; and are used in settings familiar to the children.	45 CFR 1304.20 (b) (3) HS Act 641A (a) (2) (A) HS Act 641A (a) (2) (B) (vii) ACYF-IM-HS-01-02 See “Multicultural Principles for Head Start Programs”	4.B.01
4.6 required	Staff-developed assessment methods: <ul style="list-style-type: none"> • are aligned with curriculum goals; • provide an accurate picture of all children’s abilities and progress; • are appropriate and valid for their stated purposes; • provide meaningful and stable results for all learners, including English-language learners and children with special needs; • provide teachers with clear ideas for curriculum development and daily planning; and, • are regularly reviewed to be certain that they are providing the needed information. 	45 CFR 1304.21 (c) (2) HS Act 641A (a) (1) (B) HS Act 641A (b) (1) HS Act 642 (f) (3) (C)	4.B.05

NAEYC and Head Start only

NAEYC Criteria Number	Criteria	Head Start Standards
4.E.05	Communication with families about their child’s assessments is sensitive to family values, culture, identity, and home language.	1304.30 (a) (4) (5) 1304.40 (d) (1)

PROGRAM STANDARD 5—HEALTH

IQPPS Number	Criteria	Head Start Standards	NAEYC Criteria Number
5.15	For all children with disabilities who have special feeding needs, program staff keep a daily record documenting the type and quantity of food a child consumes and provide families with that information.	45 CFR 1304.23 (a) (3) (b) (1)	5.B.04

PROGRAM STANDARD 6—TEACHERS**NAEYC and Head Start only**

NAEYC Criteria Number	Criteria	Head Start Standards
6.A.07	All teaching staff have specialized college-level course work and/or professional development training that prepares them to work with children and families of diverse races, cultures, and languages. Specialized college-level course work may include core courses that cover these topics or courses addressing these topics specifically. <ul style="list-style-type: none"> Teaching staff adapt their teaching in response to children's differences. 	45 CFR 1304.52 (b) (4)

PROGRAM STANDARD 7—FAMILIES

The program establishes and maintains collaborative relationships with each child's family to foster children's development in all settings. These relationships are sensitive to family composition, language, and culture.

IQPPS Number	Criteria	Head Start Standards	NAEYC Criteria Number
7.1	Program staff use a variety of formal and informal strategies (including conversations) to become acquainted with and learn from families about their family structure; their preferred child-rearing practices; and information families wish to share about their socioeconomic, linguistic, racial, religious, and cultural backgrounds.	45 CFR 1304.40 (a) (1) 45 CFR 1304.51 (c) (1) 45 CFR 1304.51 (c) (2) 45 CFR 1304.52 (b) (4) HS Act 642 (b) (1) HS Act 642 (b) (3) (A) HS Act 642 (b) (7) HS Act 642 (b) (10) (A) ACYF-IM-HS-01-02	7.A.02

		See “Multicultural Principles for Head Start Programs”	
7.2	Program staff ensure that all families regardless of family structure, socioeconomic, racial, religious, and cultural backgrounds; gender; abilities; or preferred language are included in all aspects of the program, including volunteer opportunities. These opportunities consider family’s interests and skills and the needs of program staff.	45 CFR 1304.40 (a) (4) 45 CFR 1304.40 (d) (3) 45 CFR 1304.52 (b) (4) HS Act 642 (b) (1) HS Act 642 (b) (7) HS Act 642 (b) (11) ACYF-IM-HS-01-02 See “Multicultural Principles for Head Start Programs”	7.A.07

NAEYC and Head Start only

NAEYC Criteria Number	Criteria	Head Start Standards
7.A.01	As a part of orientation and ongoing staff development, new and existing program staff develop skills and knowledge to work effectively with diverse families.	1304.52
7.A.04	To better understand the cultural backgrounds of children, families, and the community, program staff (as a part of program activities or as individuals), participate in community cultural events, concerts, storytelling activities, or other events and performances designed for children and their families. (This criterion is an Emerging Practice.)	
7.B.02	The program compiles and provides information about the program to families in a language the family can understand. This information includes program policies and operating procedures.	1304.51 (c) (2) 1306.20 (f)
7.C.04	Program staff use a variety of techniques to negotiate difficulties that arise in their interactions with family members. Program staff make arrangements to use these techniques in a language the family can understand.	1304.50 (h) 1304.53 (a) (6)

PROGRAM STANDARD 8—COMMUNITY RELATIONSHIPS

IQPPS Number	Criteria	Head Start Standards	NAEYC Criteria Number
8.3	Program staff identify and establish relationships with specialized consultants who can assist all children’s and families’ full participation in the program. This assistance includes support for children with disabilities, behavioral challenges, or other special needs.	45 CFR 1304.41 (a) (4) 45 CFR 1304.24 (a) (2) HS Act 642 (b) (14) HS Act 642A (a) (2)	8.A.05

NAEYC and Head Start only

NAEYC Criteria Number	Criteria	Head Start Standards
8.A.03	Program staff are familiar with family support services and specialized consultants who are able to provide culturally and linguistically appropriate services. They use this knowledge to suggest and guide families to these services as appropriate.	1304.41 (a) (2) (i-iii)
8.B.02	Program staff connect with and use their community's urban, suburban, rural, or tribal cultural resources.	
8.B.05	The program engages with other community organizations and groups to cosponsor or participate in cultural events to enrich the experience of children and families in the program.	1304.41 (a) (2) (vii)

PROGRAM STANDARD 9—PHYSICAL ENVIRONMENT

IQPPS Number	Criteria	Head Start Standards	NAEYC Criteria Number
9.4	Indoor space is designed and arranged to: <ul style="list-style-type: none"> • accommodate children individually, in small groups, and in a large group; • divide space into areas that are supplied with materials organized in a manner to support children's play and learning; • provide semiprivate areas where children can play or work alone or with a friend; and, • provide children with disabilities full access (making adaptations as necessary) to the curriculum and activities in the indoor space. 	45 CFR 1304.53 (a) (3) 45 CFR 1304.53 (a) (10) (xvii) HS Act 641A (a) (1) (D)	9.A.12
9.5	Outdoor play areas, designed with equipment that is age and developmentally appropriate and that is located in clearly defined spaces with semiprivate areas where children can play alone or with a friend, accommodate: <ul style="list-style-type: none"> • motor experiences such as running, climbing, balancing, riding, jumping, crawling, scooting, or swinging; • activities such as dramatic play, block building, manipulative play, or art activities; and • exploration of the natural environment, including a variety of natural materials such as nonpoisonous plants, shrubs, and trees. <p>The program makes adaptations so children with disabilities can fully participate in the outdoor curriculum and activities.</p>	45 CFR 1304.53 (a) (1) 45 CFR 1304.53 (a) (3) 45 CFR 1304.53 (b) (1) (i) 45 CFR 1304.53 (b) (1) (iii)	9.B.01
9.10	Facilities meet Americans with Disabilities Act (ADA) accessibility	45 CFR 1304.21 (a) (5) (iii)	9.C.03

required	requirements. Accessibility includes access to buildings, toilets, sinks, drinking fountains, outdoor play space, and all classroom and therapy areas.	45 CFR 1304.22 (b) (2)	
----------	--	------------------------	--

NAEYC and Head Start only

NAEYC Criteria Number	Criteria	Head Start Standards
9.A.01	<p>The following furnishings are available:</p> <ul style="list-style-type: none"> • equipment and furnishings for diaper changing and changing soiled underwear or other clothing that are located away from food preparation areas; • hand-washing sinks within arm's length of diaper changing tables; • a chair with a back and a seating height that allows the child to sit with his or her feet on the floor or ground (for each child over the age of one year); • tables at a height that allows a child to sit comfortably with the table between underarm and waist; • at least one cot, crib, mat, sleeping bag, or pad for each child who spends more than four hours a day in the program (no child is allowed to sleep on the floor without using rest equipment); • at least one cot or mat with a blanket for an ill child; • adaptations that allow children with disabilities and other special needs to fully participate in the program's activities; and • At least 3-foot spacing or a solid barrier separates sleeping children. (This indicator ONLY is considered an Emerging Practice.) 	<p>45 CFR 1304.53 (a) (1) 45 CFR 1304.53 (b) (1) 45 CFR 1304.53 (b) (1) (iii) HS Act 642 (f) (3) (B)</p>
9.A.03	<p>Non-disposable materials are durable and in good repair. Equipment, materials, and furnishings are available that provide access for children with disabilities to the program's curriculum and activities.</p>	<p>45 CFR 1304.53 (a) (7) 45 CFR 1304.53 (b) (1) (iii and vi)</p>
9.A.09	<p>Program staff arrange the environment to be welcoming and accessible. A welcoming and accessible environment contains elements such as</p> <ul style="list-style-type: none"> • multicultural materials that promote appreciation for diversity while being respectful of the cultural traditions, values, and beliefs of families being served; • clearly defined places where families can gather information regarding the daily schedule and upcoming events; • clearly defined places where families sign in, sign out, and gather information about their child's day; • places for displaying children's work; and • features that moderate visual and auditory stimulation. 	<p>45 CFR 1304.53 (b) (1) (ii)45 CFR 1304.53 (b) (1) (iv)</p>

PROGRAM STANDARD 10— LEADERSHIP AND MANAGEMENT

IQPPS Number	Criteria	Head Start Standards	NAEYC Criteria Number
10.11	<p>Written procedures address all aspects of the arrival, departure, and transportation of children. The procedures:</p> <ul style="list-style-type: none"> • facilitate family-staff interaction; • ensure that all children transported during the program day are accounted for before, during, and after transport; • ensure the safety of all children as pedestrians and as passengers; • address specific procedures for children with disabilities; • address special circumstances in picking up children at the end of the day. 	45 CFR 1310.12 (g) ACF-IM-HS-09-06	10.D.06

NAEYC and Head Start only

NAEYC Criteria Number	Criteria	Head Start Standards
10.E.03	Efforts are made and documented to hire and maintain staff with the cultural and racial characteristics of the families served. Policies are in place for obtaining staff or volunteers who speak the language of the children served, and these individuals regularly interact with the children and families.	45 CFR 1304.52 (b) (4)
10.B.08	<p>The program has written policies and procedures that demonstrate how the program prepares for, orients, and welcomes children and families. These policies and procedures are shared verbally and in writing with families of enrolled children and are available in languages that families use and understand.</p> <p>Policies address:</p> <ul style="list-style-type: none"> • the program's philosophy and curriculum goals and objectives, • the program's commitment to welcome children and families; and • guidance and discipline. <p>Procedures address:</p> <ul style="list-style-type: none"> • the variety of strategies used by the program for ongoing communication with families, including communication in their preferred language or through translation; • how IFSPs, IEPs, and other individualized plans will be addressed for children with disabilities and other special learning needs; • health and safety precautions and requirements that affect families and their children including building security and access, medications, inclusion or exclusion of ill children, and emergency plans; 	1304.51 (c) 1&2 1304.4 1304.22 45 CFR 1304.22 (b) (2) 1304.51 (g) 45 CFR 1310.12 (d) (1)

	<ul style="list-style-type: none"> • the variety of techniques used by the program to negotiate difficulties and differences that arise in interactions between families and program staff; • payment, meals and snacks, and sleeping arrangements; • how the program ensures confidentiality of child and family information; • how and when children are scheduled for field trips; • safety precautions that will be used to safeguard the children on trips, including having a communication device to call for help whenever necessary while on the trip, having first-aid supplies on the trip, and alternate transportation arrangements if there is a problem with the transportation vehicles during the trip. 	
10.B.10	<p>Policies guide the appropriate use of specialized consultants to support staff's efforts to meet the needs of children and families to participate fully in the program, including children with disabilities, behavior challenges, or other special needs. Procedures address expected consultant skills, payment, access, availability, and working relationships with staff as well as how the program will arrange with other agencies to use their consultants for children who are eligible for their services. (This criterion is an Emerging Practice.)</p>	1304.52 (b) (1)&(2)