What to look for: *A Parent's Checklist*

	Program One	Program Two	Program Three
Do the children look happy?			
Are the children involved in a variety of learning activities?			
Are there plenty of books and learning materials?			
Are the children well supervised?			
Are their individual needs met?			
Is/Are the teacher(s):			
Kind and encouraging children to explore and work independently or co-operatively in a group?			
Asking children open ended questions about their work?			
Listening/talking with individual children?			
Remaining actively involved throughout the day with the children?			
Encouraging children to choose some of their own activities?			
Maintaining control of the class in a positive way?			
Does the classroom have:			
Several different play areas? *(including areas for both active play and quiet time).*			
Space for children to move freely?			
A safe environment that is clean and orderly, with no major repair problems?			
Child-sized furniture in good condition?			
Real photographs, current pictures and child's artwork displayed at child's level?			
A place for children to keep their belongings?			
Is the outdoor playground:			
Clean, safe and provides enough shade for children?			
Designed so that a teacher can see all of the children?			
Large enough for gross motor activities *(bikes, balls, climbing, running)*?			
Fenced with no unsafe areas?			
Organized with an area for children to sit and relax, if needed?			
Close to a water fountain and rest room?			
What to ask about the program:			
Is the curriculum developmentally appropriate?			
Are the lesson plans posted and do they describe specific daily activities for children?			
Is there a balance between active and quiet activities?			
Are there materials available that promote the development of literacy *(books, magnetic letters, board games, labels on shelving and toys, etc.)*?			

	Program One	Program Two	Program Three
Are there opportunities for language development *(teaching new words through play and discovery, reinforcing the sounds of letters, expanding children's vocabulary through conversation)*?			
Do the children take field trips away from the school site? Where?			
If applicable, does the program emphasize nutritious food habits and pleasant mealtimes?			
Do the daily activities include:			
Opportunities for children to interact in science, math, blocks, dramatic play, art, and music centers?			
Child participation in large group activities? Small group activities?			
The opportunity for children to develop self help skills? Outdoor play?			
Quiet time for rest and relaxation?			
Organized arrival and departure procedures?			
What to ask about services, policies and staff:			
Is the program licensed? Accredited?			
What days/hours are available for the VPK program?			
What are the drop-off and pick-up times and late policies?			
What is the child-to-teacher ratio? *(two teachers per 18 children is the state maximum for VPK)*			
What are the minimum staff credentials for the VPK in this program? *(CDA or higher credential required in VPK)*			
How long has the VPK teacher for your child worked there?			
Are references and background checks conducted on staff?			
Are staff trained in emergency procedures? Are their CPR and First Aid certification current?			
Are children encouraged to solve their own problems, through appropriate social skills?			
Do teachers use non-threatening methods of discipline?			
Do teachers encourage and model good character and social skills?			
How are parents informed of illness, injuries, behavior issues, eating, etc.?			
Does the provider have written policies/information regarding: *(A good program provides this information readily.)*			
Their philosophy about education for young children?			
How teachers resolve conflicts between children?			
How teachers discipline children?			
The education and training of staff?			