



GUIDELINES ON THE REGISTRATION AND GRANTING OF PERMIT AND RECOGNITION TO

PUBLIC AND PRIVATE CHILD DEVELOPMENT CENTERS/ LEARNING CENTERS OFFERING EARLY CHILDHOOD PROGRAMS FOR 0 TO 4 YEARS OLD FILIPINO CHILDREN

ECCD Council Pasig City
September 2015

GUIDELINES ON THE REGISTRATION AND GRANTING OF PERMIT
AND RECOGNITION TO PUBLIC AND PRIVATE CHILD DEVELOPMENT
CENTERS/ LEARNING CENTERS OFFERING EARLY CHILDHOOD
PROGRAMS FOR 0 TO 4 YEARS OLD FILIPINO CHILDREN

ECCD Council
Pasig City
September 2015

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FOREWORD

The Guidelines on Registration and Granting of Permit and Recognition to Public and Private Child Development Centers/Learning Centers Offering Early Childhood Programs for zero (0) to four (4) Years Old Filipino Children is a mechanism to ensure that young children are provided access to quality services in health, nutrition and early learning in a safe and inclusive environment. These services are predictive of success in school, in employment and in family life. Thus, institutions and service providers must have a guide book that shepherd them in their investment on this critical stage of human development.

This document is a product of research, workshops, validation and discussions from the triad of experienced people in ECCD: the policy makers, the expert-professors and the field implementers from Luzon, Visayas and Mindanao. Their invaluable contribution to this document and their assurance to advocate for its implementation are much appreciated.

The members of the ECCD Governing Board headed by Secretary Br. Armin A. Luistro FSC have equally shared their expertise in reviewing and making recommendations for the final copy to guarantee that the young Filipino children will get the best early education along with health and nutrition services they deserve. Their commitment to this initiative is deemed very important.

The implementation of these Guidelines has just begun an exciting journey but it promises to be an instrument for the transformation of quality services in early childhood care, development and education.



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INTRODUCTION

Republic Act (RA) 10410, otherwise known as the Early Years Act of 2013, declares that it is the policy of the State to promote the rights of children to survival, development and special protection with full recognition of the nature of childhood and as well as the need to provide developmentally appropriate experiences to address their needs; and to support parents in their roles as primary caregivers and as their children's first teachers. Further, the State hereby recognizes the age from zero (0) to eight (8) years as the first crucial stage of educational development of which the age from zero (0) to four (4) years shall be the responsibility of the Early Childhood Care and Development (ECCD) Council.¹

The law mandates the institutionalization of a National System for Early Childhood Care and Development (ECCD) that is comprehensive, integrative and sustainable, that involves multisectoral and inter-agency collaboration at the national and local levels among government; among service providers, families and communities, and among the public and private sectors, nongovernment organizations; professional associations and academic institutions.

Section 3 on the Objectives of the National ECCD System cites the following: (f) To upgrade and update the capabilities of service providers and their supervisors to comply with quality standards for various ECCD program; and (i) To improve the quality standards of public and private ECCD programs through, but not limited to, a registration and credential system for ECCD service providers and facilities.

It is in this context that the Guidelines on Registration and Granting of Permit and Recognition to Public and Private Child Development Centers (CDCs)/Learning Centers (LCs) Offering Early Childhood Program for zero (0) to four (4) Years old Filipino children are developed.

These Guidelines were initiated in a consultative workshop participated by twenty-two (22) participants that include representatives of the ECCD Governing Board, selected City/Municipal Social Welfare and Development Officers and Focal Persons in ECCD, Directors of a private Child Development Center and ECCD Council Secretariat staff. The Assessment Tool on the Granting of Permit and Recognition included in the Guidelines is based on the Standards and Guidelines for Center-Based Early Childhood Programs for 0 to 4 Years Old Filipino Children while the Process is grounded on the experiences of the participants as well as on existing local documents.

The First Draft of the Guidelines was subjected to a review based on a set of criteria by forty-nine (49) participants from Luzon, Visayas and Mindanao who were supervisors and practitioners of early childhood programs from public and private Child Development Centers/Learning Centers/Day Care Centers and the experts from the academe. Based on their feedback, the first draft was revised. The revised copy was reviewed by the three Members of the ECCD Governing Board (Department of Education, Department of Social Welfare and Development, National Nutrition Council) and the ECCD Council Secretariat. Each of these offices provided specific comments which guided in the finalization of this document.

Goal and Objectives of the Guidelines

The goal of the Guidelines is to promote quality early childhood education in public and private Child Development Centers (CDCs)/ Learning Centers (LCs) offering services to young children, ages 0 to 4 years. It specifically aims to:

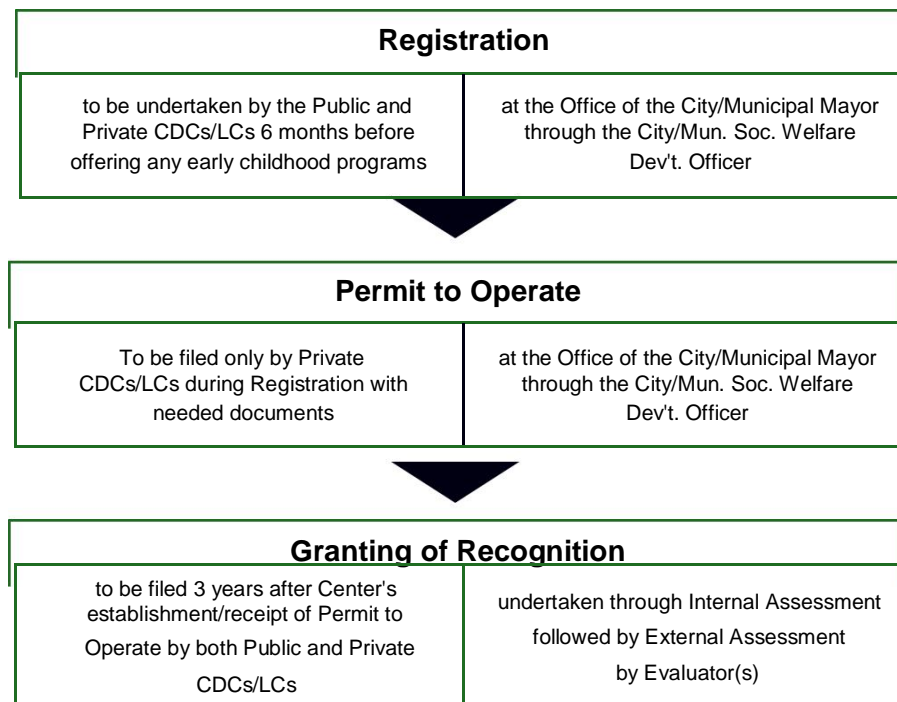
- Guide ongoing development and improvement of center-based early childhood programs for 0 to 4 years old children,
- Encourage self-monitoring and regular evaluation of the Centers by their staff and partners, and
- Serve as reference in the assessment of the Centers for the granting of permit and recognition by local government authorities and the ECCD Council.

The Process on Registration and the Granting of Permit and Recognition

These Standards and Guidelines for Center-Based Early Childhood Programs for 0 to 4 Years Old Filipino Children issued by the ECCD Council provides: *AREA VIII: Registration and Granting of Permit and Recognition – Standard: Government authority requires all Child Development Centers/ Learning Centers to register and undergo an evaluation process for the issuance of permit and recognition to ensure that quality care and early education programs to young children, ages 0 to 4 years old are provided and maintained as stated in these Standards. The recognition process includes both internal and external evaluation.*

A. The Process

For ease in understanding the process, the Flow Chart is shown below.



1. Registration

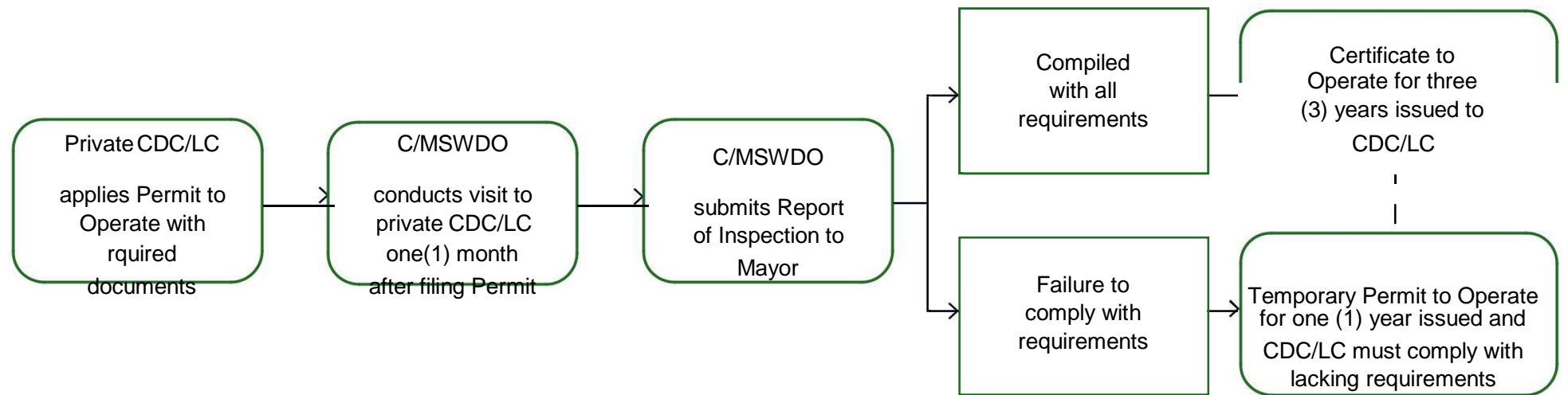
- 1.1 The Registration shall be undertaken by both the Public and Private Child Development Centers/Learning Centers six (6) months or earlier before the offering of any early childhood programs for zero (0) to four (4) years old children.

- 1.2 The Registration shall take place in the Office of the City/Municipal Mayor through the City/Municipal Social Welfare and Development Officer in the locality where the CDC/LC is established.
- 1.3 The Barangay Captain shall be responsible for registering the public CDC in his/her locality while the Administrator/ Principal/ Director shall be responsible for registering the private CDC/LC. For NGA or GOCC, an authorized person designated by the agency shall register the Center.

2. Granting of Permit to Operate

For ease in understanding the granting of Permit to Operate, the Flow Chart is shown below.

PERMIT TO OPERATE



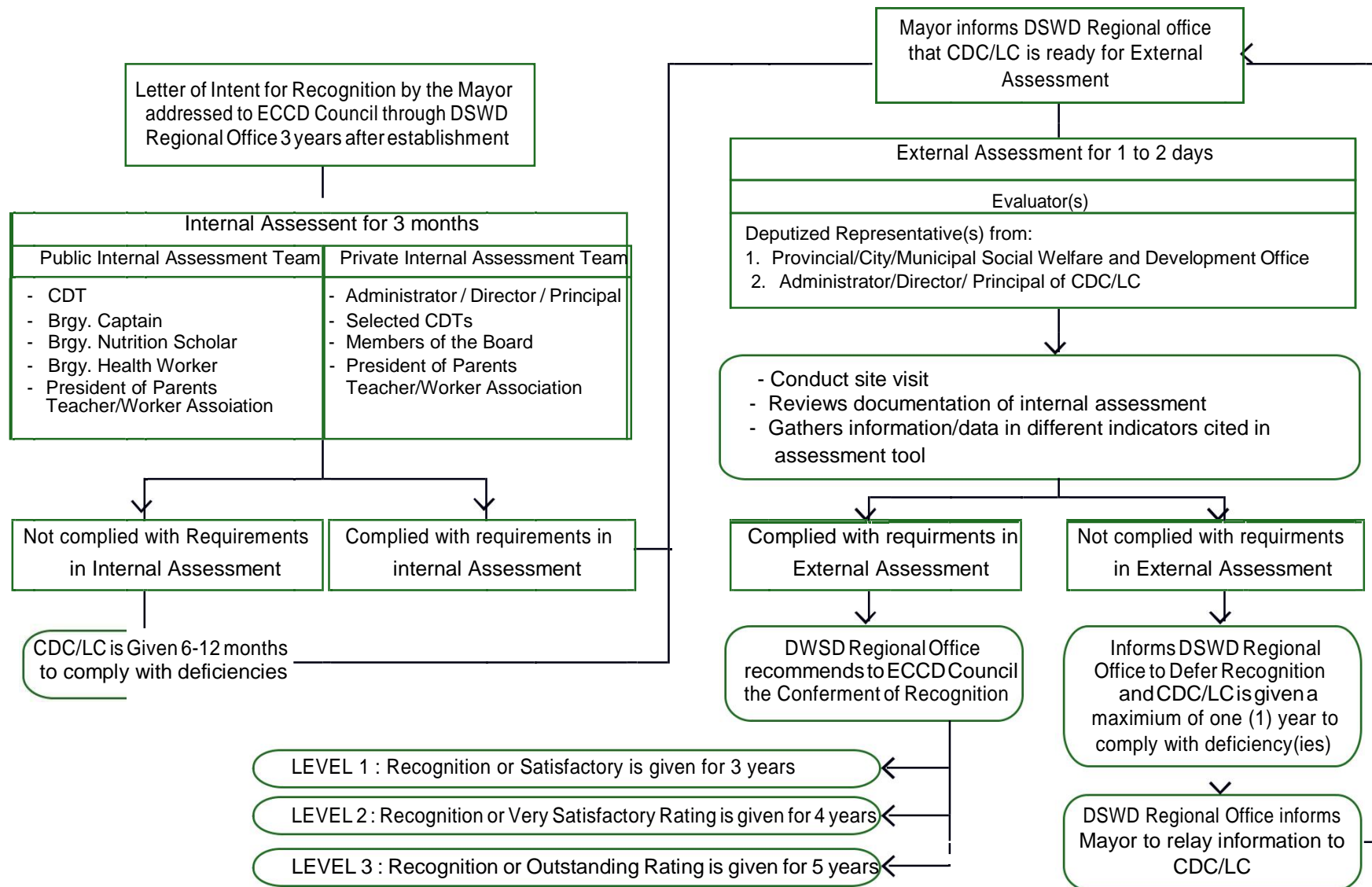
- 2.1 Public CDCs shall not seek permit to operate. But the Mayor/Barangay Captain/ authorized person be furnished a copy of the essential elements of the Center like: a) a safe and healthy environment, b) the clientele prospective one (1) to four (4) years old children to be enrolled, and c) the Child Development Teacher/Worker who provides services needed for his/her information for action.
- 2.2 The private CDC/LC shall seek permit to operate during the Registration or six (6) months before the start of the scheduled classes for a specific school year from the City/Municipal Mayor through the City/Municipal Social Welfare and Development Officer in the locality where it is established.
- 2.3 The application and inspection fee is P250.00 which shall be paid at the Treasurer's Office of the City/Municipality.
- 2.4 The documents required for the permit to operate are the following:
 - 2.4.1 Photo copy of the SEC Registration,
 - 2.4.2 Profile of the Center that describes its location, ownership and the goals and objectives, and the program(s) to be offered,
 - 2.4.3 Descriptions with pictures of the lot size, indoor and outdoor area, number of buildings/classrooms, facilities, equipment and instructional materials available for effective instruction,
 - 2.4.4 Number of young children to be served, list of teachers, names of administrator/principal/ director and other staff, and
 - 2.4.5 Specific information about the Center.
- 2.5 The City/Municipal Social Welfare and Development Officer shall conduct a visit/ inspection to the private CDC/LC to determine compliance of requirements.
 - 2.5.1 The visit/inspection shall be conducted a month after the filing of the application for Permit to Operate.
 - 2.5.2 The City/Municipal Social Welfare and Development Officer shall submit a Report of Inspection to the City/Municipal Mayor one week after the visit. The Report covers the five items described above and the City/Municipal Social Welfare and Development Officer shall recommend either for the issuance or non-issuance of the Permit to Operate depending on the compliance of the requirements.

- 2.5.3 A Certificate to Operate for Three Years shall be signed by the City/Municipal Mayor and issued to the qualified private Child Development Center/ Learning Center.
- 2.5.4 A Letter to Comply Requirements, with the Report of Inspection attached, shall be signed by the City/Municipal Mayor and issued to unqualified private Child Development Center/ Learning Center. The Center is given five (5) months to one (1) year to comply with the lacking requirements.

3. *Granting of Recognition*

For ease in understanding the Granting of Recognition, the Flow Chart is shown on the next page.

CDC/LC RECOGNITION PROCESS



- 3.1. The granting of recognition to the CDC/LC shall be in three levels that depends on the Maximum Total Points earned by the CDC/LC. The three levels are:
 - i. Level 1 Recognition or Satisfactory Rating is given for 3 years.
 - ii. Level 2 Recognition or Very Satisfactory Rating is given for 4 years.
 - iii. Level 3 Recognition or Outstanding Rating is given for 5 years.
- 3.2. The Granting of Recognition involves two types of assessment process: Internal Assessment and External Assessment.
- 3.3. The Letter of Intent
 - 3.3.1. The public and private CDC/LC shall seek recognition after three (3) years of its establishment/or having been given the Permit to Operate or earlier.
 - 3.3.2. A Letter of Intent for Recognition shall be written by the Child Development Teacher (for the public CDCs) and the Administrator/Principal/Director (for the private CDCs/LCs) addressed to the Mayor through the City/Municipal Social Welfare and Development Officer of the locality where the CDC/LC is established.
 - 3.3.3. The assessment fee is P500.00 which shall be paid to the Treasurer's Office of the City/Municipality.
 - 3.3.4. The City/Municipal Social Welfare and Development Officer shall endorse the Letter of Intent to the Mayor who will officially endorse the letter favorably to the ECCD Council through the DSWD Regional Office. The DSWD Regional Office shall inform the Mayor that the CDC/LC shall initiate the conduct of the Internal Assessment. The information shall be relayed to the CDC/LC by the C/MSWDO.
- 3.4. Internal Assessment
 - 3.4.1. For the public CDC established by the LGU, the City/Municipal Social Welfare Development Officer shall inform that an Internal Assessment Team (IAT) shall be convened to be headed by the Child Development Teacher (CDT) with one or more members from any of the following: 1) Barangay Captain, 2) Barangay Nutrition Scholar, 3) Barangay Health Worker, and 4) President of the Parents-Teacher/Worker Association.

- 3.4.2. For the public CDC established by the NGA/GOCC and the private CDC/LC, the City/Municipal Social Welfare Development Officer shall inform that an Internal Assessment Team (AIT) shall be convened to be headed by the Administrator/Director/Principal with one or more members from any of the following: 1) selected CDTs, 2) Members of the Board, and 3) President of the Parents- Teachers Association.
- 3.4.3. The Internal Assessment Team of the public and private CDC/LC shall be provided technical assistance by the City/Municipal Social Welfare and Development Officer.
- 3.4.4. The Assessment Tool for the Granting of Recognition with the standard forms and process approved by the ECCD Council shall be utilized by the public and private CDC/LC.
- 3.4.5. The internal assessment process shall be undertaken for at least three (3) months.
- 3.4.6. The Internal Assessment Team shall submit the results to the Office of the City/Municipal Social Welfare and Development Officer who shall conduct a visit to validate the results submitted.
- 3.4.7. If the CDC/LC meets the required score, the City/Municipal Social Welfare Development Officer favorably recommends to the City/Municipal Mayor that the CDC/LC shall undertake external assessment. The City/Municipal Mayor officially informs the DSWD Regional Office that the public or private CDC/LC is ready for the external assessment.
- 3.4.8. If the CDC/LC does not meet the required score, the City/Municipal Mayor through the City/Municipal Social Welfare and Development Officer shall inform the CDC/LC to comply with the requirements in the areas that it failed within six (6) to twelve (12) months.

3.5. External Assessment

- 3.5.1. The ECCD Council authorizes the DSWD Regional Office to inform the City/ Municipal Mayor of the one (1) to two (2) -day external assessment schedule and the name(s) of the Evaluator(s).
- 3.5.2. The City/Municipal Social Welfare Development Officer informs the CDT/ CDW (public CDC) and the Administrator/ Principal/ Director (private CDC/ LC) to orient the members of the Internal Assessment Team of the following:
 - i. date and purpose of the External Assessment;
 - ii. observations of the CDC/LC and the staff during the actual learning session;
 - iii. interview of the Internal Assessment Team (Center staff, partners/ stakeholders) by the Evaluator(s); and
 - iv. access of complete pertinent documents during the visit.

- 3.5.3. The DSWD Regional Office shall organize and deputize one to three Evaluators depending on the size of the CDC/LC. These Evaluators are representatives from the Offices of the Provincial Social Welfare and Development, City/Municipal Social Welfare and Development and Administrator/Director/Principal of a private CDC/LC. (Optional).
- 3.5.4. The Evaluators have undergone training and received a Certificate of Proficiency for the External Assessment of CDCs/LCs from the ECCD Council.
- 3.5.5. The Evaluator(s) shall:
- i. conducts site visit,
 - ii. reviews documentation of the CDC's/LC's internal assessment, and
 - iii. uses the appropriate methods in gathering the information/ data in the different indicators cited in the assessment tool.
- 3.5.6. The Evaluator(s) shall document the results of the external assessment. If the CDC/LC complies with the requirements (required score), the Evaluator(s) shall recommend to the ECCD Council through the DSWD Regional Office the **Conferment of Recognition (Level)** one week after the assessment.
- 3.5.7. The Levels of Recognition are described as:
- i. Level 1 or Satisfactory Rating. This means that the Center has demonstrated Mandatory Compliance with the Standards and Guidelines that shows effectiveness of quality service implementation and is given for 3 years.
 - ii. Level 2 or Very Satisfactory Rating. This means that the Center has demonstrated Optimal Compliance with the Standards and Guidelines that increases the effectiveness of quality service implementation and is given for 4 years.
 - iii. Level 3 or Outstanding Rating. This means that the Center has demonstrated the Highest Compliance with the Standards and Guidelines that makes the Center, a Center of Excellence and is given for 5 years.
- 3.5.8. The Evaluator(s) shall **Defer the Recognition** of the CDC/LC that does not comply with the requirements in the assessment. Its Report shall cite the technical assistance needed and shall submit this Report one week after the assessment to the ECCD Council through the DSWD Regional Office which shall inform the Mayor through the City/Municipal Social and Development Officer that the CDC/LC shall be given one (1) year to comply with the deficiency.
- 3.5.9. The Center that has been **Granted Recognition** is encouraged to maintain its status. When the number of years for its Recognition has lapsed, the Center has to file again its Letter of Intent to seek Accreditation at the Mayor's Office through the C/MSWDO. The Guidelines for the Accreditation shall be developed after one (1) year utilization of the Guidelines.

B. The Assessment Tool for Granting Recognition

1. *The Assessment Tool is based on the Standards and Guidelines for the Center-Based Early Childhood Programs for 0 to 4 Years Old Filipino Children. It has the following areas with the number of standards, guidelines and indicators and sub-indicators as shown below.*

AREAS	NO. OF STANDARDS	NO. OF GUIDELINES	NO. OF INDICATORS AND SUB-INDICATORS
I. Health, Nutrition, and Safety	1	6	66
II. Physical Environment and Safety	1	4	34
III. Interactions and Relationships Between Staff and Children, Among Children and Other Adults	1	5	15
IV. Staff Qualifications, Staff Development and Continuing Education	1	3	35
V. Curriculum, Instruction and Assessment	1	9	29
VI. Family Involvement and Community Linkages	1	2	10
VII. Leadership, Program Management and Support	1	8	21
TOTAL	7	37	210

2. *The Assessment Tool has the following features:*

- 2.1 It has the General Information of the Child Development Center/Learning Center.
- 2.2 It contains an Overview that discusses the Standards, Guidelines and Indicators and the Instructions on how to rate each Indicator and how to get the total score.

- 2.2.1 The Methods for Gathering Information are:
 - i. Observation (O) is required for the Indicator.
 - ii. Interview (I) of the Center staff and members of the Internal Assessment Team or partners/stakeholders is required for the Indicator.
 - iii. Document Review (DR) of the Center's file of the Child's Personal Data, Physical Health Inventory, Child's Nutritional Status, Center's Policies, Curriculum Guides, Teaching-Learning Activities, Classroom Program/Routines, etc. is needed for the Indicator.
- 2.2.2 Evidences to be Gathered by the Evaluator(s) are cited to ensure that the score given in the Indicator is valid and reliable.
- 2.2.3 The rating for each Indicator shall be a maximum of 1 or 0 for non-compliance of the Indicator.
- 2.2.4 The Center shall obtain at least 75% for each of the seven (7) Areas to qualify for Recognition.
- 2.2.5 To get the total score for each area, the maximum points that the Center shall get will be added.
- 2.3 A Summary Table that contains the Areas, No. of Indicators and Maximum Points, the Center's Score for Each Area and the Total Score of the Center is provided. The columns for the Center's Score for Each Area and the Total Score of the Center shall be filled up by the Evaluator(s).
- 2.4 The Evaluator(s) shall also give the interpretation of the Total Score of the Center based on the following:
 - 2.4.1 If the CDC/LC gets at least 75% to 85% (159-179) of the Total Maximum Score, it is awarded Level 1 Recognition or Satisfactory Rating. This means that the Center has demonstrated Mandatory Compliance with the Standards and Guidelines that shows effectiveness of quality service implementation.
 - 2.4.2 If the CDC gets 86% to 95% (180-200) of the Total Maximum Score, it is awarded Level 2 Recognition or Very Satisfactory Rating. This means that the Center has demonstrated Optimal Compliance with the Standards and Guidelines that increases the effectiveness of quality service implementation.
 - 2.4.3 If the Center gets 96% to 100% (201-210) of the Total Maximum Score, it is awarded Level 3 Recognition or Outstanding Rating. This means that the Center has demonstrated the Highest Compliance with the Standards and Guidelines that makes the Center, a Center of Excellence

ASSESSMENT TOOL FOR THE GRANTING OF RECOGNITION TO CHILD DEVELOPMENT CENTERS/LEARNING CENTERS OFFERING EARLY CHILDHOOD PROGRAMS FOR THE 0 to 4 YEARS OLD FILIPINO CHILDREN

A. General Information

Status of Application

Source of Funds

- New application
- Re-application
- Renewal

- National Government Agency (NGA)
- Local Government Unit (LGU)
- People's Organization (PO)
- Others, _____

- Government-Owned and/or Controlled
- Corporation (GOCC)
- Non-Government Office (NGO)
- Private Individual

Name of Child Development Center/ Learning Center

Address

Date Established

Name of Child Development Teacher/ Worker

Age

Name of C/MSWDO/ECCD Focal Person Supervising the Program

Telephone/Mobile/Fax Number/s

Email Address

Registration & License No.

B. Overview of the Assessment Tool

This Assessment Tool is based on the Standards and Guidelines for the Center-Based Early Childhood Programs for zero (0) to four (4) Years Old Filipino Children. It is intended to be used for the Granting of Recognition to Public and Private Child Development Centers/Learning Centers. The Tool contains Standards, Guidelines and Indicators. Standards are written general statements of actions, behaviors, characteristics and conditions agreed by stakeholders against which others are judged or measured while Guidelines are statements that determine courses of action which aim to streamline particular processes according to sound practices. The Indicators and sub-indicators are specific statements of actions, behaviors, characteristics and conditions agreed to by the stakeholders, the presence of which tells whether a standard has been fulfilled.

It has the following areas with the number of indicators and sub-indicators and the maximum points that a public or private CDC/LC will get after the evaluation.

AREAS	NO. OF INDICATORS AND SUB-INDICATORS	MAXIMUM POINTS FOR PUBLIC AND PRIVATE CDCs/LCs
I. Health, Nutrition, and Safety	66	66
II. Physical Environment and Safety	34	34
III. Interactions and Relationships Between Staff and Children, Among Children and Other Adults	15	15
IV. Staff Qualifications, Staff Development and Continuing Education	35	35
V. Curriculum, Instruction and Assessment	29	29
VI. Family Involvement and Community Linkages	10	10
VII. Leadership, Program Management and Support	21	21
TOTAL	7	210

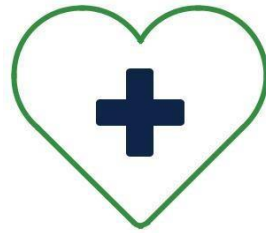
C. How to Rate the Indicators

1. The Methods for Gathering Information for each Indicator as bases for rating are:
 - i. Observation (O),
 - ii. Interview (I) of the Center staff and partners/stakeholders, and
 - iii. Document Review (DR) of the Center's file of the Child's Personal Data, Physical Health Inventory, Child's Nutritional Status, Center's Policies, Curriculum Guides, Teaching-Learning Activities, Classroom Program/Routines, etc.
2. The Evidences to be Gathered by the Evaluator(s) are cited in each Indicator to ensure that the score given is valid and reliable.
3. The Rating for each Indicator shall be the Maximum Point of 1 or 0 for non-compliance of the Indicator.
4. Under Remarks, indicate the important information about the indicator that the CDC/LC needs to comply.
5. After rating each Area, count the points and write the Total Points in the space provided for.

D. The Assessment Tool

Assessment tool is shown on the next page.

AREA I:



HEALTH, NUTRITION
AND SAFETY

Standard:

The program promotes health, nutrition, and safety of infants, toddlers and young children through education of the Center staff and parents who are responsible for the implementation of health, nutrition and safety practices, and the prevention and protection of children from illnesses and injuries.

A. HEALTH AND NUTRITION SERVICES for infants, toddlers and young children are made available in coordination with the Barangay Health Center/ Rural Health Unit Physician, Midwife, Dentist and the Barangay Health Worker/Barangay Nutrition Scholar or by a private licensed physician/nurse and dentist. The CDC/LC ensures that each child has access to a thorough health and nutritional status assessment using age-appropriate screening of the developmental milestones to include but not limited to vision, hearing, and oral health needs.

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
1. A written health record is maintained for each child as part of the child's individual record, and are known and considered by the staff in the Center's activities.	1	DR, I	<ul style="list-style-type: none">ECCD Card/Baby Book/ Child's Health RecordInterview Notes on Child's Health Record		
2. There is a record of the results of a health and nutritional status assessment by a physician/health worker.	1	DR	<ul style="list-style-type: none">EDDC CardChild Growth System (CGS) FormChild's Nutritional Status		
3. There is a record of immunization.	1	DR	<ul style="list-style-type: none">Immunization Record		

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
4. There is a pertinent health history, such as allergies or chronic conditions of each child.	1	DR	<ul style="list-style-type: none"> • ECCD Card • Baby Book • Health Record 		
5. There is a log of medications, injury reports and health observations by a health professional.	1	DR	<ul style="list-style-type: none"> • ECCD Card • Child's Health Record • School Records of Injury/Medication 		
6. There is a record of physicians' written orders or prescriptions.	1	DR	<ul style="list-style-type: none"> • Child's Health Card • CDC/LC file of physician's order and prescriptions 		
7. Infants and young children are referred by the CDC/LC staff to an accessible Local Government Unit (LGU) health facility or private health clinic for the provisions of vaccines under the Expanded Program on Immunization (EPI), as mandated by the Department of Health (DOH).	1	DR	<ul style="list-style-type: none"> • CDC/LC Records of Referral • Immunization Record 		
8. Information and support on exclusive breastfeeding, complementary feeding with continued breastfeeding and proper nutrition are available.	1	I, DR	<ul style="list-style-type: none"> • Interview Notes with parents as respondents • ECCD Card • Baby Book 		
9. Micronutrient supplementation (Vitamin A, Micronutrient Powder and Iron).	1	I, DR	<ul style="list-style-type: none"> • Interview Notes with parents as respondents • ECCD Card • Baby Book 		

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
10. Deworming.	1	I, DR	<ul style="list-style-type: none"> • Interview Notes with parents as respondents • ECCD Card • Baby Book 		
11. Oral health care.	1	I, DR	<ul style="list-style-type: none"> • Interview Notes with parents as respondents • Dental Records • ECCD Card 		
12. Growth monitoring and promotion (measurement of weight, height and length).	1	DR	<ul style="list-style-type: none"> • CGS Form 		
13. The Center has a plan for the care of a sick child.	1	DR	<ul style="list-style-type: none"> • CDC/LC Policies 		
14. The Center has a written protocol for the care of mildly ill children to meet individual needs for food, drink, rest and comfort.	1	DR	<ul style="list-style-type: none"> • CDC/LC Policies 		
15. Sick children manifesting fever and rash are isolated from the rest of the learners, and immediately sent home.	1	DR, I	<ul style="list-style-type: none"> • CDC/LC Policies • Interview Notes with parents as respondents 		
16. Staff refer the sick child to the nearest health facility for further assessment and urgent care, if needed, while waiting to be fetched by his/her parent.	1	DR	<ul style="list-style-type: none"> • Referral Form 		

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
17. The Center has exclusion policies for serious illnesses, contagious diseases like colds, cough, flu, mumps, measles, etc. in conformance with the regulations and recommendations of DOH.	1	DR, I	<input checked="" type="checkbox"/> CDC/LC Policies <input checked="" type="checkbox"/> Interview Notes with parents as respondents		
18. Any Center staff who becomes ill with contagious diseases are excused from contact with children as quickly as possible.	1	I, DR	<input checked="" type="checkbox"/> Interview Notes with parents as respondents <input checked="" type="checkbox"/> CDC/LC Policies		
19. Parents present a medical certificate / clearance from a public/private physician upon the return of the child to the CDC/LC.	1	DR	<input checked="" type="checkbox"/> CDC/LC Records <input checked="" type="checkbox"/> Medical Certificates on File		
20. The Center has a written protocol for the care of malnourished children including those with special needs (underweight, stunted and wasted), until such time that the children may be able to recover or get back to a normal status.	1	DR	<input checked="" type="checkbox"/> CDC/LC Policies		
21. The Center has a written protocol for care of children with special needs.	1	DR	<input checked="" type="checkbox"/> CDC/LC Policies		
22. Parents are also provided with appropriate information and education on how to best contribute in addressing cases of underweight, stunting, and wasting.	1	I, DR	<input checked="" type="checkbox"/> Interview Notes with parents as respondents <input checked="" type="checkbox"/> Attendance Sheet of Training/Orientation on Nutrition, Parent Effectiveness Services, Family Development Sessions		

B. The Center provides FOOD, NUTRITION AND DIETARY SERVICES which promote proper NUTRITION and HEALTHY EATING HABITS among young children, conforming with the Updated Nutritional Guidelines for Filipinos.

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
23. The Center informs parents of the nutritious foods that will be served to their young children.	1	DR	x CDC/LC Record x Poster of Pinggang Pinoy/Ten Kumainments/Food Pyramid		
24. Written menu information for household food preparation is posted in visible areas, kept on file and provided to parents.	1	DR	x Posted Menu		
25. Food and beverages are stored, prepared and served in a manner that ensures that these are free from spoilage and are safe for eating.	1	O	x Observation Notes/Kitchen with Storage Area		
26. The variety of foods served to young children enhances healthy eating habits and behavior, and broadens the child's food experiences.	1	O, DR	x Observation Notes / Foods served x Daily Menu File		
27. Food service in the Center meets individual needs and the nutritional requirements of the children.	1	O, DR	x Observations Notes/ Foods Served x Daily Menu File		

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
28. Foods that are high in fat, sugar and salt (e.g. junk foods) should not be served to reduce future lifestyle-related problems in adulthood, such as hypertension, cardiovascular disease, diabetes, obesity and dental caries.	1	O, DR	<ul style="list-style-type: none"> x Observation Notes/ Foods Served x Daily Menu File 		
29. Staff members are informed by parents in writing of any special dietary and feeding needs, food allergies and vitamin supplements, from which children are fed in accordance with parental or physician orders.	1	DR	<ul style="list-style-type: none"> x CDC/LC Records of Parents' Communications x Intake Sheet/Records 		
30. No young child is denied a meal/snack for any reason other than a written medical direction.	1	DR	<ul style="list-style-type: none"> x Daily Feeding Attendance 		
31. Foods are served in a relaxed social atmosphere that models proper eating habits.	1	O, I	<ul style="list-style-type: none"> x Observation Notes / Children's Meals x Interview Notes with parents as respondents 		
32. Sufficient time is allowed for each child to eat.	1	O, I	<ul style="list-style-type: none"> x Observation Notes / Children's Meals x Interview Notes with parents as respondents 		

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
33. Young children are encouraged to consume food according to their individual capacity; unfinished food should be brought home to reduce food wastage.	1	O, I	<ul style="list-style-type: none"> x Observation Notes/ Children's Meals x Interview Notes with Parents as Respondents 		
34. Meals and snack times are social interactions and provide learning experiences on proper eating habits to children.	1	I, O	<ul style="list-style-type: none"> x Interview notes/ Inspection notes 		
35. Young children are encouraged without coercing or negative consequences to eat a well-balanced diet, and food is not used as a reward or punishment.	1	I, O	<ul style="list-style-type: none"> x Interview notes/ Inspection notes 		
36. Opportunities are provided for children to be involved in activities related to the preparation and serving of meals, and Center staff and these children are encouraged to eat together.	1	I, O, DR	<ul style="list-style-type: none"> x Interview Notes x Curriculum-Special Activity x Picture(s) of the Activity 		

C. The Center ensures FOOD and WATER SAFETY and HYGIENE.

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
37. The Center promotes and implements proper hand washing practices for children and staff, and hand washing messages are properly displayed in dining and toilet facilities.	1	I, O	<ul style="list-style-type: none"> X Interview Notes/ Presence of clean washing facilities, soap and water X Observation Notes 		
38. A source of clean and sanitary drinking water is available to young children, and if the public or private well is used, the Center provides evidence that the water source has been inspected and approved by an authorized agency.	1	O, DR	<ul style="list-style-type: none"> X Receipts from the water station X Record of Inspection 		
39. Foods are properly prepared in a clean facility, stored in clean covered containers and served safely; if transported, these should be in appropriate sanitary containers.	1	I, DR, O	<ul style="list-style-type: none"> X Sanitary permit X Interview Notes X Presence of clean covered containers X Observation Notes during inspection 		
40. Non-disposable dishes, bottles, drinking and eating utensils are thoroughly washed and sanitized before use.	1	I, O	<ul style="list-style-type: none"> X Photographs from the house keeping staff 		
41. All unfinished food products are disposed of properly.	1	O	<ul style="list-style-type: none"> X Photographs 		

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
42. All garbage containers use are emptied and cleaned daily, and are maintained in sanitary condition.	1	I, O	<input checked="" type="checkbox"/> Photographs <input checked="" type="checkbox"/> Interview Notes		

D. A SUPPLEMENTAL FEEDING PROGRAM in the Child Development Center is made available to young children.

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
43. The supplementary feeding program is done in coordination with the LGU/parents.	1	DR, I	<input checked="" type="checkbox"/> CDC Record of Assistance from LGU/parents		
44. Meals prepared for supplemental feeding are well-planned and nutritionally balanced.	1	DR, I	<input checked="" type="checkbox"/> CDC/LC Menu Plan <input checked="" type="checkbox"/> Interview Notes with stakeholders as respondents		

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
45. The Center coordinates with the LGU/ parents in promoting the use of locally manufactured and indigenous food available in the community.	1	DR, I	<ul style="list-style-type: none"> x Minutes of Meetings between CDC and LGU/ parents x Photographs x List of locally manufactured or indigenous foods 		
46. Children under supplemental feeding are provided with experiences that promote proper nutrition and healthy eating habits.	1	O, DR	<ul style="list-style-type: none"> x Observation Notes/ During feeding x Photographs x Curriculum Guides/ Teaching-Learning Activities 		
47. Children are supervised during supplementary feeding by Center staff, with the active participation of parents.	1	O, I	<ul style="list-style-type: none"> x CDC Official documents on nutrition council/ committees x List of activities undertaken 		
48. Community leaders and LGU nutrition councils/committees participate in the preparation and conduct of supplemental feeding programs, and in monitoring and evaluating the nutritional status of children.	1	DR	<ul style="list-style-type: none"> x CDC Official documents on nutrition council/ committees x List of activities undertaken 		

E. The Center implements a CLEAN AND SAFE ENVIRONMENT and INJURY PREVENTION program among young children and staff.

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
49. The Center and its surrounding area maintain a smoke-free environment.	1	O	X Observation Notes / Signage, no cigarette butts		
50. Disaster management, including but not limited to, fire and/or earthquake drills for young children are provided at least twice a year.	1	I, DR	X Interview Notes with stakeholders as respondents X Notes/Proceedings of the drill		
51. The Center implements environmental sanitation and hygiene.	1	I, O	X Interview Notes of stakeholders as respondents X Observation Notes of the surroundings		
52. The Center is cleaned and maintained according to schedule.	1	I	X Interview Notes of stakeholders as respondents		
53. Trash is stored in segregated (i.e. biodegradable and non-biodegradable) and covered disposal containers, which are emptied daily.	1	O, I	X Observation Notes/ Presence of appropriate containers X Interview Notes with stakeholders as respondents		

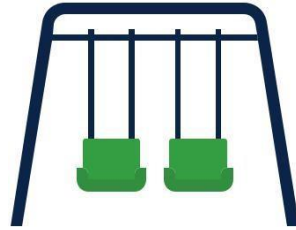
AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
54. All cleaning supplies are stored in a secure place out of the reach of children.	1	O, I	<input checked="" type="checkbox"/> Observation notes as seen during the visit <input checked="" type="checkbox"/> Interview Notes with stakeholders as respondents		
55. Major housekeeping and repair activities are conducted when children are not around.	1	I	<input checked="" type="checkbox"/> Interview Notes with stakeholders as respondents		
56. The Center has a procedure for reporting injuries, accidents or problems that may occur that require rapid response on the part of the staff.	1	I, DR	<input checked="" type="checkbox"/> Interview Notes with stakeholders as respondents <input checked="" type="checkbox"/> CDC/LC Policy/Record for reporting injuries, accidents		
57. Individual medical problems and injuries that require medical attention other than minor first aid are recorded and reported to the parents immediately.	1	DR	<input checked="" type="checkbox"/> CDC/LC Log book of Child's Medical Problems/Injuries		
58. At least one telephone or cell phone is made available on the school premises for this purpose.	1	I	<input checked="" type="checkbox"/> Interview Notes with stakeholders on the presence of phone		

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
59. Availability of an injury log that includes the name of child; date, time and location of the accident; description of the injury and how it occurred; the treatment given and the name of the person who gave the treatment, and names of witnesses.	1	DR	x CDC/LC Log book of injuries that happened		
60. The staff administer the basic first aid treatment in cases of slight injuries/bruises.	1	DR	x Interview Notes of stakeholders on the presence of first aid kit x CDC/LC Log book of first aid treatments		
61. A first aid kit is available at all times in the Center and is replenished as often as necessary.	1	O, I	x Observation Notes on the presence of first aid kit x Interview Notes with stakeholders on the presence of first aid kit		
62. There are procedures for injury prevention and management of medical emergencies during field trips. The Center ensures that a first aid kit and list of emergency numbers for the children are available on any field trip.	1	I, DR	x Interview Notes with parents as respondents x CDC/LC Policies		

F. The Center implements a CHILD PROTECTION PROGRAM.

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
63. Child protection is ensured at all times in the Center.	1	DR, I	x CDC/LC Policy x Interview Notes with stakeholders as respondents		
64. The Center facilitates the conduct of child-protection seminars related to child abuse and neglect, with the participation of parents and authorized caregivers. Written procedures are available for protecting children against abuse and neglect.	1	DR	x CDC/LC Records on Seminars on Child Abuse and Neglect		
65. The staff receives training regarding policies, procedures, and legal and professional responsibilities about reporting suspected child abuse/neglect.	1	DR	x CDC/LC Records of Training for Staff/ Certificates earned from training		
66. The Center cooperates in the investigation of child abuse/neglect, including identifying parents of those currently or previously enrolled in the Center, disclosure of information to any authorized person for the investigation of the allegation and protection of children, if applicable.	1	DR	x CDC/LC Written Report/ Interview Report		
			TOTAL POINTS		

AREA II:



PHYSICAL ENVIRONMENT
AND SAFETY

Standard:

The subject Child Development Center/Learning Center has an outdoor play area and a classroom environment that is safe and accessible to young children, including those with special needs through appropriate and sufficient facilities, equipment and learning materials. Its classroom floor area is conducive to play experiences, exploration and learning, with separate areas that are regularly used for other purposes. The public CDC is located in a government property, and its maintenance and supervision are ensured by the Local Government Unit/National Government Agency/Government-Owned and Controlled Corporation. The private CDC/LC is registered at the Securities and Exchange Commission, has a business permit from the Mayor’s Office, and is maintained and supervised by its Administration.

A. The OUTDOOR PLAY AREA is safely maintained and encourages play and learning.

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
1. The Center maintains or has access to an outdoor play area accessible to young children, including those with special needs. Adequate space is provided with play equipment, and sufficient quantity and variety appropriate to the needs and ages of the young children.	1	O	<ul style="list-style-type: none"> • Observation Notes on access to outdoor play and equipment 		
2. The play area is fenced by a non-climbable barrier or is contained by natural barriers.	1	O	<ul style="list-style-type: none"> • Observation Notes on the kind of fence 		
3. The area is free from hazards, including but not limited to busy street, poisonous plants, water hazards, debris, broken glass and dangerous machinery or tools.	1	O	<ul style="list-style-type: none"> • Observation Notes on hazards 		

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
4. There are equipment available that encourage active physical play and quiet play activities.	1	O	<ul style="list-style-type: none"> • Observation Notes on available equipment 		
5. All play equipment are constructed and installed in such a manner as to be safe for use by children.	1	O	<ul style="list-style-type: none"> • Observation Notes on safety of play equipment 		
6. Play area and equipment are inspected and regularly maintained in good condition and in good repair.	1	DR, I	<ul style="list-style-type: none"> • Center's Regular Maintenance Record • Interview Notes with stakeholders as respondents 		
7. Play area is clearly visible to staff members at all times. There is a shaded area or protection from direct sunlight in the outdoor play area and pathways are clear for emergency evacuation and accessible to individuals.	1	O	<ul style="list-style-type: none"> • Observation Notes 		
8. The staff check children's clothing to be sure it is appropriate for playground safety.	1	O, I	<ul style="list-style-type: none"> • Observation Notes/ Classroom Activities • Interview Notes with parents as respondents 		

B. The CENTER'S ENVIRONMENT is safely maintained, and encourages play and learning.

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
9. The classroom environment is safe, clean and maintained free from pests.	1	O, DR	<ul style="list-style-type: none"> • Observation Notes on safety and cleanliness • Certificate of Pest Control/Photographs 		
10. There is an adequate space for classroom activities exclusive of lockers, bathrooms, closets and areas regularly used for other purposes.	1	O	<ul style="list-style-type: none"> • Observation Notes on adequate space 		
11. All areas are well lighted and ventilated.	1	O	<ul style="list-style-type: none"> • Observation Notes 		
12. Bulletin boards have updated content that match with the calendar of activities and other important announcements.	1	O	<ul style="list-style-type: none"> • Observation Notes 		
13. Floors are clean, non-slippery, smooth and free from other safety hazards.	1	O	<ul style="list-style-type: none"> • Observation Notes 		
14. Windows and doors are constructed to prevent injury to children.	1	O	<ul style="list-style-type: none"> • Observation Notes 		
15. The door for entry and exit can be opened inward and outward, but not swinging.	1	O	<ul style="list-style-type: none"> • Observation Notes 		

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
16. Ceiling and walls are maintained in good repair, and walls are free from lead paints/toxic materials.	1	O, I	<ul style="list-style-type: none"> • Observation Notes • Interview Notes with stakeholders as respondents 		
17. All hazardous materials and substances are kept out of the reach of children.	1	O	<ul style="list-style-type: none"> • Observation Notes 		
18. Classrooms have a well-stocked First Aid Kit to respond effectively to common injuries.	1	O	<ul style="list-style-type: none"> • Observation Notes 		
19. All containers are labeled with contents, especially when not in their original containers in order to facilitate the identification of substances.	1	O	<ul style="list-style-type: none"> • Observation Notes 		
20. All classroom electrical cords and unused electrical outlets are covered for children's safety.	1	O	<ul style="list-style-type: none"> • Observation Notes 		
21. Equipment or materials for fire prevention and management (e.g. fire extinguishers, bags of sand, covered pails of water) are available.	1	O	<ul style="list-style-type: none"> • Observation Notes 		
22. Flammable materials, if there are any, are stored separately from the Center.	1	O, I	<ul style="list-style-type: none"> • Observation Notes • Interview Notes with stakeholders as respondents 		

C. There is a defined CLASSROOM ARRANGEMENT that offers appropriate play and storage areas.

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
23. Indoor play areas are defined clearly by spatial arrangement.	1	O	<ul style="list-style-type: none"> • Observation Notes 		
24. Space is subdivided into areas so that young children can play individually, together and in small groups and in a large group, and to accommodate the variety of activities contained in the curriculum.	1	O	<ul style="list-style-type: none"> • Observation Notes 		
25. Manipulative learning materials for play area are accessible to children.	1	O	<ul style="list-style-type: none"> • Observation Notes 		

D. There is a variety of CONTENTS (Facilities, Equipment and Instructional Materials) that are safely maintained.

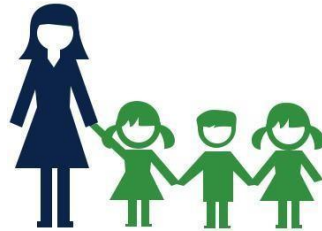
AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
26. The Center uses materials/toys that are appropriate to children's age and stage of development, reflecting a wide variety of family backgrounds.	1	O, I	<ul style="list-style-type: none"> • Observation Notes • Interview Notes with parents as respondents 		

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
<p>27. The Center provides an adequate variety of play/manipulative learning materials/educational toys, furniture and equipment for the size of the group, categorized as follows:</p> <ul style="list-style-type: none"> •Furniture, Fixtures and Other Accessories that are expected to make the learning space comfortable and attractive to children while assuring their safety and protection. 	1	O	<ul style="list-style-type: none"> • Observation Notes 		
<ul style="list-style-type: none"> •Age-appropriate Story Books, Posters and Audio-Video Materials that promote independent learning. 	1	O, I	<ul style="list-style-type: none"> • Observation Notes on use of story books, posters and AV materials • Interview Notes with parents as respondents 		
<ul style="list-style-type: none"> •Musical Instruments to introduce young children to sounds and encourage them to sing, hum or whistle to themselves; to see patterns in music and nature, to be sensitive to environmental sounds as well as to human voice. 	1	O, I	<ul style="list-style-type: none"> • Observation Notes on the use of musical instruments • Interview Notes with parents as respondents 		
<ul style="list-style-type: none"> •Arts and Crafts to stimulate children's curiosity towards the development of their own artistic and creative ability. 	1	O, I, DR	<ul style="list-style-type: none"> • Observation Notes on activities for Arts and Crafts • Interview Notes with parents as respondents • Children's Outputs on Arts and Crafts 		

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
<ul style="list-style-type: none"> •Hygiene, Toilet and Hand washing facilities for teaching and learning proper hygiene and cleanliness so children could experience the development of health habits through demonstration. • Access to safe clean water for drinking, hand washing and tooth brushing inside or within the Center. • Availability of water for flushing of toilets and general use inside or within the premises of the Center. • Group hand washing facilities that can accommodate at least five (5) children at a time with proper roofing and safe access if outside the Center. • Proper drainage for waste water. 	1	O, I	<ul style="list-style-type: none"> • Observation Notes on hygiene, toilet and hand washing facilities • Interview Notes with parents as respondents 		
28. The contents are of sufficient quantity for the number of children enrolled at any time, and are arranged to promote independent use.	1	O, I	<ul style="list-style-type: none"> • Observation Notes on contents • Interview Notes with parents as respondents 		

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
29. The contents that require teachers' supervision are stored out of children's reach.	1	O	<ul style="list-style-type: none"> • Observation notes on proper labeling of the contents 		
30. All furniture and fixtures, equipment and learning materials are clean, safe, in workable condition and are not hazardous to young children.	1	O	<ul style="list-style-type: none"> • Observation Notes on furniture, fixtures and equipment 		
			TOTAL POINTS		

AREA III:



INTERACTIONS AND
RELATIONSHIPS BETWEEN STAFF
AND CHILDREN, AMONG YOUNG
CHILDREN AND OTHER ADULTS

Standard:

The Child Development Center/Learning Center contributes positive interactions and relationships among children and other adults to develop each child’s potential, and a sense of individual value and belonging as part of the community, and to become a responsible community member.

A. There are opportunities for PEER INTERACTIONS and RELATIONSHIPS.

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
1. Young children are given opportunities to choose and interact with a variety of materials and activities in which they can play independently or with other peers, with or without the supervision of the teacher/ Child Development Specialist or other staff members.	1	O, DR	<ul style="list-style-type: none"> • Observation Notes/ Classroom Activities • Curriculum Guides/ Teaching- Learning Activities 		
2. Children are comfortable, relaxed and happy while busily involved in playing with peers, with the materials and/or engaged in other activities and self-help tasks.	1	O, DR	<ul style="list-style-type: none"> • Observation Notes/ Classroom Activities • Curriculum Guides/ Teaching-Learning Activities 		

B. There are POSITIVE STAFF AND CHILD INTERACTIONS AND RELATIONSHIPS.

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
3. The staff greet young children and parents warmly in a friendly and courteous manner.	1	0	<ul style="list-style-type: none"> • Observation Notes/ Communication Exchanges 		
4. The staff assist and encourage cooperation and responsible behaviors among children.	1	0	<ul style="list-style-type: none"> • Observation Notes 		
5. The staff encourage children to delve into activities, share experiences, ideas and feelings, and assist them in dealing with emotions such as anger, sadness and frustration, by comforting and helping them to solve their problems.	1	0	<ul style="list-style-type: none"> • Observation Notes/ Classroom Activities 		
6. The staff meaningfully interact and talk with young children using their mother tongue, and are responsive to each child's individual and special needs, temperaments, learning styles and interests.	1	0	<ul style="list-style-type: none"> • Observation Notes/ Classroom Activities 		

C. STAFF interact FAIRLY AND EQUITABLY with young children and adults.

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
7. The staff treat children and adults with equal respect, regardless of gender, race, age, language, religion, culture and family background.	1	O	<ul style="list-style-type: none"> • Observation Notes/ Classroom Activities 		
8. The staff provides all children, including those with special needs, with equal opportunities to take part in their activities to be able to interact according to their capabilities.	1	O, DR	<ul style="list-style-type: none"> • Observation Notes/ Classroom Activities • Curriculum Guide/ Teaching-Learning Activities 		

D. The STAFF nurture children's INDEPENDENCE AND COMPETENCE.

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
9. The staff provide opportunities for children to develop self-help, problem-solving and decision-making skills, such as dressing and undressing, personal hygiene and using eating utensils appropriately with adjustment for children with special needs, fine and motor skills, cognitive, aesthetic arts and language development.	1	O, DR	<ul style="list-style-type: none"> • Observation Notes/ Classroom Activities • Curriculum Guides/ Teaching-Learning Activities 		

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
10. They provide developmentally appropriate materials and equipment, arranged in a manner that is visible and readily accessible to children so that children including those with special needs may select, remove and replace the materials independently or with minimum assistance.	1	O, DR	<ul style="list-style-type: none"> • Observation Notes/ Classroom Activities • Curriculum Guides/ Teaching-Learning Activities 		

E. Children's BEHAVIORS are managed in a positive manner.

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
11. The program has written statements defining the rules, policies and procedures for the behavior management of three (3) to four (4) year old children, directed towards the goal of maximizing their growth and development, and protecting the group and individuals within it.	1	DR	<ul style="list-style-type: none"> • Observation Notes/ Classroom Activities • Curriculum Guides/ Teaching-Learning Activities 		
12. The rules and procedures are posted in a noticeable place and provided to and discussed with parents during Parents Teachers Association/Parents Teachers and Community	1	DR	<ul style="list-style-type: none"> • Policy Documents • Minutes of PTA/ PTCA Meetings 		

meetings.

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
13. The program uses positive behavior management techniques, such as setting reasonable and positive expectations, offering choices and providing children an opportunity to verbalize their feelings, which encourage children to develop self-control through understanding.	1	O, DR	<ul style="list-style-type: none"> • Observation Notes/ Classroom Activities • Curriculum Guides/ Teaching-Learning Activities 		
14. The program is designed to promote positive behavioral techniques (i.e. modeling, redirection, positive reinforcement and encouragement) that are discussed and practiced consistently among staff in a reasonable and appropriate manner.	1	O, DR	<ul style="list-style-type: none"> • Observation Notes/ Classroom Activities • Curriculum Guides/ Teaching-Learning Activities 		
15. Self-discipline is encouraged among children and parents, following the Center's arrangement and daily schedule, and allowing children to resolve their own conflicts as appropriate.	1	O, DR	<ul style="list-style-type: none"> • -Observation Notes • Posted Classroom Daily Schedule-Curriculum Guides/Teaching-Learning Activities 		
			TOTAL POINTS		

AREA IV:



STAFF QUALIFICATIONS, STAFF DEVELOPMENT AND CONTINUING EDUCATION

Standard:

The program employs and support teaching and non-teaching staff who possess the required educational qualifications, essential knowledge and desirable values. The management provides continuing professional development to promote young children’s learning and development and to support each family’s diverse needs.

A. There are common REQUIREMENTS for CHILD DEVELOPMENT TEACHERS (CDTs)/ WORKERS (CDWs), TEACHER AIDES and ADMINISTRATIVE STAFF.

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
1.The program ensures that qualified staff are hired for any position available in the Center.					
The Child Development Teacher (CDT) a. a Bachelor’s Degree in Childhood Education or Elementary Education preferably with Specialization on Early Childhood or any degree related to Education like Psychology, Child Study, Family Life and Child Development, among others;	1	DR	•Transcript of Records		

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
b. attended basic trainings or seminars related to Early Childhood Care and Development (ECCD) or Early Childhood Education (ECE)	1	DR	<ul style="list-style-type: none"> • Certificates Issued 		
c. skills in community mobilization and effective oral communication, and preferably one who is computer literate;	1	DR, O	<ul style="list-style-type: none"> • Personal Data Sheet/ Resume • Observation Notes on oral communication 		
d. experience in working with children;	1	DR	<ul style="list-style-type: none"> • Personal Data Sheet/Resume 		
e. demonstrated love for children; and	1	I	<ul style="list-style-type: none"> • Interview Notes with stakeholders as recipients 		
f. a Barangay Certificate/NBI Clearance with three (3) Character References.	1	DR	<ul style="list-style-type: none"> • Barangay Certificate/ NBI Clearance • Three (3) Character References 		
2. The Child Development Worker (CDW)					
a. A Bachelor's Degree in any field;	1	DR	<ul style="list-style-type: none"> • Transcript of Records 		
b. Completed basic trainings or seminars related to Early Childhood Care and Development or Early Childhood Education;	1	DR	<ul style="list-style-type: none"> • Certificates Issued 		

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
c. Skills in community mobilization and effective oral communication;	1	DR, O	<ul style="list-style-type: none"> Personal Data Sheet/ Resume Observation Notes on oral communication 		
d. experienced working with children;	1	DR	<ul style="list-style-type: none"> Personal Data Sheet/ Resume 		
e. demonstrated love for children; and	1	I	<ul style="list-style-type: none"> Interview Notes with stakeholders as recipients 		
f. a Barangay Certificate/NBI Clearance with three (3) Character References.	1	DR	<ul style="list-style-type: none"> Barangay Certificate/ NBI Clearance Three (3) Character References 		
3. The Teacher Aide has:					
a. At least completed the Secondary level;	1	DR	<ul style="list-style-type: none"> High School Diploma 		
b. Attended orientations related to health, nutrition, early education, social services and other related topics;	1	DR	<ul style="list-style-type: none"> Certificates Issued 		
c. Experience in working with children;	1	DR	<ul style="list-style-type: none"> Personal Data Sheet/Resume 		
d. Demonstrated love for children; and	1	I	<ul style="list-style-type: none"> Interview Notes with stakeholders as recipients 		

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
e. Barangay Certificate/NBI Clearance and three (3) Character References.	1	DR	x Barangay Certificate/NBI Clearance x Three (3) Character References		
4. The Center Focal Person/Administrator/Director/Principal has:					
a. A minimum of one year classroom experience or relevant experience;	1	DR	x Certificate Issued by the employer		
b. Bachelor's Degree with units in administration/management and supervision; and	1	DR	x Certificate Issued by the Institution		
c. Computer literacy skills.	1	O	x Observation Notes on computer skills		
5. Other Administrative staff in the private CDC/LC meet the required educational qualification of their position.	1	DR	x Transcript of Record/Certificate issued by the Institution		
6. The other important requirements for the staff are:					
- They should preferably be between 18-45 years of age and/or has the necessary required physical stamina to attend to early learners;	1	DR, I	x Birth Certificate x Interview Notes with stakeholder		
- Have good physical and stable emotional condition; and	1	DR	x Medical Certificate		
- Have good moral character.	1	DR	x Certification from the Barangay Captain/ City/Municipal Mayor		

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
7. The program is in compliance with the requirements for volunteers and student interns.					
•Volunteers and student interns are chosen for their ability to meet the needs of the young children in care, and are provided with appropriate orientation, training and supervision.	1	DR	<ul style="list-style-type: none"> Letter from the Institution Center's Policy on Volunteers/Student Interns 		
•The program has a written description of any arrangement with the specific responsibilities of volunteers, and with a school or college in the case of student interns.	1	DR	<ul style="list-style-type: none"> Center Record/File of arrangement with Institution 		

B. Staff development provides opportunities for professional growth and continuing education.

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
8. The Child Development Teachers/Workers are given orientation on the operations and guidelines of the CDC/LC.	1	DR	<ul style="list-style-type: none"> Certificate Issued Manual/ Handbook/ Brochure on Operations and Guidelines 		

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
<p>9. There is a regular and continuous training program based on a training needs assessment, which provides CDTs/CDWs opportunities to enhance their skills and strengthen their values that include but are not limited to: working with children and families with diverse and special needs; conducting assessment and appropriate intervention for children's progress; mentorship of parents on the care and education of young children; laws on child protection and development; and current trends and strategies in early childhood education.</p>	1	DR	<ul style="list-style-type: none"> • Professional/Staff Development Program/ List of Trainings to be Conducted • Report on Trainings Conducted • Certificates of Trainings received by the staff 		
<p>10. The management provides opportunities for CDTs/CDWs to gain professional and personal growth in a variety of modes (e.g. enrollment in colleges, online training, special courses, etc.) and through mentoring, classroom observations, visits to Early Childhood Education programs, and attendance at conferences and workshops, among other events, and documentation on these are kept on file.</p>	1	DR	<ul style="list-style-type: none"> • Copy of Enrolment/ Registration Forms of staff in Institutions- Transcript of Records • List of Trainings/ Seminars/Workshops attended • Certificates of Trainings received by the staff 		
<p>11. CDTs/CDWs have initiatives to pursue further studies to improve their own skills in providing quality education for children under their care.</p>	1	DR	<ul style="list-style-type: none"> • Copy of Enrolment/ Registration Forms of staff in Institutions • Transcript of Records 		

C. There is a system of personnel appraisal and the provision of incentives for excellent performance.

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
12. There is a regular performance appraisal conducted by the supervisor that follows a standard procedure:					
•Planning with the staff for the implementation of the curriculum;	1	DR	<ul style="list-style-type: none"> Center's file on meetings/conferences with staff on curriculum implementation 		
•Quarterly meetings or observations of actual instruction to follow up program implementation and provide technical assistance; and	1	DR	<ul style="list-style-type: none"> Center's Monthly Meeting Reports on program implementation 		
•Feedback for the improvement of staff performance.	1	DR, I	<ul style="list-style-type: none"> Supervisor's Report/ Performance Appraisal Report of Staff 		
13. There is a rewards mechanism to encourage innovation and excellent performance.	1	DR	<ul style="list-style-type: none"> Center Policy Files of Certificates of Appreciation/ Awards Given 		
14. There are opportunities for advancement in position and compensation.	1	DR	<ul style="list-style-type: none"> Center Policy Employee Manual on Promotion 		
			TOTAL POINTS		

AREA V:



CURRICULUM, INSTRUCTION AND ASSESSMENT

Standard:

The Center implements a curriculum that is anchored on the National Early Learning Framework (NELF), and is consistent with the Early Learning Development Standards (ELDS) validated for Filipino children. The curriculum manifests developmentally appropriate practices, which have a component of systematic assessment, providing information on children’s development and learning that is used to plan for and modify the instructional program.

A. The curriculum is carefully PLANNED to appropriately respond to the DEVELOPMENTAL NEEDS of every young child in the Center.

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
1. The curriculum is based on information derived from a variety of sources about children in the three (3) and four (4) years age group in the six domains: physical health, well-being and motor development, social-emotional development, character and values development, cognitive and intellectual development, language development, and creative and aesthetic development.	1	DR	<ul style="list-style-type: none"> • Assessment Records • Curriculum Guides/ Teaching-Learning Activities • Samples of children’s work 		

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
<p>2. Curriculum goals, objectives and activities are based on the individual needs and interests of the young children, allowing for a range of activities that provide them early stimulations for active involvement in the learning process through play, concrete experiences and the exploration of the environment whether in individual, small group or whole group settings.</p>	1	DR	<ul style="list-style-type: none"> • Curriculum Guides/ Teaching-Learning Activities • Teacher-made/prepared materials that support curriculum activities (e.g. experience charts, growth charts, calendar) • Observation Notes/ Samples of children's work 		
<p>3. The staff discusses the curriculum plan for individual children's needs, offering choices of activities with parents. Written plans show teacher-initiated and child-initiated activities that are developmentally appropriate in individual, small group and whole group settings.</p>	1	DR, O	<ul style="list-style-type: none"> • Curriculum Guides/ Teaching-Learning Activities 		
<p>4. Group time and activity center plans indicate adaptations/modifications necessary for facilitating young children with disabilities or children with special needs to meet their learning goals and objectives.</p>	1	DR	<ul style="list-style-type: none"> • Curriculum Guides/ Teaching-Learning Activities • Guides for Adaptations/ Modifications/ Individualized Education Plan (IEP) 		

B. The curriculum is PLAY-BASED and provides space for a variety of CHILD-INITIATED and ADULT-FACILITATED learning opportunities.

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
5. Activity areas are provided to accommodate and encourage activities that are congruent with the curriculum, and are equipped with manipulative and interactive materials and equipment that are readily accessible to promote concrete and interactive learning, and to encourage peer interactions.	1	0	<ul style="list-style-type: none"> • Observation Notes/ Adequate space/areas in the classroom • Presence of materials and equipment that support curriculum activities 		
6. Both indoor and outdoor time and space are available for active physical and motor activities, quiet play and play that fosters development of values such as respect, empathy, care, cooperation and self-esteem.	1	0	<ul style="list-style-type: none"> • Observation Notes/ Presence of space for indoor & outdoor activities • Time schedule posted 		
7. Activity areas are accessible and are adapted to accommodate young children with special needs (CSNs).	1	0	<ul style="list-style-type: none"> • Observation Notes/ Areas are accessible for CSNs 		

C. The curriculum develops CONCEPTS and VALUES in Health and Safety, Literacy, Numeracy, Science, Social Studies, Technology, Creative Expression and Arts Appreciation.

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
8. The curriculum integrates concepts that promote healthy life among young children, such as but not limited to water, sanitation, hygiene and safety.	1	DR, O	<ul style="list-style-type: none"> • Curriculum Guides/ Teaching-Learning Activities • Observation Notes/ Classroom Activities 		
9. Experiences are provided for language and literacy development, development of mathematical concepts, development of scientific concepts, self-expression in art, music, movement and dance, and dramatic play	1	DR, O	<ul style="list-style-type: none"> • Curriculum Guides/ Teaching-Learning Activities • Observation Notes/ Classroom Activities • Samples of children's work • Presence of teacher-made/prepared materials that support curriculum activities 		

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
10. Activities are provided to help young children appreciate their own culture and heritage.	1	DR, O	<ul style="list-style-type: none"> • Curriculum Guides/ Teaching-Learning Activities-Observation Notes/Classroom Activities • Samples of children's work • Presence of teacher-made/prepared materials that support curriculum activities 		

D. Instruction is ADJUSTABLE based on the regular assessment of the young children. Several ASSESSMENT METHODS are used to help determine the child's developmental progress when planning for instruction, including those children with special needs.

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
11. Authentic forms of assessment are conducted among all children to identify children's progress and development needs.	1	DR, O	<ul style="list-style-type: none"> • Child's Assessment Records • Curriculum Guides/ Teaching-Learning Activities • Observation Notes/ Classroom Activities 		

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
12. Children are not assessed through paper and pencil tests. Assessment methods used include teacher observations, information shared by children's families, anecdotal records, checklists, rating scales, portfolios that include samples of children's work, photographs, etc.	1	DR, O	<ul style="list-style-type: none"> • Child's Assessment Records Narrative • Observation Notes/ Classroom Activities 		
13. Data from assessments are also used to adapt curriculum, activities, practices, routines and settings to meet the needs of young children.	1	0	<ul style="list-style-type: none"> • Child's Assessment Records • Curriculum Guides/ Teaching-Learning Activities • Observation Notes/ Classroom Activities 		

E. There is a STRUCTURE that supports the instruction of young children.

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
14. The daily schedule provides a balance in the conduct of the following: indoor and outdoor activities for small and large muscle development and coordination; quiet and active activities; individual, small group, or large group activities; and child initiated/staff directed activities.	1	DR, O	<ul style="list-style-type: none"> • Daily Classroom Program/Routine • Curriculum Guides/ Teaching-Learning Activities • Observation Notes/ Classroom 		
15. Time or a work period is allotted to every child for free play to enhance creativity and independence, and to activities that build young children's interests and sustain children's initiatives.	1	O, DR	<ul style="list-style-type: none"> • Observation Notes/ Classroom Activities • Daily Classroom Program/Routine 		
16. Materials such as open-ended and sensory materials (e.g. blocks, sand, water, play dough, manipulatives and art materials) are provided so that young children can select their own activities on a free-time basis, comprising of at least one activity period for half-day programs for young children to experiment with.	1	O	<ul style="list-style-type: none"> • Observation Notes/ Presence of sensory materials 		
17. Teacher-directed, large groups and/or sedentary activities are limited.	1	O, DR	<ul style="list-style-type: none"> • Observation Notes/ Classroom Activities • Curriculum Guides/ Teaching-Learning Activities 		

F. Daily ROUTINES are flexible but predictable.

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
18. Routines are tailored to fit young children's needs and interests as much as possible.	1	0	<ul style="list-style-type: none"> • Observation Notes/ Classroom Activities 		
19. The staff adjust to changes or unexpected situations in a relaxed manner.	1	0	<ul style="list-style-type: none"> • Observation Notes/ Classroom Activities 		
20. Young children are not rushed to finish or stop when deeply engaged in an activity.	1	0	<ul style="list-style-type: none"> • Observation Notes/ Classroom Activities 		
21. Cues or creative transition techniques, such as developmentally appropriate songs, familiar phrases or visual cues are regularly used to support smooth transitions between activities.	1	O, DR	<ul style="list-style-type: none"> • Observation Notes/ Classroom Activities • Curriculum Guides/ Teaching- Learning Activities 		

G. There are QUIET OR REST ACTIVITIES as extended rest period requirements.

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
22. Young children are allowed the amount of quiet activity, rest or sleep appropriate to individual needs, and appropriate places/ activities and supervision are provided to young children who are not sleeping.	1	O, DR	<ul style="list-style-type: none"> • Observation Notes/ Classroom Activities • Curriculum Guides 		
23. Quiet activities include, but are not limited to, puzzle play, books, listening to music, relaxation, sleep or playing with manipulatives.	1	O, DR	<ul style="list-style-type: none"> • Observation Notes/ Classroom Activities • Curriculum Guides 		

H. There are opportunities for young children to practice SELF-HELP skills.

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
24. Routine self-help tasks, such as toileting, eating and dressing are handled based on individual needs and in a positive, relaxed and reassuring environment.	1	O, DR	<ul style="list-style-type: none"> • Observation Notes/ Classroom Activities • Curriculum Guides/ Teaching- Learning Activities 		

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
25. Self-help skills are incorporated into the program as opportunities for developing conversation and playful interaction to bring about children's learning.	1	O, DR	<ul style="list-style-type: none"> • Observation Notes • Curriculum Guides/ Teaching-Learning Activities 		

I. The program has the NUMBER OF STAFF necessary to ensure ADEQUATE GROUP SUPERVISION at all times and to provide INDIVIDUAL INSTRUCTION to young children to promote physical, social, emotional and cognitive/intellectual development.

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
26. The program maintains at least a minimum teacher-child ratio of 1:10, and if it reaches the maximum of 1:25, there is a teacher-aide/assistant/trained parent or trained adult volunteer.	1	O, DR	<ul style="list-style-type: none"> • Observation Notes/No. of children present • CDC/LC Policies • Enrollment Document 		
27. For programs for infants and toddlers that involve training parents to care and provide early learning, a minimum of teacher-parent ratio of 1:5 is maintained with a teacher aide/assistant, if applicable.	1	O, DR	<ul style="list-style-type: none"> • Observation Notes/ No. of staff & children present • CDC/LC Policies • Enrollment Document 		

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
28. There is a minimum of two adults trained in health care, nutrition and emergency procedures.	1	DR, I	<ul style="list-style-type: none"> • CDC/LC record on the names of two adults • Certificates of Training • Interview Notes on roles of the adults 		
29. There is a written staff schedule that is kept current.	1	DR	<ul style="list-style-type: none"> • Current schedule of staff assignment 		
			TOTAL POINTS		

AREA VI:



FAMILY INVOLVEMENT AND COMMUNITY LINKAGES

Standard:

The Center promotes harmonious family relationships, and builds strong collaborative working relationships with stakeholders towards the effective delivery of programs and services.

A. The Center implements SUPPORTIVE PARTNERSHIP with parents as the PRIMARY EDUCATORS of their young children. Staff and parents will keep each other WELL INFORMED about the child’s development and the programs and services implemented.

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
1. The Center provides a clear orientation on child protection programs and services to parents/families/guardians and on health, nutrition, early learning and social services.	1	DR	<ul style="list-style-type: none"> CDC/LC Records of Orientation to Parents on Programs and Services Offered 		
2. Written information about the delivery of programs and services, and policies of the Center are provided to parents upon the admission of their young children to the Center. There should be signed agreements with parents in relation to the rules and regulations of the Center.	1	DR	<ul style="list-style-type: none"> Copies of CDC/LC Handbook/Brochure/ Fold Out/Handouts 		

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
3. Opportunities are given to parents/authorized guardians/caregivers to participate in the following activities to enhance their knowledge and skills for the development of the full potential of their young children:					
<ul style="list-style-type: none"> •Parent education or Responsible Parenthood (e.g. Parent Effectiveness Services Seminar (PESS), Empowerment Reaffirmation of Paternal Abilities Training (ERPAT), reinforcing/promoting positive behavior, alternative discipline); Family Support Program; Curriculum review and development of instructional materials; Children’s assessment of their growth and development; and Trainings on First Aid, Disaster Preparedness, PABASA sa Nutrisyon, and Nutrition in Emergencies. 	1	DR	<ul style="list-style-type: none"> • CDC/LCA List of Parents/Authorized Guardians/Care-givers who participated in activities 		
4. Family members and guardians are given written instructions to attend the following:					
<ul style="list-style-type: none"> •Organization of Child Development Center Parents’ Organization/Committee, and 	1	DR	<ul style="list-style-type: none"> • CDC/LC File of communications *re organization of PTA/PTCA 		

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
<ul style="list-style-type: none"> •CDTs/CDWs, Parents and Barangay officials conduct regular meetings to develop the Center's Improvement Plan (CIP) and its implementation, and to evaluate the implemented activities. 	1	DR	<ul style="list-style-type: none"> • CDC/LC File of communications *re CIP development, implementation, evaluation 		
5. The Center's program is sustainable through the parents' support:					
<ul style="list-style-type: none"> •Ensure continuity of the significant activities being done in the Center (e.g. hand washing, tooth brushing, etc.). 	1	DR	<ul style="list-style-type: none"> • CDC/LC Documents on activities participated by parents/Photographs 		
<ul style="list-style-type: none"> •Promote parents/authorized guardians/ caregivers to become active volunteers of the Center and the community. 	1	I	<ul style="list-style-type: none"> • CDC/LC List of Volunteers 		

B. The Center conducts OUTREACH PROGRAM to harness COMMUNITY INVOLVEMENT and LINKAGES.

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
6. The Center mobilizes the community during outreach programs and other Center activities.	1	DR	<ul style="list-style-type: none"> • CDC/LC Documents on Fieldtrips to the Community (e.g. "Lakbay Bulilit") • Teaching Learning-Activities about the Community • Photographs of the community 		
7. Curricular activities include educational community trips to improve young children's exposure to community facilities and resources for them to be aware of one's culture, and environmental care, protection and conservation.	1	DR	<ul style="list-style-type: none"> • CDC/LC Documents on Fieldtrips to the Community (e.g. "Lakbay Bulilit") • Teaching/Learning Activities about the Community • Photographs of the community 		
8. The Center links/networks with partners/ stakeholders to contribute, develop and sustain programs that will, among others, promote the safety and protection of young children from abuse and neglect.	1	DR	<ul style="list-style-type: none"> • CDC/LC List of Stakeholders 		
			TOTAL POINTS		

AREA VII:



LEADERSHIP, PROGRAM MANAGEMENT AND SUPPORT

Standard:

The program is efficiently and effectively administered and managed by a qualified local CDC/LC Committee/Board/Office that focuses attention to the needs of young children, their parents and CDC/LC staff to promote quality integrated services in health, nutrition, early education and social services. The Program Focal Person/Administrator/Director/Principal provides leadership and support to staff and families, so that young children have high quality experiences.

A. The CDC/LC has evidence of its AUTHORITY TO OPERATE.

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
1. The Public CDC provides evidence of its authority to operate programs under the Local Government Unit, as provided in R.A. 10410 known as the “Early Years Act of 2013.”	1	DR, I	<ul style="list-style-type: none"> • Barangay/Municipal Council Resolution • Deed of Donation • Building Permit • Interview Notes with the local officials 		
The Private CDC/LC maintains documents that fully and completely identify its ownership. A corporation, partnerships or association identifies its officers and maintains a file that includes, where applicable, the charter/ partnership agreement/constitution/articles of organization and by-laws, and is registered in the Securities and Exchange Commission and has a business permit from the Local Government Unit.	1	DR	<ul style="list-style-type: none"> • SEC Registration • Mayor’s Business Permit 		

B. The Public CDC has a written THREE-YEAR IMPROVEMENT PLAN and AN ANNUAL WORK AND FINANCIAL PLAN, or its EQUIVALENT for the Private CDC/LC.

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
<p>2. The Plan is cooperatively prepared by the CDC Committee composed of the Municipal Mayor as the Chairperson, the City/Municipal Social Development Officer, and the Principal of the nearby elementary school as Vice- Chairpersons; with the Barangay Captain, the Barangay Nutrition Scholar, the Barangay Health Worker, and the Child Development Teacher/Worker as Members. In the planning, parent representatives are invited. For the Public NGA/GOCC and Private Learning Center, the Director/Principal and the Members of the Board and parent representatives are tasked to prepare this Plan.</p>	1	DR, I	<ul style="list-style-type: none"> • Minutes of Meetings • Activity report including attendance & photographs on Plan Development • Three-Year Plan & Annual Plan • Interviews Notes with local officials, DCT/W, parents as respondents 		
<p>3. The Plan contains the Vision, Mission, Goals, Objectives, Activities, Budget Allocation, Target Date, Persons Involved and Output Indicators.</p>	1	DR	<ul style="list-style-type: none"> • Three-Year Plan & Annual Plan 		
<p>4. A Center Report Card/Annual Accomplishment Report is prepared by the Child Development Teacher/Worker in consultation with the C/MSWDO Focal Person for ECCD Program for the public CDCs and with the Administrator/ Director/Principal for private CDC/LC, and presented to the Committee and parents at the end of the school year. This Report is the basis for the succeeding school year's Annual Work and Financial Plan.</p>	1	DR, I	<ul style="list-style-type: none"> • Report Card • Interview Notes with the C/MSWDOs and parents as respondents 		

C. The program of the CDC is ADMINISTERED and MANAGED by the CDC LOCAL COMMITTEE/TEAM/OFFICE AND is SUPERVISED by the CITY/ MUNICIPAL SOCIAL DEVELOPMENT WORKER or FOCAL PERSON IN ECCD, while the PRIVATE CDC/LC is ADMINISTERED, MANAGED, and SUPERVISED by its ADMINISTRATOR/DIRECTOR/PRINCIPAL.

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
5. The supervisory responsibilities may include but not limited to the following:					
<ul style="list-style-type: none"> •Oversee the development and maintenance of the Center and its early childhood curriculum and programs; 	1	DR, I	<ul style="list-style-type: none"> • Development Plan/ Action Plan on Center's Maintenance/Curriculum and Programs •Activity Reports of C/ MSWDO • Accomplishment Reportof the C/MSWDO •Interview Notes with CDT/ CDW 		
<ul style="list-style-type: none"> •Observe classroom activities and provide feedback to CDTs/CDWs and other staff; 	1	DR	<ul style="list-style-type: none"> • Observation and Feed backing Reports of C/ MSWDO • Accomplishment Reports of the C/MSWDO 		

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
<ul style="list-style-type: none"> •Provide family support and education relevant to early learning; 	1	DR, I	<ul style="list-style-type: none"> • Development Plans/Action Plans on Family Support Program/Activities • Activity/Accomplishment Reports • Interview Notes with local govt. officials, CDT/ CDW and parents as respondents 		
<ul style="list-style-type: none"> •Plan and issue policies needed in the implementation of the curriculum and program; 	1	DR	<ul style="list-style-type: none"> • Policies/Memos/ Circulars Issued 		
<ul style="list-style-type: none"> •Plan and implement staff development programs; and 	1	DR, I	<ul style="list-style-type: none"> • Professional/ Staff Development Plan/Action Plans •Activity Reports on staff development activities • Accomplishment Report of the concerned staff •Interview Notes with the CDT/CDW and parents as respondents 		

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
<ul style="list-style-type: none"> Support the implementation of standards for early childhood programs. 	1	DR, I	<ul style="list-style-type: none"> Action Plan for Implementation of Standards Orientation/Training on Standards Activity Reports Interview Notes with local government officials, CDT/ CDW and parents as respondents 		
<p>6. Records of the results of supervisory visits are made available to the Child Development Teacher/Worker and to the Teacher Aide, and shall serve as the bases for the performance evaluation of these staff.</p>	1	DR, I	<ul style="list-style-type: none"> Center's File of Supervisory Reports Interview Notes with CDT/CDW/Teacher Aide and parents as respondents 		

D. The administration, through the Child Development Teacher/Worker, has CHILD RECORDS that are MAINTAINED and KEPT CONFIDENTIAL for each child.

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
7. Information in the child's records is not released to individuals without the written consent of parents.	1	DR, I	<ul style="list-style-type: none"> • Center Policies • Record of parents' consent for the release of a child's records • Interview Notes with parents as respondents 		
8. The child's parent(s), upon request, have access to the child's record.	1	I	<ul style="list-style-type: none"> • Interview notes with parents as respondents 		
9. A child's parent(s) has the right to add information, comments, data or any relevant material to the child's record, or has the right to request the deletion or amendment of any information contained in the child's record, if supported by a legal document.	1	DR, I	<ul style="list-style-type: none"> • Center Policies • Interview Notes with parents as respondents 		

E. The program has procedures for REFERRAL.

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
10. The program has procedures for referring parents to appropriate services for the child and his/her family, including but not limited to dental/medical check-up, vision and/or hearing screening, kindergarten screening, social, mental health and educational and medical services, should the staff feel that assessment for such additional services would benefit the child.	1	DR, I	<ul style="list-style-type: none"> • Center's Policies • Center's File of Medical Check-Up/Services given to children • Interview Notes with parents, CDT/CDW as respondents 		
11. The program provides follow-up to the referral with parental permission, and contacts the agency or service provider who evaluated the child for consultation and assistance in meeting the child's needs.	1	DR, I	<ul style="list-style-type: none"> • Center's File of follow-up of referrals • Interview with parents as respondents 		

F. The program follows a process on the recruitment and hiring of the Child Development Teacher/Worker and Teacher Aide or its equivalent for the Private CDC/LC.

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
12. The CDT/CDW/Teacher Aide in a public CDC is hired following the process below:					
•Initial Meeting between the Local Executive/Mayor and the C/MSWDO/ECCD Focal Person on the recruitment and hiring of the CDT/CDW/Teacher Aide,	1	DR, I	•Minutes of the Meeting		
•The C/MSWDO/ECCD Focal Person disseminates the information of accepting applicants for the vacant position,			• Copy of announcements posted		
•Applicants submit the required documents (Personal Data Sheet, College Diploma, Transcript of Records, Results of Physical Examination and Psychological Test) to the MSWDO/ECCD Coordinator,			• Application papers on file		
•C/MSWDO/ECCD Focal Person evaluates the submitted documents and determines which applicants are qualified or not,			•File on Evaluation of Applicants • Interview Notes with local govt. officials, CDT/CDW/staff hired as respondents		

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
<ul style="list-style-type: none"> •The C/MSWDO/ECCD Focal Person submits the list of qualified applicants to the Local Executive/Mayor, and 			<ul style="list-style-type: none"> • List of Qualified Applicants 		
<ul style="list-style-type: none"> •The Local Executive/Mayor appoints the qualified applicant. 			<ul style="list-style-type: none"> • Letter of appointment 		
<ul style="list-style-type: none"> •For the Private CDC/LC and public CDC established by NGOs/NGAs/GOCCs, the recruitment and hiring are done in accordance with the rules and procedures approved by its Board/Committee. 	1	DR, I	<ul style="list-style-type: none"> •Copy of the vacancy announcement • Application papers on file •Interview with the HR, applicants and hired staff 		

G. The MONTHLY SALARY of the PUBLIC CDT/CDW/TEACHER AIDE shall be shouldered by the LGU/NGA/GOCC, while PRIVATE CDCs/TEACHER AIDES and its ADMINISTRATIVE STAFF shall be paid on time by the CDC/LC Board/Committee/office that hires them.

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
13. The salary of the public CDT/CDW will be based on the Salary Grade of Teacher I (SG II) of the Department of Education, but the amount will depend on the monthly salary schedule of the local government personnel per DBM Local Budget Circular no. 99 dated May 25, 2012.	1	DR, I	<ul style="list-style-type: none"> • 201 file • Contract • Pay slip • Interview with the Budget/HR Officer 		
14. A Teacher Aide in a public CDC shall be paid on an honorarium basis as approved by a Sangguniang Bayan Resolution of the Local Government Unit or in a Resolution by the NGA or GOCC.	1	DR, I	<ul style="list-style-type: none"> • Board Resolution • Contract • Pay slip • Interview with the Budget/HR Officer 		
•The salary of a private CDC's teacher aides and administrative staff shall be paid by the CDC/LC that hired them, in accordance with the approved resolution of the Board/ Committee.	1	DR, I	<ul style="list-style-type: none"> • Board Resolution • 201 file • Contract • Pay slip • Interview with the HR/ Budget Officer, staff 		

H. The program MAINTAINS A CONFIDENTIAL PERSONNEL RECORD for each staff member.

AREAS/ STANDARDS/ GUIDELINES/ INDICATORS	MAX. POINTS	METHOD FOR GATHERING INFORMATION	EVIDENCES TO BE GATHERED	RATING OF THE CENTER	REMARKS
<p>15. The confidential personnel record includes, but is not limited to the following:</p> <ul style="list-style-type: none"> •employee's resume, •documentation that the employee has qualifications required for the position, reference verification, • medical and dental records, • documentation of staff in-service training, • annual evaluation, • attendance records, and • verification that the employee has received and understood program policies. 	1	DR, I	<ul style="list-style-type: none"> • 201 file in secured storage • Interview Notes with the HR and staff as respondents 		
<p>16. The records of personnel files are updated and well-maintained, and the management upholds the confidentiality of these files.</p>	1	DR, I	<ul style="list-style-type: none"> • 201 file • Interview Notes with the HR and staff as respondents 		
			TOTAL POINTS		

E. How to Fill up Tables 1 and 2 and Compute the Rating for Each Area

1. The Evaluator(s) shall fill up **Table 1** or the **Consolidated Individual Ratings Sheet**. Each evaluator will write the Total Points he/she gave in each Area. The sum for the Total Points will be indicated in the column **Consolidated Maximum Points Earned** by the CDC/LC for each Area. The Consolidated Total Points shall be divided into two (2) if there are two (2) evaluators to get the **Average Maximum Points Earned** for each Area.
2. The Evaluator(s) shall fill up **Table 2** or the **Summary Sheet for the Public/Private CDC/LC**. This Sheet has five (5) columns: Areas, Maximum Points (for Public/Private CDC/LC), 75% Level of Compliance, Average Maximum Points Earned and Rating (Complied With or Not Complied With the Requirements). The column on the 75% Level of Compliance indicates the **Minimum Points** that the CDC/LC should earn in each Area in order to qualify for Recognition.
3. The Evaluator(s) shall fill up the column on the Average Maximum Points Earned.
4. For the column on Rating, the Evaluator(s) shall compare the Average Maximum Points Earned with the Points indicated in the 75% Level of Compliance for each Area. If the Points are the same or exceed the 75% Level of Compliance, the Evaluator(s) will write **Complied With Requirements**. If not, the Evaluator(s) will write **Not Complied With Requirements**.
5. If the CDC/LC has earned **Complied With Requirements** in all the seven (7) Areas, it is qualified for **Recognition**.

F. How to Compute the Level of Recognition

1. The Evaluator(s) shall add the **Average Maximum Points Earned** in the seven (7) Areas for the **Total Average Maximum Points Earned**. Then the Level of Recognition shall be computed.
2. If the **Total Average Maximum Points Earned** by the CDC/LC meets 75% to 85% or (157-179) of the Total Maximum Points, it is awarded Level 1 Recognition or Satisfactory Rating. This means that the Center has demonstrated Mandatory Compliance with the Standards and Guidelines that shows effectiveness of quality service implementation and, hence, the CDC/LC enjoys three (3) years of autonomy for its Level 1 Recognition.

3. If the **Total Average Maximum Points Earned** by the CDC meets 86% to 95% or (180- 200) of the Total Maximum Points, it is awarded Level 2 Recognition or Very Satisfactory Rating. This means that the Center has demonstrated Optimal Compliance with the Standards and Guidelines that increases the effectiveness of quality service implementation and, hence, the CDC/LC enjoys four (4) years of autonomy for its Level 2 Recognition.
4. If the **Total Average Maximum Points Earned** by the CDC/LC meets 96% to 100% or (201-210) of the Total Maximum Points, it is awarded Level 3 Recognition or Outstanding Rating. This means that the Center has demonstrated the Highest Compliance with the Standards and Guidelines that makes the Center a Center of Excellence and, hence, the CDC/LC enjoys five (5) years of autonomy for its Level 3 Recognition.

TABLE 1

AREAS	TOTAL POINTS		CONSOLIDATED MAXIMUM POINTS EARNED	AVERAGE MAXIMUM POINTS EARNED
	<i>Evaluator 1</i>	<i>Evaluator 2</i>		
I. Health, Nutrition, and Safety				
II. Physical Environment and Safety				
III. Interactions and Relationships Between Staff and Children, Among Children and Other Adults				
IV. Staff Qualifications, Staff Development and Continuing Education				
V. Curriculum, Instruction and Assessment				
VI. Family Involvement and Community Linkages				
VII. Leadership, Program Management and Support				

TABLE 2

AREAS	MAXIMUM POINTS	75% LEVEL OF COMPLIANCE	AVERAGE MAXIMUM POINTS EARNED	RATING Complied With Requirements (CWR) or Not Complied With Requirements (NCWR)
I. Health, Nutrition, and Safety	66	49		
II. Physical Environment and Safety	34	25		
III. Interactions and Relationships Between Staff and Children, Among Children and Other Adults	15	11		
IV. Staff Qualifications, Staff Development and Continuing Education	35	26		
V. Curriculum, Instruction and Assessment	29	22		
VI. Family Involvement and Community Linkages	10	7		
VII. Leadership, Program Management and Support	21	16		
TOTAL AVERAGE MAXIMUM POINTS EARNED (Note: Computed if all Areas Complied with the Requirements in the Rating)	210	156	_____	

Levels of Recognition:

Level 1 Score = 157-179

Level 2 Score = 180 – 200

Level 3 Score = 201 - 210

Please check the appropriate box/space.

Recommended for Conferment of Recognition

Level 1 or Satisfactory Rating
(demonstrated mandatory compliance)

Level 2 or Very Satisfactory Rating
(demonstrated optimal compliance)

Level 3 or Outstanding Rating
(demonstrated highest compliance that
makes the Center a Center of Excellence)

Recommended for Deferment of Recognition

Prepared and submitted by the evaluator(s):

Name	Signature	Date
1.		
2.		
3.		

APPENDIX A

REGISTRATION FORM FOR THE PUBLIC/PRIVATE CDC/LC

1. Name of Child Development Center/Learning Center:

2. Type: Public Private

If Private, indicate type: Church-based Non-government organization/ Foundation initiated Community-based

3. Address:

No.

Street

Barangay/ Subdivision

City/ Municipality

Province

Region

4. Date Established: _____

5. Early Childhood Programs Offered: Infants Toddlers Pre-K1 Pre-K2

6. Name of Barangay Captain/Authorized Person (Public CDC):

Name of Administrator/Director/Principal (Private CDC/LC):

7. Name(s) of Child Development Teacher(s)/Worker(s):

8. Contact Person of the Center:

Telephone/Mobile/Fax No. of the Center:

9. E-mail Address of the Center/Contact Person:

SUBMITTED BY:

Name & Signature above Name & Designation
Barangay Captain: LGU /Authorized Person: NGA/GOCC
(Public CDC) Administrator/Director/Principal (Private CDC/LC)

Date

NOTED:

City/Municipal Social Welfare Development Officer/ECCD Focal Person

Date

APPENDIX B

INFORMATION ON THE ESSENTIAL ELEMENTS OF THE PUBLIC CDC

1. Name of Child Development Center/Learning Center:

2. Type: City/Municipal/Barangay initiated Office/Work Place initiated

3. Address:

<i>No.</i>	<i>Street</i>	<i>Barangay/ Subdivision</i>
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<i>City/ Municipality</i>	<i>Province</i>	<i>Region</i>
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4. Date Established: _____ 5. Early Childhood Programs Offered: Infants Toddlers Pre-K1 Pre-K2

6. Name of City/Municipal Mayor:

7. Name of Barangay Captain/Authorized Person (NGA/GOCC):

8 Name(s) of Child Development Teacher(s)/Worker(s):

9. Contact Person of the Center:

Telephone/Mobile/Fax No. of the Center:

10. E-mail Address of the Center/Contact Person:

CHECKLIST ON THE ESSENTIAL ELEMENTS OF THE CENTER

ELEMENTS	YES	NO	REMARKS
A. Center Environment			
1. Does the Center have a safe and healthy learning environment?			
2. Does the Center promote a child-friendly environment?			
3. Does the Center protect the children from abuse and neglect?			
4. Is the Center accessible to all children in the community?			
B. Clientele/Children Served			
5. Does the Center have the list of names of children ages one (1) to four (4) years living in the community?			
6. Are the parents/guardian aware of the location and the services provided by the Center?			
C. Child Development Teacher/Worker and Other Staff			
7. Is there an available Child Development Teacher/Worker in the Center?			
8. Does the Barangay Nutrition Scholar provide assistance to the Child Development Teacher/Worker?			
9. Does the City/Municipal/Barangay Health Worker provide assistance to the Child Development Teacher/Worker?			
10. Are there parents/ volunteers in the Center?			

EVALUATED BY:

Name & Signature

*City/Municipal Social Development Officer/
ECCD Focal Person*

Date

APPENDIX C

PROCESSING SHEET FOR PERMIT TO OPERATE FOR THE PRIVATE CDC/LC

1. Name of Child Development Center/Learning Center:

2. Type: *Church-based* *Non-government organization/ Foundation initiated* *Community-based*

3. Address:

<i>No.</i>	<i>Street</i>	<i>Barangay/ Subdivision</i>
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<i>City/ Municipality</i>	<i>Province</i>	<i>Region</i>
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4. Date Established: _____ 5. Early Childhood Programs Offered: *Infants* *Toddlers* *Pre-K1* *Pre-K2*

6. Name of Administrator/Director/Principal: _____

7. Contact Person of the Center: Telephone/Mobile/Fax No. of the Center: 8. E-mail Address of the Center/Contact Person:

CHECKLIST OF REQUIREMENTS FOR PERMIT TO OPERATE

ELEMENTS	YES	NO	REMARKS
A. Requirements for Submission (One [1] copy each)			
1. Photo copy of the SEC Registration (with the Original Copy for presentation only)			
2. Profile of the Center that describes its location, ownership, goals and objectives, and the program(s) to be offered			
3. Description with photographs of the lot size, indoor and outdoor area, number of buildings/ classrooms, facilities, equipment and instructional materials available for effective instruction			
4. Number of young children to be served, list of teachers, names of administrator/principal/director and other staff			
B. Other Information Needed			
1. Do the outdoor and classroom environment ensure access for children and adults with special needs (with ramps and railings), by compliance with the requirements of Batas Pambansa Bldg. 344 "An Act to Enhance Mobility of Disabled Persons by Requiring Certain Buildings, Institutions, Establishments and Public Utilities to Install Facilities and Other Devices"?			
2. Does the CDC/LC meet the current state and local building codes, and safety requirements?			
3. Are the windows and doors constructed to prevent injury to children?			
4. Can the door's entry and exit be opened inward and outward but not swinging?			
5. Does the CDC/LC promote a child friendly environment?			

EVALUATED BY:

Name & Signature
 City/Municipal Social Development Officer/
 ECCD Focal Person

Date

APPENDIX D

WORKSHEETS FOR THE GRANTING OF RECOGNITION TO THE PUBLIC OR PRIVATE CDC/LC

1. Observation Sheet

DATE	INDICATOR NO. / AREA OF FOCUS	OBSERVATION NOTES

2. Interview Sheet

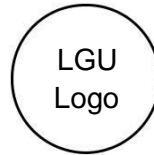
DATE	INDICATOR NO. / AREA OF FOCUS	PERSON(S) INTERVIEWED/ RESPONDENTS	RESPONSES/ INTERVIEW NOTES

3. Document Review Sheet

DATE	INDICATOR NO. / AREA OF FOCUS	DOCUMENTS REVIEWED	FINDINGS

APPENDIX E

SAMPLE OF A CERTIFICATE TO OPERATE



Letterhead of the City / Mayor's Office This

CERTIFICATE TO OPERATE FOR THREE YEARS

is hereby issued to

(Name of the registered private CDC/LC)

(Address)

for compliance to requirements set by the ECCD Council for Center-Based Programs
for 0 to 4 Years Old Children.

Given this ____ day of _____, 20____ in _____, Philippines.

(Name of the City/Municipal Mayor)

APPENDIX F1

PARTICIPANTS TO THE TWO-DAY CONSULTATIVE MEETING ON THE GUIDELINES FOR REGISTRATION AND GRANTING OF PERMIT AND
RECOGNITION TO CHILD DEVELOPMENT CENTERS AND PRIVATE LEARNING CENTERS ECCDC COUNCIL SECRETARIAT CONFERENCE
ROOM FEBRUARY 4-5, 2015

NAME	DESIGNATION	OFFICE/ AGENCY
1. Dr. Anthony P. Calibo	Medical Specialist IV	Department of Health
2. Reginaldo T. Guillen	Nutrition Officer IV	National Nutrition Council, DOH
3. Armando P. Manglicmot	Nutrition Officer II	National Nutrition Council, DOH
4. Dr. Miriam M. Covar	Director	Christian Child Care Center, Quezon City
5. Rosella Jean M. Puno	Board of Director	Christian Child Care Center, Quezon City
6. Corazon D. Macayan	Home-Based ECCDC Focal Person	CSWD Office, Malabon City
7. Genixon C. David	Technical Officer	Union of Local Authorities of the Phils.
8. Virginia C. Rada	ECCDC Focal Focal-Operation	Manila Department of Social Welfare, Manila
9. Rosalita F. Reyes	Day Care Worker II/Home-Based Assistant	CSWD Office, Malabon City
10. Thea Joy G. Manalo	Senior Education Program Specialist	Department of Education
11. Rosalinda T. Serrano	Education Program Specialist II	Department of Education
12. Dr. Teresita G. Inciong	Executive Director	ECCDC
13. Dr. Yolanda S. Quijano	Education Consultant	ECCDC Secretariat
14. Simeona T. Ebol	Program Management Officer	ECCDC Secretariat
15. Pia Leah M. Abad	Planning Officer III	ECCDC Secretariat
16. Barbra Mae C. Dumlaog	Planning Officer III	ECCDC Secretariat
17. Pia C. Chavez	Program Development Officer II	ECCDC Secretariat
18. Remylen M. Malaquilla	Executive Assistant/Program Development Officer II	ECCDC Secretariat
19. Ronalyn B. Datur	Program Development Officer I	ECCDC Secretariat
20. Ever-Ben R. Rogero	Program Development Officer I	ECCDC Secretariat
21. Eldy U. Oñas	Program Development Officer	ECCDC Secretariat
22. Renn Wilson G. Diola	Administrative Assistant	ECCDC Secretariat

APPENDIX F2

PARTICIPANTS TO THE TWO-DAY VALIDATION CUM WORKSHOP ON THE ASSESSMENT TOOL FOR THE GRANTING OF PERMIT AND RECOGNITION TO CHILD DEVELOPMENT CENTERS AND LEARNING CENTERS NEW HORIZON HOTEL, MARCH 3-4, 2015

NAME	DESIGNATION	OFFICE/ AGENCY
Core Group		
1. Reginaldo T. Guillen	Nutrition Officer IV	National Nutrition Council, DOH
2. Armando P. Manglicmot	Nutrition Officer II	National Nutrition Council, DOH
3. Dr. Miriam M. Covar	Director	Christian Child Care Center, Quezon City
4. Rosella Jean M. Puno	Board of Director	Christian Child Care Center, Quezon City
5. Genixon C. David	Technical Officer, Plans Programs & Policy Unit	Union of Local Authorities of the Phils.
6. Virginia C. Rada	ECCD Focal Focal-Operation	Manila Department of Social Welfare, Manila
7. Corazon D. Macayan	Home-Based ECCD Focal Person	CSWD Office, Malabon City
8. Rosalita F. Reyes	Day Care Worker II/Home-Based Assistant	CSWD Office, Malabon City
9. Thea Joy G. Manalo	Senior Education Program Specialist,	Department of Education
10. Dr. Teresita G. Inciong	Vice Chairperson & Executive Director	ECCD Council
11. Dr. Yolanda S. Quijano	Education Consultant	ECCDC Secretariat (Sec.)
12. Simeona T. Ebol	Program Management Officer	ECCDC Secretariat
13. Remylen M. Malaquilla	Executive Assistant/Program Development Officer II	ECCDC Secretariat
14. Pia Leah M. Abad	Planning Officer III	ECCDC Secretariat
15. Barbra Mae C. Dumlaog	Planning Officer III	ECCDC Secretariat
16. Pia C. Chavez	Program Development Officer II	ECCDC Secretariat
17. Ronalyn B. Datur	Program Development Officer I	ECCDC Secretariat
18. Ever-Ben R. Rogero	Program Development Officer I	ECCDC Secretariat
19. Eldy U. Oñas	Program Development Officer	ECCDC Secretariat
20. Renn Wilson G. Diola	Administrative Officer	ECCDC Secretariat

NAME	DESIGNATION	OFFICE/ AGENCY
PSWDOs/C/MSWDOs/CDTs		
21. Jill Q. Matienzo	Social Welfare Officer I	PSWD Office, Province of Pampanga
22. Lazaro G. Petinglay	Provincial Social Welfare Development Officer	PSWD Office, Province of Antique
23. Emelia P. Andea	Provincial Social Welfare Development Officer	PSWD Office, Province of Misamis Oriental
24. Ma. Marissa L. Fernandez	Validator	Social Welfare Dept., Makati City
25. Elizabeth S. Empleo	Validator	Social Welfare Dept., Makati City
26. Concepcion S. Llaga	Human Resource Management Asst. II	Social Services Dept., Muntinlupa City
27. Cecilia C. Navarro	Day Care Worker/ECCD Teacher	Social Services Dept., Muntinlupa City
28. Maricel G. Labra	Officer-in-Charge, Early Childhood Educ. Div.	Social Services Dept., Muntinlupa City
29. Melissa N. Ferrer	Child Development Teacher	NCDC, Tugatog, Malabon City
30. Aldrin C. Ferrer	Child Development Teacher	NCDC, Hulong Duhat, Malabon City
31. Marivic M. Gabriel	Child Development Teacher	NCDC, Pandacan City
32. Judith J. Hasil	City Social Welfare Development Officer	MSWD Office, Sta. Rosa City, Laguna
33. Lucille M. De Leon	Municipal Social Welfare Development Officer	MSWD Office, Sta. Cruz, Laguna
34. Jovita M. Valdeabella	Day Care Worker Coordinator	MSWD Office, Sta. Cruz, Laguna
35. Francisca C. Mondez	Municipal Social Welfare Development Officer	MSWD Office, Pagsanjan, Laguna
36. Monette N. Martin	City Social Welfare Development Officer	CSWD Office, Antipolo City
37. Ma. Jennifer T. Dilag	Municipal Social Welfare Development Officer	MSWD Office, Binangonan, Rizal
38. Susan V. Mira	Municipal Social Welfare Development Officer	MSWD Office, Bindoy, Negros Oriental
39. Sally C. Balili	Social Welfare Officer IV	CSWD Office, Tagum City, Davao del Norte
40. Marivic F. Enguerra	Child Development Teacher	NCDC, Gubat, Sorsogon
41. Maria Ruby Ann J. Hilaga	Child Development Teacher	NCDC, Pavia, Iloilo

NAME	DESIGNATION	OFFICE/ AGENCY
Private Service Providers		
42. Dr. Trixie Marie J. Sison	Principal	Miriam College Child Study Center
43. Ulalia Gelia Y. Tandog	Kinder Level Coordinator	Miriam College, Child Study Center
44. Catherine Olive Violago	Administrator	Clarion School International, Quezon City
45. Emerita I. Garon	President/Board Member	Golden Values School/ECCD Council
46. Michelle A. Quiambao	Preschool Teacher	San Fernando, Pampanga
47. Lynette M. Orange	Principal	City Gates Academy, Antipolo City
48. Bernadette L. Isaguirre	School Directress	Oxford School for Children, Pasig City
49. Vanessa G. Vandevort	School Directress	Golden Values School, Makati City

APPENDIX F3

PARTICIPANTS TO THE TWO-DAY REVISION OF THE ASSESSMENT TOOL FOR THE GRANTING OF PERMIT AND RECOGNITION TO CHILD DEVELOPMENT CENTERS AND LEARNING CENTERSECCD COUNCIL SECRETARIAT CONFERENCE ROOM APRIL 29-30, 2015

NAME	DESIGNATION	OFFICE/ AGENCY
1. Dr. Teresita G. Inciong	Vice Chairperson & Executive Director	ECCD Council
2. Dr. Yolanda S. Quijano	Education Consultant	ECCD Council
3. Simeona T. Ebol	Program Management Officer	ECCD Council
4. Pia Leah M. Abad	Planning Officer III	ECCD Council
5. Barbra Mae C. Dumlao	Planning Officer III	ECCD Council
6. Pia C. Chavez	Program Development Officer II	ECCD Council
7. Remylen M. Malaquilla	Executive Assistant/PDO II	ECCD Council
8. Ronalyn B. Datur	Program Development Officer I	ECCD Council
9. Ever-Ben R. Rogero	Program Development Officer I	ECCD Council
10. Mark Rey DG. Batonghinog	Program Development Officer III	ECCD Council
11. Karl Jeffrey D. Sabalza	Program Development Officer	ECCD Council
12. Eldy U. O as	Program Development Officer	ECCD Council
13. Renn Wilson G. Diola	Administrative Assistant	ECCD Council
14. Reginaldo T. Guillen	Nutrition Officer IV	National Nutrition Council
15. Thea Joy G. Manalo	Senior Education Program Specialist	Department of Education
16. Rosalinda T. Serrano	Education Program Specialist II	Department of Education
17. Catherine Grace M. Lagunday	Social Worker Officer III	Department of Social Welfare and Development
18. Maria Aquilisa M. Ongleo	Social Worker Officer III	Department of Social Welfare and Development
19. Maricel G. Labra	Division Chief, Early Childhood Educ. Div.	Social Services Dept., Muntinlupa City
20. Virginia C. Rada	ECCD Focal Focal-Operation	Manila Department of Social Welfare, Manila

NAME	DESIGNATION	OFFICE/ AGENCY
21. Ma. Jennifer T. Dilag	Municipal Social Welfare Development Officer	Binangonan, Rizal
22. Iluminada. C. Mejorada	Social Welfare Assistant/Day Care Worker	MSWD Office, Binangonan, Rizal
23. Melissa N. Ferrer	Child Development Teacher	NCDC, Tugatog, Malabon City
24. Emerita I. Garon	President/Board Member	Golden Values School, Makati City/ECCD Council
25. Vanesa G. Vandevort	Directress	Golden Values School, Makati City
26. Gladys May M. Matchoc	Academic Coordinator	Clarion School Int'l, Quezon City
27. Dr. Trixie Marie J. Sison	Principal	Miriam College Child Study Center, Quezon City
28. Dinna S. Valera	Administrative Officer	Miriam College, Quezon City
29. Bernadette L. Isaguirre	School Directress	Oxford School for Children, Pasig City

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