

PDG B-5 and IDM Crosswalk

Essential Elements of all PDG Programs	Political Leadership (PL) 2/11	Workforce Development		Classroom Practice			Data-Driven Decision-Making (DDDM) 5/9
		Professional Development (PD) 7/11	Instructional Leadership (IL) 5/7	Research-Based Curriculum (RBC) 10/12	Formative Child Assessment (FCA) 6/11	High-Quality Teaching (HQT) 9/10	
Staff qualifications (teacher minimum = BA, teaching assistants = appropriate credentials)		Indicator 4: Workforce Development				Indicator 4: Early Childhood Education Credit Standards	
Professional development (available for all staff)	Indicator 1: Pre-K Office Leadership	Indicator 1: Core Knowledge and PD Standards Indicator 2: Ongoing PD, Requirements and Incentives Indicator 3: Job-Embedded PD Resources Indicator 7: Prevalance of Job-Embedded PD	Indicator 2: Instructional Leadership Competencies and Credentials	Indicator 2: Curriculum Resources Indicator 3: Curriculum Training (Infrastructure)		Indicator 6: HQT Supports Indicator 7: HQT Resources	
Staff ratio (max 10:1)						Indicator 2: High-Quality Program Structures and Monitoring	
Class size (max 20 children)						Indicator 2: High-Quality Program Structures and Monitoring	
Full-day program (follow public school calendar, min. 5 hours per day)						Indicator 2: High-Quality Program Structures and Monitoring	
Instruction and curriculum (evidence based; aligned with state standards; developmentally, culturally, and linguistically appropriate)			Indicator 1: Instructional Leadership Policy Indicator 6: Instructional Leadership Resource Topics	Indicator 1: Curriculum Policy Indicator 2: Curriculum Resources Indicator 3: Curriculum Training (Infrastructure) Indicator 7: Curriculum Implementation Indicator 8: Curriculum Training (Implementation)	Indicator 1: FCA Requirements	Indicator 3: Learning and Development Standards	

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Staff salaries (comparable with K-12)							
Program evaluation (evaluation providing data for continuous program improvement has to be implemented)			Indicator 1: Instructional Leadership Policy Indicator 6: Instructional Leadership Resource Topics	Indicator 4: Curriculum Fidelity Training Indicator 5: Curriculum Data Indicator 11: Curriculum Data Use	Indicator 9: FCA Program Use	Indicator 5: HQT Data Indicator 9: Classroom Quality	Indicator 1: Program Quality Assessment Indicator 2: DDDM Implementation Indicator 3: Quality Rating and Improvement System Indicator 5: Access to High-Quality Data
Comprehensive services (wraparound services for learning and development needs across domains)			Indicator 4: Instructional Leadership Data	Indicator 2: FCA and Special Populations (DLLs and Special Needs)		Indicator 3: Learning and Development Standards	
Family engagement (robust, culturally, and linguistically appropriate opportunities)			Indicator 1: Instructional Leadership Policy Indicator 6: Instructional Leadership Resource Topics	Indicator 12: Curriculum Feedback	Indicator 12: Family Engagement That Is Culturally and Linguistically Appropriate)	Indicator 10: HQT and Home Language	
Health and safety							
Optional Elements of all PDG Programs							
On-site coaching for educators		Indicator 9: Affordability and Accessibility	Indicator 3: Instructional Leadership Regulations				
Professional learning supports for leaders		Indicator 2: Ongoing PD, Requirements and Incentives Indicator 3: Job-Embedded PD Resources Indicator 8: Instructional Leadership Supports					
Developed early childhood workforce competencies or other workforce policies			Indicator 2: Instructional Leadership Credentials and Competencies			Indicator 1: Core Competency Contents Indicator 4: Early Childhood Education Credit Standards	
Funded early childhood courses to develop workforce		Indicator 3: Job-Embedded PD Resources Indicator 4: Workforce Development					

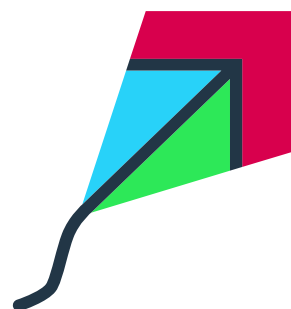
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		Professional Development (PD) 7/11	Instructional Leadership (IL) 5/7	Research-Based Curriculum (RBC) 10/12	Formative Child Assessment (FCA) 6/11	High-Quality Teaching (HQT) 9/10	
Focused on supporting social and emotional development							
Developed policies and/or resources to facilitate kindergarten transitions							
Developed policies and/or resources to engage families			Indicator 1: Instructional Leadership Policy Indicator 6: Instructional Leadership Resource Topics	Indicator 1: Curriculum Policy	Indicator 4: FCA Data Indicator 5: FCA Data Collection for Equity Goals (specifically #4) Indicator 12: Family Engagement That Is Culturally and Linguistically Appropriate	Indicator 1: Core Competency Contents (specifically #5) Indicator 7: HQT Resources (specifically #10) Indicator 10: HQT and Home Language	
Provided a home-visiting program							
Established and/or maintained partnerships with Head Start to provide PDG-supported preschool	Indicator 3: Inside-Outside Agency Coordination and Support						Indicator 7: Central Data Management Systems
Supported efforts to integrate EC data into K-12 longitudinal data system							Indicator 7: Central Data Management Systems
Sustained PDG-funded slots or elements of the PDG program	Indicator 1: Pre-K Office Leadership						

Acknowledgement

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**PARTNERSHIP
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IMPROVEMENT**

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High Quality Pre-K Systems*

For more information, contact us at: ppitoolkitinfo@uw.edu
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