

*from day one*



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Contact Us

**PROGRAM QUALITY  
SELF ASSESSMENT TOOL**

(For Private Programs not accredited, or not Head Start- or Title 5-funded)



For more information about  
Preschool for All in San Francisco,  
please visit [www. sfkids.org](http://www.sfkids.org) or call  
(415) 934-4855

## Introduction to the Program Quality Self-Assessment Tool

Good programs are always working to be better. The Program Quality Self-Assessment Tool is designed to assess how well the Preschool for All Program is being implemented. At least once each program year, with the consultation and participation of the preschool teaching staff, interested parents, and administration, PFA sites must conduct a self-assessment of their effectiveness and progress in meeting the Preschool for All Program Quality Guidelines.

The requirement of an annual Program Quality Self-Assessment reinforces a shift from filling out paperwork to a focus on continuous improvement and Desired Results for children. The process requires programs to use data and observations to inform their plans for continuous improvement.

The tool is designed to be completed by teachers, parents, and administrators to identify strengths and areas of improvement for Preschool for All programs. Honest answers and conversation related to the questions in this survey is essential to assess your program.

If you are a teacher, you can use the Self-Assessment in an ongoing manner to inform your work. Together with the Early Childhood Environment Rating Scale (ECERS or FDCERS), the tool may help you to enhance your classroom environment, your work and relationships with children and families in your program.

If you are an administrator/supervisor, you can use the Self-Assessment Tool to gain information on your program priorities and its implementation of the Preschool for All Program Quality Guidelines, as well as to supervise and evaluate teachers. It will help you to support teachers, purchase materials, plan for staff development, and improve the overall program.

If you are a family member, you can use the Self-Assessment process as a way to enhance your partnership with teachers, as well as to help assure a high quality preschool experience for your child.

For more examples and information on the performance of the Program Quality Guidelines, please refer to the Prekindergarten Learning and Development Guidelines developed by the California Department of Education. It is available for purchase from the California Department of Education, CDE Press, Sales Office, P.O. BOX 271, Sacramento, CA 95812-0271. Call 1-800-995-4099 to order with credit card and for current prices and shipping charges.

## Directions for Using the Program Quality Self-Assessment Tool

1. Identify the team of individuals (at least 2 people, including a preschool teacher) who will participate in the Program Quality Self-Assessment process. Team members should have a relationship to the PFA program, including supervisors, directors, family members or other classroom staff. Identify a lead member who will be responsible for coordination and documentation. Provide copies of the tool to each member. Schedule time for conducting the assessment, observations and dialogue, sharing findings, and planning.
2. Each section includes a PFA performance standard and guidelines for practice. Check the box that best describes your classroom's performance on each item (Rarely, Often, Sometime, Always). If you are not sure about the intent of the guideline or how well the program or teacher may or may not be implementing a guideline, check "Don't know."

**Note: For some guidelines, examples are given only for clarification--not as requirements.**

3. Complete the Reflection/Action Worksheet.
  - Take some time to cite the evidence that you have used to base your assessment. For some items, you may actually see examples such as counting charts in the home languages spoken by children in the classroom. For some items, such as staff child relationships, members of the assessment team must observe or interview how the teacher models, coaches, and encourages positive social behaviors.
  - Identify the level of effort that your program dedicates to implementing this guideline.
  - If appropriate, document program strengths and areas of improvement.
  - Identify any supports or resources that you may desire to implement the guideline more fully. (This may include specific curriculum materials, training, or links to resources.)
  - Describe any action steps, if any, will be taken to strengthen program performance on this standard.
2. Provide a copy of the completed assessment to Preschool for All. Keep a copy for your files. Use the findings from the Program Quality Self-Assessment, completed Parent Surveys, and the Early Childhood Environment Rating Scale findings to complete the Preschool for All Program Quality Action Plan.

The Program Quality Self Assessment is in an initial phase, during which we will solicit feedback and make changes, which are needed to make the process valuable and practical for providers. If you have specific reactions that you would like to share with us at this time about the assessment process or about instruments, we invite you to send them electronically to the following e-mail address: [preschool@dcyf.org](mailto:preschool@dcyf.org). We will consider them, along with other comments, as we review the results of the initial pilot test of the instruments.

## **Directions for Sites Using an Alternative Review Process** (Head Start, CDE/Child Development Division, NAEYC Accreditation)

Programs using an alternative annual review process (Prism, Desired Results Annual Program Performance Review, NAEYC Reaccreditation Annual Report) may use a *modified* Program Quality Assessment Process.

### **Modified Program Quality Assessment Process**

1. Complete Program Quality Assessment Process using Directions for Using the Program Quality Assessment Tool. Respond only to those guidelines identified under the heading “For All Sites”.
2. In addition to submitting the completed Program Quality Assessment Tool, submit a copy of the documents submitted as part of your alternative annual review process.

# CURRICULUM FRAMEWORKS

## PROGRAM QUALITY STANDARD

**Programs will adopt high quality curriculum which prepare children to arrive in kindergarten well prepared for the new learning and curriculum content they will encounter there.**

For sites who are using the PFA review process this year:		Don't Know	Rarely	Some Times	Often	Always
1a.	<p>This program meets the criteria for curriculum set by the National Association for the Education of Young Children (NAEYC).</p> <p>Children are active and engaged.</p> <p>Goals are clear and shared by all.</p> <p>Curriculum is evidence-based.</p> <p>Curricula emphasize significant, developmentally appropriate content and outcome standards</p> <p>Valued content is learned through investigation and focused, intentional teaching.</p> <p>Curriculum builds on prior learning and experiences.</p> <p>Curriculum is comprehensive.</p> <p>Professional standards validate the curriculum's subject-matter content.</p> <p>The curriculum standards are implemented and assessed in ways that benefit children.</p>					
For sites who are using the modified PFA review process this year:						
1a.x	<p>This program currently participates in one of the following annual review processes: (check one)</p> <p>_____ NAEYC accreditation</p> <p>_____ Head Start Performance Standards</p> <p>_____ Title 5 Desired Results</p>					
For All Sites		Don't Know	Rarely	Some Times	Often	Always
1b.	Curriculum is inclusive of different family structures including, but not limited to, single parent, grandparent, adoptive and Lesbian/Gay/Bisexual/Transgender (LGBT)-headed households.					
1c.	Families are involved in all aspects of program.					
1d.	Curricula have a smooth interface with kindergarten content and are consistent with California's Pre-K Learning and Development Guidelines.					

# CURRICULUM FRAMEWORKS

## PROGRAM QUALITY STANDARD

**Programs will adopt high quality curriculum which prepare children to arrive in kindergarten well prepared for the new learning and curriculum content they will encounter there.**

How do we know we are doing this?

(Cite evidence such as observations, practices and policies, activities or notices)

Estimate your level of effort in implementing this guideline? (Circle one)

1

2

3

4

5

none

small effort

medium  
kind of effort

considerable  
effort

high  
level

What are strengths?

What would you like to improve?

What resources or supports would assist you in implementing this standard more fully?

List any action you will take to strengthen your efforts in this area.

## GOALS FOR CHILDREN'S LEARNING AND DEVELOPMENT

### PROGRAM QUALITY STANDARD

The program is based on written philosophy, goals, and objectives that are shared with families.

For sites who are using the PFA review process this year:		Don't Know	Rarely	Some Times	Often	Always
2a.	Teachers incorporate families' goals into program instruction and support the involvement of families in helping their children to attain those goals.					
For All Sites						
2b.	The program is based on a written and well-articulated mission statement and goals for children's development and learning. (Review statement and goals.)					
2c.	Families have been informed of the mission and goals for the program when their children are enrolled.					
2d.	The program's commitment to inclusion, equity, and cultural and linguistic competence is reflected in its goals. (Review and amend statement if needed.)					
2e.	Each classroom has a formal daily schedule posted and sample classroom activity plans available. (Is the schedule posted and current?)					

# GOALS FOR CHILDREN'S LEARNING AND DEVELOPMENT

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## PLANNING THE PRESCHOOL ENVIRONMENT

### PROGRAM QUALITY STANDARD

**The program has a safe and healthy environment that provides appropriate and well-maintained indoor and outdoor physical environments. The environment includes facilities, equipment, and materials to facilitate child and staff learning and development.**

For sites who are using the PFA review process:		Don't Know	Rarely	Some Times	Often	Always
3a.	The environment is safe and comfortable for children and adults.					
3b.	The environment is arranged to maximize learning, facilitate movement, minimize distractions and organize children's play.					
3c.	Materials available are interesting, engaging and developmentally appropriate.					
3d.	The environment is supportive of diverse cultures and roles.					
3e.	The environment welcomes families and provides a place for communication between families and staff.					
3f.	The environment is accessible to children with disabilities or other special needs					
3g.	The environment makes appropriate use of technology.					
For All Sites		Don't Know	Rarely	Some Times	Often	Always
3h.	Each classroom has met a minimum score of 4.5 on the Early Childhood Environment Rating Scale (ECERS) as evaluated by the Gateway to Quality Child Care Project. Each site has met a composite score of 4.0 on ECERS by the Gateway to Quality Child Care Project.					
3i.	The environment reflects the involvement and importance of families in children's lives. (e.g. photographs of families are displayed, items in the dramatic play area are similar to those in children's homes, story boards and charts are created to look at similarities and differences in kinds of families)					
3j.	The environment is supportive of different family structures including, but not limited to, single parent grandparent, adoptive and lesbian/gay/bisexual/transgender-headed (LGBT) households.					

# PLANNING THE PRESCHOOL ENVIRONMENT

## PROGRAM QUALITY STANDARD

**The program has a safe and healthy environment that provides appropriate and well-maintained indoor and outdoor physical environments. The environment includes facilities, equipment, and materials to facilitate child and staff learning and development.**

How do we know we are doing this? (Cite evidence such as observations, practices and policies, activities or notices)				
Estimate your level of effort in implementing this guideline? (Circle one)				
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none	small effort	medium kind of effort	considerable effort	high level
What are strengths?			What would you like to improve?	
What resources or supports would assist you in implementing this standard more fully?				
List any action you will take to strengthen your efforts in this area.				

## RELATIONSHIPS – STAFF/CHILD AND CHILD/CHILD INTERACTIONS

### PROGRAM QUALITY STANDARD

The program promotes positive relationships among all children and adults to encourage each child's sense of individual worth and belonging as part of a community, and to foster each child's ability to contribute as a responsible community member.

For sites who are using the PFA review process:		Don't Know	Rarely	Some Times	Often	Always
4a.	Teachers treat children with respect.					
4b.	Programs provide many opportunities for warm, positive interactions between adults and children and children with each other.					
4c.	Teachers model, coach, and encourage positive social behaviors					
4d.	Teachers discuss the consequences of various behaviors and redirect children without using punitive or humiliating techniques.					
4e.	Teachers help children feel secure by keeping staffing consistent. Relationships are nurturing; room arrangements, schedules, and daily expectations are routine.					
4f.	Teachers offer security and comfort to each child by being responsive to children's cries or other cues and communicating in the child's home language.					
4g.	Teachers participate in many activities with children, spending little time on tasks that do not involve children. Teachers sit with children at mealtime. They enjoy and are engaged with the children.					
4h.	Programs provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition.					

## RELATIONSHIPS – STAFF/CHILD AND CHILD/CHILD INTERACTIONS

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## SOCIAL AND EMOTIONAL DEVELOPMENT

### PROGRAM QUALITY STANDARD

The program supports social and emotional development by building trust; fostering independence; encouraging self-control by setting clear, consistent limits; and having realistic and age-appropriate expectations.

For sites who are using the PFA review process:		Don't Know	Rarely	Some Times	Often	Always
5a.	The staff is responsive to children's social and emotional needs.					
5b.	The program's climate, organization, and routine create a sense of safety, security, and predictability.					
5c.	Each child is supported in developing a sense of self-worth and capability.					
5d.	Each child is supported in developing a sense of self as a valued and responsible member of the group.					
5e.	Children are guided and supported to form and maintain satisfying relationships with others.					
5f.	Children are guided and supported to express their emotions in socially acceptable and age appropriate ways.					
5g.	Children's social and cultural backgrounds are taken into account in interpreting their preferences and behaviors in the preschool setting.					
5h.	Children's social behavior is guided in the context of daily activities.					
5i.	The goal of positive guidance is to promote greater social and emotional competence.					
For All Sites						
5j.	Children have opportunities to contribute to the well being of their classroom and community. (e.g. Children care for environment, recycle, tend to gardens, share magazines from home. Teachers have strategies in place for teaching children how to care for classroom.)					

## SOCIAL AND EMOTIONAL DEVELOPMENT

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What would you like to improve?

What resources or supports would assist you in implementing this standard more fully?

List any action you will take to strengthen your efforts in this area.

# LANGUAGE DEVELOPMENT

## PROGRAM QUALITY STANDARD

**The program provides for the development of each child’s cognitive and language skills by promoting interaction and language use among children and between children and adults.**

For sites who are using the PFA review process:		Don't Know	Rarely	Some Times	Often	Always
6a.	Programs support learning and development in both language and literacy.					
6b.	Programs provide a language-rich and print-rich environment to support children’s language and literacy across curricular areas. (Teachers provide a variety of materials (e.g., books, magazines, menu’s, charts) written in English and other languages spoken by children in several interest areas)					
6c.	Adults model language and literacy practices as a means to enhance children’s learning and development in those areas. (e.g. Teachers read books, engage children in telling stories with puppets, draw children’s attention to letters, words and, numerals. Teachers records ideas, experiences and stories using photographs, pictures and words.)					
6d.	Programs implement a language arts curriculum that lays the foundation for children’s success in language arts in kindergarten.					
6e.	The program recognizes and includes the home languages of English learners.					
6f.	Children’s language and literacy development is supported through interaction between preschool staff and the children’s families.					
For All Sites		Don't Know	Rarely	Some Times	Often	Always
6g.	Programs provide a language-rich and print-rich environment in English and in the home languages of children served. (Teachers include books, charts, and instructional signs in the languages spoken by the children in the program. Children learn songs, poems, number/counting, names for food, etc. in home language as well as English.)					
6h.	For English Language Learners language dominance and fluency is determined by using input from both parents and teachers. Teachers use strategies to sustain and expand the home language while children are learning English.					
6i.	Teachers learn key words from the child’s home language and the English equivalents to deepen the connection with families.					
6j.	Programs share information with parents of English Language Learners on how the first and second language acquisition takes place.					

# LANGUAGE DEVELOPMENT

## PROGRAM QUALITY STANDARD

The program provides for the development of each child's cognitive and language skills by promoting interaction and language use among children and between children and adults.

How do we know we are doing this?  
(Cite evidence such as observations, practices and policies, activities or notices)

Estimate your level of effort in implementing this guideline? (Circle one)

1	2	3	4	5
none	small effort	medium kind of effort	considerable effort	high level

What are strengths?

What would you like to improve?

What resources or supports would assist you in implementing this standard more fully?

List any action you will take to strengthen your efforts in this area.

## LITERACY DEVELOPMENT

### PROGRAM QUALITY STANDARD

The program promotes the development of each child’s emerging literacy skills by using of a variety of approaches, strategies, and materials to support children’s interest and abilities.

For sites who are using the PFA review process:		Don't Know	Rarely	Some Times	Often	Always
7a.	Programs support learning and development in both language and literacy.					
7b.	Programs provide language-rich and print-rich environments to support children’s language and literacy across curricular areas.					
7c.	Adults model language and literacy practices as a means to enhance children’s learning and development in those areas.					
7d.	Programs implement a language arts curriculum that lays the foundation for children’s success in language arts in elementary school.					
7e.	The program recognizes and includes the home languages of English Language Learners.					
For All Sites		Don't Know	Rarely	Some Times	Often	Always
7f.	For English Language Learners, programs partner with families to support literacy and language development in home language and English.					

# LITERACY DEVELOPMENT

## PROGRAM QUALITY STANDARD

The program promotes the development of each child's emerging literacy skills by using of a variety of approaches, strategies, and materials to support children's interest and abilities.

How do we know we are doing this?  
(Cite evidence such as observations, practices and policies, activities or notices)

Estimate your level of effort in implementing this guideline? (Circle one)

1	2	3	4	5
none	small effort	medium kind of effort	considerable effort	high level

What are strengths?

What would you like to improve?

What resources or supports would assist you in implementing this standard more fully?

List any action you will take to strengthen your efforts in this area.

# MATHEMATICS LEARNING AND DEVELOPMENT

## PROGRAM QUALITY STANDARD

The program provides for the development of each child’s mathematics learning and development by using of a variety of approaches, strategies, and materials to support children’s interest and abilities.

For sites who are using the PFA review process:		Don't Know	Rarely	Some Times	Often	Always
8a.	The program develops and builds on children’s existing informal mathematical knowledge, recognizing that children enter preschool with different experiences in mathematics.					
8b.	Teacher-guided and child-initiated activities are integrated in a numeracy-rich learning environment, using multiple instructional approaches.					
8c.	The program implements a curriculum that lays the foundation for children’s success in mathematics in elementary school.					
8d.	The program identifies clear, age-appropriate goals for mathematics learning and development.					
8e.	The program establishes a partnership with families and other caregivers in preparing children for mathematics learning.					
For All Sites		Don't Know	Rarely	Some Times	Often	Always
8f.	Numeracy learning recognizes and includes the home languages of English Language Learners.					
8g.	Teachers use curriculum and teaching practices that strengthen children’s problem-solving and reasoning processes as well as representing, communicating, and connecting mathematical ideas.					

**MATHEMATICS LEARNING AND DEVELOPMENT**

**PROGRAM QUALITY STANDARD**

**The program provides for the development of each child’s mathematics learning and development by using of a variety of approaches, strategies, and materials to support children’s interest and abilities.**

How do we know we are doing this? (Cite evidence such as observations, practices and policies, activities or notices)				
Estimate your level of effort in implementing this guideline? (Circle one)				
1	2	3	4	5
none	small effort	medium kind of effort	considerable effort	high level
What are strengths?			What would you like to improve?	
What resources or supports would assist you in implementing this standard more fully?				
List any action you will take to strengthen your efforts in this area.				

## PHYSICAL AND MOTOR DEVELOPMENT

### PROGRAM QUALITY STANDARD

The program provides for the development of each child's gross motor, fine motor, and sensory motor skills and needs.

For sites who are using the PFA review process:		Don't Know	Rarely	Some Times	Often	Always
9a.	The curriculum gives attention to all areas of motor skill development, including gross motor, fine motor, oral motor, and sensory motor.					
9b.	Consideration is given to children's varying rates of development and acquisition of skills.					
9c.	The program provides many opportunities for free play.					
9d.	Teachers consider children's special health and physical needs when designing physical activities and environments.					
For All Sites		Don't Know	Rarely	Some Times	Often	Always
9e.	Programs provide extended periods for self-directed movement in both indoor and outdoor environments.					
9f.	Teachers provide adult guidance to assure the safe use of equipment and to support the participation of children with special needs.					
9g.	Teachers provide a balance of gross and fine motor experiences that are child-directed and support the sensory-integration of the child.					
9h.	Sensory-motor experiences are planned for the small group and individual sensory-motor developmental needs.					

# PHYSICAL AND MOTOR DEVELOPMENT

## PROGRAM QUALITY STANDARD

The program provides for the development of each child's gross motor, fine motor, and sensory motor skills and needs.

How do we know we are doing this?  
(Cite evidence such as observations, practices and policies, activities or notices)

Estimate your level of effort in implementing this guideline? (Circle one)

1	2	3	4	5
none	small effort	medium kind of effort	considerable effort	high level

What are strengths?

What would you like to improve?

What resources or supports would assist you in implementing this standard more fully?

List any action you will take to strengthen your efforts in this area.

## EXPLORATION OF SCIENCE AND SOCIAL STUDIES

### PROGRAM QUALITY STANDARD

The program provides opportunities and materials for children to develop scientific thinking and to explore concepts related to understanding more about themselves, their family, others, and the world.

For sites who are using the PFA review process:		Don't Know	Rarely	Some Times	Often	Always
10a.	The teacher builds on the natural curiosity that children have about the world around them by creating opportunities for exploration of social studies and science. These subjects are part of the program's daily routines and are fully integrated in the program.					
10b.	Where appropriate, the program links these content areas with other content areas, such as social-emotional development, language and literacy development, mathematics and physical and motor development.					
For All Sites		Don't Know	Rarely	Some Times	Often	Always
10c.	Children have opportunities to use senses and a variety of tools to gather information, investigate materials and observe processes and relationships.					
10d.	Children have opportunities to develop increasing ability to observe and discuss common properties, differences and comparisons among objects and materials.					
10e.	Teachers provide opportunities for children to gain scientific knowledge about the natural world, their body, the environment, time, temperature and the changes in materials and cause-effect relationships.					
10f.	Teachers provide opportunities for children to understand more about themselves, their family, others, and the world.					

# EXPLORATION OF SCIENCE AND SOCIAL STUDIES

## PROGRAM QUALITY STANDARD

**The program provides opportunities and materials for children to develop scientific thinking and to explore concepts related to understanding more about themselves, their family, others, and the world.**

How do we know we are doing this? (Cite evidence such as observations, practices and policies, activities or notices)				
Estimate your level of effort in implementing this guideline? (Circle one)				
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What are strengths?			What would you like to improve?	
What resources or supports would assist you in implementing this standard more fully?				
List any action you will take to strengthen your efforts in this area.				

## CREATIVE ARTS

### PROGRAM QUALITY STANDARD

The program supports children’s development through active and intentional exploration of creative arts.

For sites who are using the PFA review process:		Don't Know	Rarely	Some Times	Often	Always
11a.	The teacher builds on the natural curiosity that children have about the world around them by creating opportunities for exploration of social studies, science, the arts, and health and nutrition. These subjects are part of the program’s daily routines and are fully integrated in the program.					
11b.	Where appropriate, the program links these content areas with other content areas, such as social-emotional development, language and literacy development, mathematics and physical and motor development. (e.g. Children make up counting songs, march to different kinds of music, explore spontaneous dance during outdoor time.)					
For All Sites		Don't Know	Rarely	Some Times	Often	Always
11c.	Children are provided varied opportunities and materials to express themselves creatively through music, drama, creative movement, dance, and art.					
11d.	Teachers work with families and community members to explore creative art and expression that build upon and highlight the cultural diversity of the community. (e.g. family talent day, parents play an instrument at circle time, a visit to a puppet show at a family resource center)					

# CREATIVE ARTS

## PROGRAM QUALITY STANDARD

The program supports children’s development through active and intentional exploration of creative arts.

How do we know we are doing this? (Cite evidence such as observations, practices and policies, activities or notices)				
Estimate your level of effort in implementing this guideline? (Circle one)				
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What are strengths?			What would you like to improve?	
What resources or supports would assist you in implementing this standard more fully?				
List any action you will take to strengthen your efforts in this area.				

## HEALTH AND SAFETY

### PROGRAM QUALITY STANDARD

The program promotes the health of children and protects children and staff from illness and injury.

For sites who are using the PFA review process:		Don't Know	Rarely	Some Times	Often	Always
12a.	The environment is safe and comfortable for children and adults.					
12b.	The program acts to prevent illness and accidents and is prepared to deal with emergencies.					
12c.	The program maintains health and safety practices, including observance of standard infection precautions.					
12d.	Each site has a current license issued by the authorized licensing agency.					
12e.	Adults know where children are and what they are doing at all times.					
12f.	Health records, including those for immunizations and current information on related health issues are filed separately for each child and confidentiality is ensured.					
12g.	Teachers are aware of the symptoms of common illnesses and notice changes in children's behavior that may signal illnesses or allergies.					
12h.	There is a system for recording and checking medication administered to a child.					
For All Sites		Don't Know	Rarely	Some Times	Often	Always
12i.	Programs develop and maintain plans for children with special health care needs and program staff has been appropriately trained to address the special care needs of the child.					
12j.	Children, families and staff are educated on health and safety practices including effective oral hygiene and hand washing.					

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What are strengths?

What would you like to improve?

What resources or supports would assist you in implementing this standard more fully?

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## NUTRITION

### PROGRAM QUALITY STANDARD

The program promotes nutrition of each child through the provision of nutritious and culturally relevant food in a pleasant social atmosphere.

For All Sites		Don't Know	Rarely	Some Times	Often	Always
13a.	The nutritional needs of all children and adults are met in a way that promotes physical, social, emotional and cognitive development, including those with special dietary needs or restrictions and children with disabilities.					
13b.	Health / nutrition education is integrated into the program activities for children and families.					
13c.	Teachers provide experiences in food preparation and sampling of a variety of nutritious foods.					
13d.	The program serves healthy food that is high in nutrients and low in fat, sugar, and salt.					
13e.	The amount and type of food offered are appropriate for the ages and sizes of the children.					
13f.	Snacks and meals are timed appropriately for all children.					
13g.	Foods indicative of children's cultural backgrounds are served regularly.					

# NUTRITION

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(Cite evidence such as observations, practices and policies, activities or notices)

Estimate your level of effort in implementing this guideline? (Circle one)

1	2	3	4	5
none	small effort	medium kind of effort	considerable effort	high level

What are strengths?

What would you like to improve?

What resources or supports would assist you in implementing this standard more fully?

List any action you will take to strengthen your efforts in this area.

## AFFIRMING CULTURAL BACKGROUNDS, FAMILY STRUCTURE, LANGUAGE AND CUSTOMS

### PROGRAM QUALITY STANDARD

**Programs foster each child’s positive self-identity, capacity to interact comfortably and empathetically with people from diverse backgrounds, critical thinking about bias and ability to stand up for herself or himself, and for others, in the face of bias.**

For sites who are using the PFA review process:		Don't Know	Rarely	Some Times	Often	Always
14a.	The program encourages and supports appreciation of and respect for individual and group similarities and differences, making the acceptance of diversity a theme that is central to the classroom climate.					
14b.	Teachers engage in practices that are consistent with those from children’s homes. (Document examples.)					
14c.	Teachers learn about the history, beliefs and practices of the children and families they serve, and they receive support for their efforts from the program.					
14d.	Children are encouraged to recognize and develop strategies to use when they encounter social injustice, bias and prejudice.					
For All Sites		Don't Know	Rarely	Some Times	Often	Always
14e.	Teachers build meaningful relationships with families to learn about and to be responsive to the cultures of the children and families served.					
14f.	The community and families are engaged as resources for curriculum development and enrichment.					
14g.	Program materials reflect non-stereotyped characteristics, values, and practices of diverse cultures, languages and family structures, including but not limited to, extended, single parent, adoptive and LGBT families.					
14h.	Teachers use the whole learning environment and curriculum for “teachable moments” to explore diversity.					

# AFFIRMING CULTURAL BACKGROUNDS, FAMILY STRUCTURE, LANGUAGE AND CUSTOMS

## PROGRAM QUALITY STANDARD

**Programs foster each child’s positive self-identity, capacity to interact comfortably and empathetically with people from diverse backgrounds, critical thinking about bias and ability to stand up for herself or himself, and for others, in the face of bias.**

How do we know we are doing this?  
 (Cite evidence such as observations, practices and policies, activities or notices)

Estimate your level of effort in implementing this guideline? (Circle one)

1	2	3	4	5
none	small effort	medium kind of effort	considerable effort	high level

What are strengths?

What would you like to improve?

What resources or supports would assist you in implementing this standard more fully?

List any action you will take to strengthen your efforts in this area.

## INCLUDING CHILDREN WITH DISABILITIES OR OTHER SPECIAL NEEDS

### PROGRAM QUALITY STANDARD

**Programs are inclusive, supporting the rights of all children, regardless of their diverse abilities, to participate actively in the preschool program. Staff work with community partners to increase access to health, social service, education, and other supports and services for young children and their families that promote full participation in community life.**

For sites who are using the PFA review process:		Don't Know	Rarely	Some Times	Often	Always
15a.	Teachers accept and actively support the concept of inclusion by creating a classroom environment in which all children and families feel that they are welcome.					
15b.	Teachers are a part of the educational team that develops and implements individualized education programs (IEPs) for children eligible to receive special education services.					
15c.	Teachers work collaboratively with other specialists to determine appropriate modifications in the curriculum, instructional methods, or classroom environments.					
15d.	Programs provide sufficient release time, training, information and support for teachers to plan and consult regarding children with disabilities or other special needs					
15e.	Teachers work closely with families in an educational partnership and provide them with appropriate information and support.					
For All Sites		Don't Know	Rarely	Some Times	Often	Always
15f.	At least one PFA staff member has taken at least one college level course or has equivalent experience in caring for children with disabilities or other special needs.					
15g.	All PFA staff has participated in an in-service training on inclusion and caring for children with disabilities or other special needs each year.					

# INCLUDING CHILDREN WITH DISABILITIES OR OTHER SPECIAL NEEDS

## PROGRAM QUALITY STANDARD

**Programs are inclusive, supporting the rights of all children, regardless of their diverse abilities, to participate actively in the preschool program. Staff work with community partners to increase access to health, social service, education, and other supports and services for young children and their families that promote full participation in community life.**

How do we know we are doing this?  
(Cite evidence such as observations, practices and policies, activities or notices)

Estimate your level of effort in implementing this guideline? (Circle one)

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none	small effort	medium kind of effort	considerable effort	high level

What are strengths?

What would you like to improve?

What resources or supports would assist you in implementing this standard more fully?

List any action you will take to strengthen your efforts in this area.

## DEVELOPMENTAL SCREENING

### PROGRAM QUALITY STANDARD

**Programs will conduct a developmental screening on every child to identify possible developmental delays, disabilities, or other special needs, and to better understand the child’s individual strengths and needs.**

For All Sites		Don't Know	Rarely	Some Times	Often	Always
16a.	In collaboration with families, programs have performed or obtained a developmental screening of all 4-year old children within 90 days of program entry using Ages & Stages Questionnaires: A Parent-Completed, Child –Monitoring System.					
16b.	The results of screening are used to provide families with information that helps them promote optimal development in their children. The results are also used to identify any serious concerns and make recommendations for referrals for further evaluation or assessment when appropriate.					

# DEVELOPMENTAL SCREENING

## PROGRAM QUALITY STANDARD

Programs will conduct a developmental screening on every child to identify possible developmental delays, disabilities, or other special needs, and to better understand the child's individual strengths and needs.

How do we know we are doing this?

(Cite evidence such as observations, practices and policies, activities or notices)

Estimate your level of effort in implementing this guideline? (Circle one)

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What are strengths?

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What resources or supports would assist you in implementing this standard more fully?

List any action you will take to strengthen your efforts in this area.

## CHILD ASSESSMENTS

### PROGRAM QUALITY STANDARD

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

For sites who are using the PFA review process:		Don't Know	Rarely	Some Times	Often	Always
17a.	Assessment is done to benefit children and to enhance effectiveness of parents and teachers.					
17b.	Assessment includes multiple sources of information and is balanced across cognitive, social, emotional and health domains.					
17c.	Assessment takes place in a context or setting that is natural, non-threatening, and familiar.					
17d.	Assessment is continuous and is used regularly for planning and developing specific strategies to support learning and development					
17e.	Families are aware of and involved in the process of assessment.					
For All Sites		Don't Know	Rarely	Some Times	Often	Always
17f.	Programs utilize the SF PFA Modified Desired Results Developmental Profile twice each year to report and track children's individual progress.					
17g.	Children are able to meet content standards in either first language, English or in a combination of the two.					
17h.	Programs will strive to conduct assessment of English Language Learners in both home language and in English.					

# CHILD ASSESSMENTS

## PROGRAM QUALITY STANDARD

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

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What resources or supports would assist you in implementing this standard more fully?

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## STAFF AND FAMILY RELATIONSHIPS

### PROGRAM QUALITY STANDARD

The program establishes and maintains respectful, collaborative relationships with each child's family to foster children's development in all settings.

For sites who are using the PFA review process:		Don't Know	Rarely	Some Times	Often	Always
18a.	The environment welcomes all families and provides a place for communication between staff and families.					
18b.	Teachers attempt, as much as possible, to learn about the history, beliefs and practices of the children and families they serve, and they receive support for their efforts from the preschool program.					
For All Sites		Don't Know	Rarely	Some Times	Often	Always
18c.	Teachers work in collaborative partnerships with families, establishing and maintaining regular, ongoing, two-way communication with families, to build trust and better understanding, and to, ensure that children's learning and developmental needs are met.					
18d.	Teachers listen to families, seek to understand their goals and preferences for their children, and respect cultural and family differences.					
18e.	Program staff promotes and encourage the active involvement and support of all families, including but not limited to, extended, single parent, adoptive and lesbian/gay/bisexual/transgender (LGBT) families.					
18f.	A process is used for orienting children and families to the program that may include a pre-enrollment visit, a family orientation meeting, and/or gradual introduction to the program.					

## STAFF AND FAMILY RELATIONSHIPS

### PROGRAM QUALITY STANDARD

The program establishes and maintains respectful, collaborative relationships with each child's family to foster children's development in all settings.

How do we know we are doing this?

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List any action you will take to strengthen your efforts in this area.

## PARTNERSHIP IN CHILDREN'S LEARNING AND DEVELOPMENT

### PROGRAM QUALITY STANDARD

**Families are recognized as primary in the care and education of their children and are respected as their children's first and ongoing teachers. Teachers build partnerships with the children's parents, guardians and other primary caregivers in all aspects of supporting the education and development of children.**

For sites who are using the PFA review process:		Don't Know	Rarely	Some Times	Often	Always
19a.	Programs offer at least two parent-teacher conferences each year.					
19b.	Teachers work closely with families in an educational partnership and provide them with appropriate information and support.					
19c.	The teacher incorporates family goals into program instruction and supports the involvement of family members in helping their children attain those goals.					
19d.	The program regularly provides families with information about activities in the program and about their children's learning and development.					
19e.	Teachers attempt, as much as possible, to learn about the history, beliefs and practices of the children and families they serve, and they receive support for their efforts from the early care and education program.					
19f.	As much as possible, parents are aware of and involved in assessments of their children.					

Note: Support for parent partnership in Language, Literacy, Mathematical thinking and numeracy has already been assessed under content-related standards.

# PARTNERSHIP IN CHILDREN'S LEARNING AND DEVELOPMENT

## PROGRAM QUALITY STANDARD

**Families are recognized as primary in the care and education of their children and are respected as their children's first and ongoing teachers. Teachers build partnerships with the children's parents, guardians and other primary caregivers in all aspects of supporting the education and development of children.**

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What resources or supports would assist you in implementing this standard more fully?

List any action you will take to strengthen your efforts in this area.

## PARENT EDUCATION AND SUPPORT

### PROGRAM QUALITY STANDARD

**Programs recognize the importance of parenting and child development education, providing opportunities for both informal and formal parenting education and support to family members responsible for the well-being of the child. Programs embrace a family-centered approach, which build on strengths, interests and needs of families rather than focusing on risks and deficits.**

For sites who are using the PFA review process:		Don't Know	Rarely	Some Times	Often	Always
20a.	The program supports and is an advocate for strong families.					
For All Sites		Don't Know	Rarely	Some Times	Often	Always
20b.	The program offers regular family involvement and education workshops that are responsive to the expressed needs and interests of families.					
20c.	Each family defines how they will participate. The program accepts and values different levels of participation.					
20d.	Programs share information with families of English language learners about ways to support their children's language development and learning without compromising their first language and culture.					
20e.	Programs support children and their families in their transition to kindergarten.					
20f.	Programs help families develop stronger connections with each other by providing informal opportunities for families to interact with one another (including workshops, pot-lucks, and family activities).					

## PARENT EDUCATION AND SUPPORT

### PROGRAM QUALITY STANDARD

**Programs recognize the importance of parenting and child development education, providing opportunities for both informal and formal parenting education and support to family members responsible for the well-being of the child. Programs embrace a family-centered approach, which build on strengths, interests and needs of families rather than focusing on risks and deficits.**

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## PARENT ADVOCACY AND LEADERSHIP

### PROGRAM QUALITY STANDARD

**Programs support the active engagement of families as advocates and decision maker for their children and community members. Program staff advocate with and support family members to advocate for services and systems that are fair, responsive, and accountable to the children and families served.**

For sites who are using the PFA review process:		Don't Know	Rarely	Some Times	Often	Always
21a.	The program creates an environment where parents feel empowered and comfortable in advocating for their children.					
For All Sites		Don't Know	Rarely	Some Times	Often	Always
21b.	Program staffs encourage families to regularly contribute to decisions about goals for their child and plans for activities and services.					
21c.	Program invites families' involvement. Staff and families plan and work together on activities and events.					
21d.	At least annually, administrators, families, staff, and others are involved in evaluating the program's effectiveness in meeting the needs of children and families.					
21e.	A family survey is conducted annually to get feedback and to evaluate families' satisfaction. Programs use PFA SF adapted Desired Results family survey or incorporate required family support indicators to locally designed forms.					
21f.	Program staff encourages and supports families to make the primary decisions about and to negotiate services that their children need, and they encourage families to advocate to obtain needed services.					
21g.	Programs encourage and link families and staff to advocacy and leadership training.					

# PARENT ADVOCACY AND LEADERSHIP

## PROGRAM QUALITY STANDARD

**Programs support the active engagement of families as advocates and decision maker for their children and community members. Program staff advocate with and support family members to advocate for services and systems that are fair, responsive, and accountable to the children and families served.**

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What resources or supports would assist you in implementing this standard more fully?

List any action you will take to strengthen your efforts in this area.

## CONNECTION TO COMMUNITY SERVICES AND RESOURCES

### PROGRAM QUALITY STANDARD

**Programs are part of a collaborative of community organizations that support families and promote community-wide wellness. Staff work with families to mobilize formal and informal resources to support child and family development. Families are considered resources to their own members, to other families, to programs, and to communities.**

For sites who are using the PFA review process:		Don't Know	Rarely	Some Times	Often	Always
22a.	Programs are knowledgeable about and sufficiently linked to an array of community services that can provide supports to families.					
For All Sites		Don't Know	Rarely	Some Times	Often	Always
22b.	Programs help families develop stronger connections with other families by linking families with community-based organizations.					
22c.	Programs assist families with securing appropriate concrete supports, either directly or through referrals to other local agencies that support children's and families' well-being and development.					
22d.	Programs support and advocate for families' access to the most culturally and linguistically appropriate services.					
22e.	Staff time and/or personnel are dedicated to ensuring the provision of family support services.					

# CONNECTION TO COMMUNITY SERVICES AND RESOURCES

## PROGRAM QUALITY STANDARD

**Programs are part of a collaborative of community organizations that support families and promote community-wide wellness. Staff work with families to mobilize formal and informal resources to support child and family development. Families are considered resources to their own members, to other families, to programs, and to communities.**

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What resources or supports would assist you in implementing this standard more fully?

List any action you will take to strengthen your efforts in this area.

## CULTURAL COMPETENCE

### PROGRAM QUALITY STANDARD

**Programs will have a demonstrated commitment to serving a diverse child and family population, including respecting cultural, linguistic, ability, and family structure differences. Programs affirm and strengthen families' cultural, racial, and linguistic identities and enhance their ability to function in a multicultural society.**

For sites who are using the PFA review process:		Don't Know	Rarely	Some Times	Often	Always
23a.	Teachers attempt, as much as possible, to learn about the history, beliefs and practices of the children and families they serve, and they receive support for their efforts from the program.					
23b.	Whenever reasonable, teachers engage in practices that are consistent with those from children's homes.					
23c.	Professional development activities stress the development of cultural competence.					
23d.	The teacher recognizes the role that various family members, other than parents, may play in promoting children's development.					
For All Sites		Don't Know	Rarely	Some Times	Often	Always
23e.	Staff promotes and encourages the active involvement and support of all families, including extended and nontraditional family units.					
23f.	The community and families are engaged as resources for curriculum development and enrichment.					
23g.	Proactive efforts are made to communicate, both written and verbally, with families in a language the family understands.					
23h.	Programs aim to recruit and retain staff who reflect the community served and who understand issues of cultural and linguistic differences and their impact on family engagement.					

# CULTURAL COMPETENCE

## PROGRAM QUALITY STANDARD

**Programs will have a demonstrated commitment to serving a diverse child and family population, including respecting cultural, linguistic, ability, and family structure differences. Programs affirm and strengthen families' cultural, racial, and linguistic identities and enhance their ability to function in a multicultural society.**

How do we know we are doing this?

(Cite evidence such as observations, practices and policies, activities or notices)

Estimate your level of effort in implementing this guideline? (Circle one)

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What resources or supports would assist you in implementing this standard more fully?

List any action you will take to strengthen your efforts in this area.

# Certification of Program Quality Self Assessment Process

Agency Name: \_\_\_\_\_

Classroom/Family Child Care Home: \_\_\_\_\_

Contact Person: \_\_\_\_\_ Phone: \_\_\_\_\_

Date Completed: \_\_\_\_\_

Assessment Process: Please use this space to describe how the Program Quality Self Assessment was conducted and who participated in the process. Specify the role of parents, staff, and your board in the self-evaluation process.

We certify that this site has completed the Program Quality Self-assessment on the date specified above and that the appropriate review instrument(s) was/were used.

\_\_\_\_\_  
Assessment Team Leader (print name)

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
Assessment Team Member (print name)

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
Assessment Team Member (print name)

\_\_\_\_\_  
(Signature)

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(Signature)