

from day one

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Contact Us

PROGRAM QUALITY SELF ASSESSMENT TOOL

(Title 5, Head Start, NAEYC Accredited Programs)

PFA Programs that are not NAEYC-Accredited, or are not funded by CDE (Title 5) and/or Head Start, should use the Program Quality Self Assessment Tool for Private Programs. Call (415) 934-4808 to obtain a copy, or for more information.



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. Compare findings and get group consensus on a final assessment rating. Provide copies of the final assessment to: First 5 San Francisco
1390 Market St., Suite 318
San Francisco, CA 94102.

Keep a copy for your files.

4. Use the findings from the Program Quality Self-Assessment, completed Parent Surveys, and most recent copy of your Early Childhood Environment Rating Scale findings to complete the Preschool for All Program Quality Action Plan.

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

1. Complete Program Quality Assessment Process using Directions for Using the Program Quality Assessment Tool. You do not need to address indicators which are duplicative of alternative assessments. These have been marked with shaded rows.
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. Add any additional goals objectives not already mentioned in those documents on the Preschool for All Program Quality Action Plan form.

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: Ingrid@first5sf.org.

PROGRAM QUALITY SELF ASSESSMENT TOOL

(Title 5, Head Start, NAEYC Accredited Programs)

Indicators		Don't Know	Rarely	Some Times	Often	Always
Curriculum Frameworks						
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.						
1a.	The curriculum guides teachers to incorporate developmentally appropriate content, concepts and activities that foster social, emotional, language, and cognitive development.					
1b.	A clearly stated curriculum or curriculum framework provides a focus for planning children's experiences. It allows for modifications to ensure access to the curriculum for all children.					
1c.	Curriculum uses an anti bias approach, inclusive of different family structures including, but not limited to, single parent, grandparent, adoptive and Lesbian/Gay/Bisexual/Transgender (LGBT)-headed households.					
1d.	Families are involved in all aspects of program.					
1e.	Curricula have a smooth interface with kindergarten content and lays the foundation for children's success in mathematics and languages arts in elementary school.					
1f.	Curricula is consistent with California's Pre-K Learning and Development Guidelines.					
Goals for Children's Learning and Development						
The program is based on written philosophy, goals, and objectives that are shared with families.						
2a.	Teachers incorporate families' goals into program instruction and support the involvement of families in helping their children to attain those goals.					
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. The schedule provides time and support for transitions, includes both indoor and outdoor experiences and is responsive to a child's need to rest and to be active.					

Indicators:		Don't Know	Rarely	Some Times	Often	Always
Planning the Preschool Environment						
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.						
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.					
3h.	The environment reflects the involvement and importance of families in children's lives. (Examples: 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)					
3i.	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. (Examples: photographs and children's books depict a variety of family structures, songs and finger plays are adapted to recognize different kinds of families)					
Relationships – Staff/Child and Child/Child Interactions						
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.						
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. They enjoy and are engaged with the children.					
4h.	Teachers sit with children at mealtime.					
4i.	Programs provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition.					

Indicators:		Don't Know	Rarely	Some Times	Often	Always
Social and Emotional Development 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.						
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.					
5j.	Children have opportunities to contribute to the well being of their classroom and community. (Examples: 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.)					
Language Development 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.						
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.)					
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.					
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 dominancy and fluency is determined by using input from both parents and teachers. (Examples: Parents are asked about the language(s) heard and spoken in the home and with extended family. Teachers do not make assumptions about a child's language without speaking to family members.)					
6i.	Teachers use strategies to sustain and expand the home language while children are learning English. (Examples: The curriculum provides tapes and books in home language. Children dictate stories; learn songs and poetry in home language.)					

Indicators		Don't Know	Rarely	Some Times	Often	Always
6j.	Teachers learn key words from the child's home language and the English equivalents to deepen the connection with families.					
6k.	Programs share information with parents of English Language Learners on how the first and second language acquisition takes place.					
Literacy Development						
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.						
7a.	Programs provide language-rich and print-rich environments to support children's language and literacy across curricular areas.					
7b.	Adults model language and literacy practices as a means to enhance children's learning and development in those areas.					
7c.	Programs implement a language arts curriculum that lays the foundation for children's success in language arts in elementary school.					
7d.	The program recognizes and includes the home languages of English Language Learners.					
7e.	For English Language Learners, programs partner with families to support literacy and language development in home language and English.					
Mathematics Learning and Development						
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.						
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 identifies clear, age-appropriate goals for mathematics learning and development.					
8d.	The program establishes a partnership with families and other caregivers in preparing children for mathematics learning.					
8e.	Numeracy learning recognizes and includes the home languages of English Language Learners.					
8f.	Teachers use curriculum and teaching practices that strengthen children's problem-solving and reasoning processes as well as representing, communicating, and connecting mathematical ideas.					
Physical and Motor Development						
The program provides for the development of each child's gross motor, fine motor, and sensory motor skills and needs.						
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.					
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.					

Indicators		Don't Know	Rarely	Some Times	Often	Always
Exploration of Science and Social Studies						
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.						
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.					
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.					
Creative Arts						
The program supports children's development through active and intentional exploration of creative arts.						
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.)					
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)					
Health and Safety						
The program promotes the health of children and protects children and staff from illness and injury.						
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.					

Indicators		Don't Know	Rarely	Some Times	Often	Always
12h.	There is a system for recording and checking medication administered to a child.					
12i.	Programs develop and maintain plans for children with special health care needs.					
12j.	Program staff has been appropriately trained to address the special care needs of the child.					
12k.	Children, families and staff are educated on health and safety practices including effective oral hygiene and hand washing.					
Nutrition						
The program promotes nutrition of each child through the provision of nutritious and culturally relevant food in a pleasant social atmosphere.						
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.					
Affirming Cultural Backgrounds, Family Structure, Language and Customs						
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.						
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.					
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.					

Indicators		Don't Know	Rarely	Some Times	Often	Always
Including Children With Disabilities or Other Special Needs 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.						
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.					
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.					
Developmental Screening 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.						
16a.	In collaboration with families, programs have performed or obtained a developmental screening of all 4-year old children within 60 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.					
Child Assessments 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.						
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.					
17f.	Programs utilize the Desired Results Developmental Profile (Revised) twice each year to report and track children's individual progress.					

Indicators		Don't Know	Rarely	Some Times	Often	Always
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.					

BEFORE continuing to the Family Engagement and Support indicators, complete the Program Reflection and Action Worksheet below. Choose one standard which you would like to strengthen or improve upon the current efforts of your program. Share your thoughts with others on the self-assessment team. Use your thinking to inform and to complete the Preschool for All Program Quality Action Plan.

Program Reflection and Action Planning Worksheet

Program Standard: (For Example: Child Assessments)

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?
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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.

(Continue self-assessment on Family Engagement and Support Indicators on the next page.)

Indicators		Don't Know	Rarely	Some Times	Often	Always
Staff and Family Relationships The program establishes and maintains respectful, collaborative relationships with each child's family to foster children's development in all settings.						
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.					
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.					
Partnership in Children's Learning and Development 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.						
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.					
Parent Education and Support 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.						
20a.	The program supports and is an advocate for strong families.					
20b.	The program offers regular family involvement and education workshops that are responsive to the expressed needs and interests of families.					
20c.	The program accepts and values different levels of participation. Each family defines how they will participate.					
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).					

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

Indicators		Don't Know	Rarely	Some Times	Often	Always
Parent Advocacy and Leadership 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.						
21a.	The program creates an environment where parents feel empowered and comfortable in advocating for their children.					
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.	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.					
21e.	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.					
21f.	Programs encourage and link families and staff to advocacy and leadership training.					
Connection to Community Services and Resources 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.						
22a.	Programs are knowledgeable about and sufficiently linked to an array of community services that can provide supports to families.					
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.					
Cultural Competence 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.						
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.					
23e.	Staff promotes and encourages the active involvement and support of all families, including extended and nontraditional family units.					

Indicators		Don't Know	Rarely	Some Times	Often	Always
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.					

Complete the Program Reflection and Action Worksheet below. Choose one standard from the family engagement and support section, which you would like to strengthen or improve upon the current efforts of your program. Share your thoughts with others on the self-assessment team. Use your thinking to inform and to complete the Preschool for All Program Quality Action Plan.

Program Reflection and Action Planning Worksheet

Program Standard: (For Example: Child Assessments)

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.

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)

Assessment Team Member (print name)

(Signature)