



PRESCHOOL FOR ALL IN SAN FRANCISCO
PROGRAM QUALITY GUIDELINES
2009-2010

For more information about Preschool for All in San Francisco,
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PRESCHOOL FOR ALL IN SAN FRANCISCO
PROGRAM QUALITY GUIDELINES
2009 – 2010

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The PFA Framework for Program Guidelines makes reference to standards and guidelines from:

- California Code of Regulations (Title 5)
- Head Start Program Performance Standards & Outcomes Framework
- Prekindergarten Learning and Development Guidelines (2000)
- Program Quality Standards and Standards Based on Exemplary Practice for Center-Based Programs and Family Child Care Home Networks (Desired Results for Children and Families 2004)
- NAEYC Early Childhood Program Standards and Accreditation Performance Criteria (2005)

San Francisco's Commitment to Young Children

San Francisco is getting closer to realizing the vision that all 4 year olds in our city will have equal access to a safe, high quality early childhood program. They will have a preschool experience that includes a developmentally appropriate curriculum; knowledgeable and well-trained program staff and educators; and comprehensive services that support their health, nutrition, and social well-being, in an environment that respects and supports diversity. Their families will be with them, as teachers, partners, advocates and decision makers. Their hopes and dreams for their children will be grounded in a rich experience.

This is our commitment and this is our challenge. Early childhood educators, those who create the programs and services, know first hand that the earliest experiences of our youngest children are incredibly important. Creating high quality environments that support their learning and development is an undeniable investment. Through both research and experience, we know the power of nurturing relationships in unlocking learning. Emphatically, we know that 4-year-olds who attend a high-quality preschool are more prepared for kindergarten and beyond—both academically and socially.

As we realize Preschool for All in San Francisco, we take that knowledge forward. With the passing of Proposition H, we also carry a public mandate and the resources of our community to fulfill a promise to our children. Over the past year, countless individuals -- community leaders and partners, teachers and parents -- have given time and talent in planning, in program development and in implementing this effort.

Building upon national and state standards for preschool, the Program Quality Guidelines craft a vision for highest quality. The Guidelines take into account the unique needs and characteristics of the children and families of San Francisco. They recognize the history of quality care giving and early education that has existed in this city for many years. They challenge us to work together to raise the level of supports, collaborative efforts, and practice in our programs and communities to a new height.

As we continue to move forward in making this dream a reality, let us agree to be early childhood leaders, innovators, learners and advocates. This is an amazing opportunity to do well by our children and their families.

Respectfully,

Laurel Kloomok
Executive Director

INTRODUCTION AND BACKGROUND

In March 2004, San Francisco voters passed Proposition H, a Charter Amendment, declaring,

“It shall be the policy of the City and County of San Francisco to provide all four-year-old children who are City residents the opportunity to attend preschool, and it shall be the goal of the people in adopting this measure to do so no later than September 1, 2009.”¹

Approved by 71% of the electorate, the measure reserves \$3.3 million for Year One, 2005-06, and up to \$20 million annually between 2009-10 and 2014-15, from the City General Fund’s Public Education Enrichment Fund. These resources are geared towards creating a Preschool for All system by increasing access to and quality of preschool services. Preschool For All in San Francisco will ensure that all children 3 to kindergarten-entry have equal access to and benefit from quality early care and education programs.

First 5 San Francisco appointed a Preschool For All Planning Advisory Committee to develop San Francisco’s program. Chaired by Michele Rutherford, Vice Chair of the Commission and co-chaired by Commissioner Norman Yee, the working group is composed of parents, early childhood programs (including private and public centers, family child care, SFUSD’s Child Development Program, and San Francisco Head Start), public agencies, institutions of higher education, private foundations, and other stakeholders.

To ensure that the new program meets the needs of, and provides effective, high quality services to San Francisco’s children and families, the Planning Advisory Committee conducted research on existing programs, best practices, and program costs. The committee also determined San Francisco’s capacity and need for preschool services through reviewing a census of 4-year-olds, conducting a parent survey, and assessing neighborhood need and capacity. Finally, a series of meetings with stakeholders and families gathered information and feedback on program proposals.

Preschool for All builds upon the current early care and education system by bringing together public and private providers to increase access to early education and ensuring that children enter kindergarten with a strong foundation for learning and succeeding in school and in life. One of the many action steps endorsed by the Planning Advisory Committee was the development of Program Quality Guidelines for Preschool for All in San Francisco. A Curriculum Task Team and Family Engagement Task Team were convened to provide oversight to the guidelines, which reflect the guiding principles of Preschool for All in San Francisco, provider and community input, research, and knowledge of best practices.

Preschool for All Vision

By 2010, Preschool For All in San Francisco will be an innovative, comprehensive, sustainable system of early care and education programs that is responsive to the diversity of families and their needs so that all children can start kindergarten with a love of learning and the tools and resources they need to be successful.

¹ San Francisco City Charter SEC. 16.123-2. PUBLIC EDUCATION ENRICHMENT FUND.

PRESCHOOL FOR ALL IN SAN FRANCISCO

The goal of Preschool For All in San Francisco is to make high quality preschool available to all 4-year-old children by building upon the current early care and education system and bringing together public and private providers to ensure that children enter kindergarten with a strong foundation for learning and succeeding in school and in life. In realizing this vision:

Preschool for All in San Francisco will prepare children for school success.

First and foremost, Preschool for All will help four-year-old children get ready for kindergarten. All participating programs will meet children's individual needs and help them to grow cognitively, socially, emotionally, and physically. Community resources will support special emphasis on the exploration of science, the creative arts and literacy for children, teachers and families.

Preschool for All in San Francisco will prepare children to thrive in a diverse society.

The children of San Francisco will continue to be diverse by ethnicity, culture, language, socio-economic mix, family structure and abilities. Preschool for All programs will embrace principles and best practices, which draw upon and support the strength of the San Francisco's ethnically, culturally and linguistically diverse child population.

Preschool for All in San Francisco will include all children.

To ensure that the system is genuinely universal and accessible, programs will actively embrace a strong commitment to inclusion as a benefit to all children families and communities. Supports and services will be available to teachers and families to help them best meet the individual needs of a child with a disability or other special needs.

Preschool for All in San Francisco will partner with families.

Parents are the most important influence on their children's competence, happiness, and success in life. When families are partners and decision makers in their children's education, children are more likely to be successful in later school experiences. Preschool for All programs will support and partner with families, emphasizing parent engagement in many ways and at many different levels.

Preschool for All in San Francisco will help to build a community of support for children and families.

Strong families not only raise healthy children, but also contribute to the well-being of society. Preschool for All programs will be part of the network of support in San Francisco's diverse neighborhoods by building and strengthening connections among families and between families the community organizations which serve them.

The Preschool for All Program Quality Guidelines define a vision of high quality for early childhood education for the children and families of San Francisco. The use of these standards will help each program to build a clear profile of its strengths, to identify strategies for teachers to enhance their services, and to develop a plan for continuous improvement that will benefit children.

GUIDING PRINCIPLES

Preschool For All in San Francisco values:

- ◆ building on existing programs, structures, and licensed child care settings
- ◆ an adequately compensated, well-educated and supported workforce
- ◆ a seamless system of early care and education for children ages 0-5
- ◆ equity of access to quality programs in all neighborhoods and for families of all cultures and languages
- ◆ culturally-competent and linguistically-appropriate care and education
- ◆ diverse families, meeting their needs and supporting parental choice
- ◆ partnering with families in supporting their children's learning and development
- ◆ staffing by individuals who are committed to understanding and meeting the needs of young children
- ◆ full and proactive inclusion of children with special health care needs.¹

¹The broad definition of children with special health care needs developed by the federal Maternal and Child Health Bureau (MCH) and adopted by First 5 San Francisco is as follows: *"a child who has or is at increased risk for chronic physical, developmental, behavioral, or emotional conditions and who also requires health and related services of a type or amount beyond that required by children generally."*

USING THE GUIDELINES

The guidelines in these pages present a broad picture of quality and can be adjusted to meet the needs of diverse preschool settings and communities. It recognizes that one of the great strengths of early childhood profession is the commitment and capacity to tailor programming to meet the unique interests and needs of children and families of San Francisco's diverse communities. Thus, the guidelines do not attempt to prescribe exactly what should be happening in a program at any given time or specifically what should be taught and what methods should be used.

Each section provides an overview of the quality standards required by Preschool for All in San Francisco County. It also provides a comparison framework of the NAEYC Early Childhood Performance Standards, Title 5/Desired Results and Head Start Performance Standards/Legislatively Mandated Indicators and outlines the *additional guidelines* that are required of all Preschool For All programs in that category. Programs, which are NAEYC accredited, CDE/CDD funded or Head Start should refer to their own written requirements for a more thorough account of standards within each category.

All Preschool For All programs which are NAEYC accredited, or CDE/CDD funded or Head Start have a degree of external validation and monitoring of standards. Consequently, a program in this category, which is currently in good standing, should refer to the *additional San Francisco PFA* standards that programs will be required to meet. In many cases, these standards reflect the omission of certain standards in one of the accreditation/quality systems and an attempt to create consistency in requirements across these systems. In other cases, these additional guidelines reflect the desire of the San Francisco PFA to raise the standard of quality of early care and education for children in a meaningful way.

Please note: When a state or federal rule/regulation prohibits the performance expectation outlined in the guidelines, the state or federal rule/regulation takes precedence. When a state or federal rule/regulation exceeds the performance expectation outlined in the guidelines, the state or federal rule/regulation again takes precedence. When state or federal rules or regulations differ in other ways, or mandate a lower threshold of performance, the guidelines for Preschool for All in San Francisco take precedence.

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.

SAN FRANCISCO PRESCHOOL FOR ALL GUIDELINES

- The curriculum guides teachers to incorporate developmentally appropriate content, concepts and activities that foster physical, social, emotional, language, and cognitive development.
- 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.
- 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.
- Families are involved in all aspects of program.
- Curricula have a smooth interface with kindergarten content and lays the foundation for children’s success in mathematics and language arts in elementary school.
- The curriculum is consistent with California’s Pre-K Learning and Development Guidelines.

(Programs who currently meet NAEYC, Head Start Performance Standards, or Title 5 should adapt their curriculum to incorporate additional PFA SF criteria. Programs who are not accredited, Head Start or Title 5, may use locally designed curriculum the meet required criteria.)

Early childhood curriculum is much more than a scaled back version of curriculum for older children. There is no clear dividing line between “academics” and other parts of a high-quality curriculum for young children. (Hyson 2003) Children are learning academics from the time they are born. Even infants and toddlers are beginning—through play, relationships, and informal opportunities—to develop the basis of later knowledge in areas such as mathematics, visual and performing arts, social studies, science, and other areas of learning. As children transition into K–3 education, however, it is appropriate for the curriculum to pay focused attention to these and other subject matter areas, while still emphasizing physical, social, emotional, cognitive, and language development, connections across domains, and active involvement in learning.

2003 Joint Position Statement of the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE).

CURRICULUM FRAMEWORKS

Pre-K Learning and Development Guidelines / <i>Additional PFA San Francisco Standards</i>	Head Start Performance Standards /Legislatively Mandated Indicators	Title 5 / Desired Results	NAEYC Early Childhood Program Standards and Accreditation Performance Criteria
<ul style="list-style-type: none"> ▪ The curriculum guides teachers to incorporate developmentally appropriate content, concepts and activities that foster social, emotional, language, and cognitive development. ▪ 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. ▪ 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. ▪ Families are involved in all aspects of program. ▪ Curricula fit well with kindergarten content and lays the foundation for children’s success in mathematics and language arts in elementary school. ▪ The Curriculum is consistent with California’s Preschool Curriculum Framework <p><i>(Programs who currently meet NAEYC, Head Start Performance Standards, or Title 5 should adapt their curriculum to incorporate additional PFA SF criteria. Programs who are not accredited, Head Start or Title 5, may use locally designed curriculum the meet required criteria.)</i></p>	<p>Agencies, in collaboration with the parents, implement a curriculum that</p> <ul style="list-style-type: none"> ▪ Provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate literacy, numeracy, reasoning, problem solving and decision-making skills which form a foundation for school readiness and later school success; ▪ Integrates all educational aspects of the health, nutrition, and mental health services into program activities; ▪ Provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning; ▪ Provides individual and small group experiences both indoors and outdoors. ▪ Is developmentally and linguistically appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles. ▪ Uses various strategies including experimentation, inquiry, observation, play and exploration. 	<ul style="list-style-type: none"> ▪ The program provides for the development of each child’s cognitive and language skills by supporting emerging literacy and numeracy development through materials and activities suited to the developmental level of each child. • The program curriculum is designed to integrate children’s interests. • Approaches to learning support children’s interest in learning new things, and provide opportunities which support children to develop cognitive competence and problem solving skills through play and daily activities. • The program also provides a balanced daily program of child-initiated and adult directed activities, including individual and small-group activities. 	<p>NAEYC Indicators of Effective Curriculum:</p> <ul style="list-style-type: none"> ▪ Children are active and engaged. ▪ Goals are clear and shared by all. ▪ Curriculum is evidence-based. ▪ Curricula emphasize significant, developmentally appropriate content and outcome standards. ▪ Valued content is learned through investigation and focused, intentional teaching. ▪ Curriculum builds on prior learning and experiences. ▪ Curriculum is comprehensive [addresses creative, cognitive, social, emotional, physical/motor and health development] ▪ Professional standards validate the curriculum’s subject-matter content. ▪ The curriculum standards are implemented and assessed in ways that benefit children.

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.

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- Teachers incorporate families' goals into program instruction and support the involvement of families in helping their children to attain those goals.
- The program is based on a written and well-articulated mission statement and goals for children's development and learning.
- Families have been informed of the mission and goals for the program when their children are enrolled.
- The program's commitment to inclusion, equity, and cultural and linguistic competence is reflected in its goals.
- 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.

*A key to building successful partnerships with parents is to **make them true partners** by sharing with them the same kinds of educational information and ideas that are important to the teacher and staff. In a high quality program, the communication between home and the early care and education center is continual.*

Prekindergarten Learning and
Development Guidelines

GOALS FOR CHILDREN'S DEVELOPMENT AND LEARNING

Pre-K Learning and Development Guidelines / <i>Additional PFA San Francisco Standards</i>	Head Start Performance Standards / Legislatively Mandated Indicators	Title 5 / Desired Results	NAEYC Early Childhood Program Standards and Accreditation Performance Criteria
<ul style="list-style-type: none"> ▪ Teachers incorporate families' goals into program instruction and support the involvement of families in helping their children to attain those goals. ▪ The program's commitment to inclusion, equity, and cultural and linguistic competence is reflected in its goals. ▪ <i>The program is based on a written and well-articulated mission statement and goals for children's development and learning.</i> ▪ <i>Families have been informed of the mission and goals for the program when their children are enrolled.</i> ▪ <i>Each classroom has a formal daily schedule posted and sample classroom activity plan is 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.</i> 	<ul style="list-style-type: none"> ▪ Programs have written plans that include: <ul style="list-style-type: none"> - The goals for children's development and learning - The experiences through which they will achieve these goals - What staff and families do to help children achieve these goals - The materials needed to support the implementation of the curriculum ▪ Approaches to learning support children to develop initiative and curiosity, the ability to engage and gain persistence in completing a variety of tasks, activities, projects and experiences, and strengthen reasoning and problem solving skills. 	<ul style="list-style-type: none"> ▪ There is a plan for parent involvement and education including the sharing of program goals and structure with families. ▪ A written policy statement states that the agency does not provide religious instruction or allow worship in its child development program 	<ul style="list-style-type: none"> ▪ The program has a written statement of philosophy and uses one or more written curricula or curriculum frameworks consistent with its philosophy that address central aspects of child development. ▪ A clearly stated curriculum or curriculum framework provides a coherent focus for planning children's experiences. It allows for adaptations and modifications to ensure access to the curriculum by all children. ▪ The program has written curriculum plans based on knowledge of child development and learning, and assessment of individual needs and interests. ▪ Curriculum goals and objectives guide teachers' ongoing assessment of children's progress ▪ Goals and objectives for children's acquisition of language align with the program philosophy and consider family and community perspectives.

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.

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- The environment is safe and comfortable for children and adults.
- The environment is arranged to maximize learning, facilitate movement, minimize distractions and organize children's play.
- Materials available are interesting, engaging and developmentally appropriate.
- The environment is supportive of diverse cultures and roles.
- The environment welcomes families and provides a place for communication between families and staff.
- The environment is accessible to children with disabilities or other special needs
- The environment makes appropriate use of technology.
- The environment reflects the involvement and importance of families in children's lives.
- 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.

A healthy environment that we fill with materials and educational toys are essential for the the positive development of our children. In addition to this, love, patience, dedication, education and commitment are some of the basic and necessary tools to care for and to raise of generation of children that will grow up to be respectful and responsible citizens.

Un ambiente seguro y saludable lleno de materiales y juegos educativos son esenciales para el buen desarrollo de nuestros niños. Además de todo esto, el amor, la paciencia, la dedicación, la educación y la pasión son algunas de las herramientas básicas y necesarias para cuidar y criar una generación de niños, jóvenes y adultos que lleguen a ser ciudadanos responsables y respetuosos.

Milagos Acosta
Owner and Operator
Ebenezer Family Child Care

PLANNING THE PRESCHOOL ENVIRONMENT

Pre-K Learning and Development Guidelines / <i>Additional PFA San Francisco Standards</i>	Head Start Performance Standards / Legislatively Mandated Indicators	Title 5 / Desired Results	NAEYC Early Childhood Program Standards and Accreditation Performance Criteria
<ul style="list-style-type: none"> ▪ The environment is safe and comfortable for children and adults. ▪ The environment is arranged to maximize learning, facilitate movement, minimize distractions and organize children’s play. ▪ Materials available are interesting, engaging and developmentally appropriate. ▪ The environment is supportive of diverse cultures and roles. ▪ The environment welcomes families and provides a place for communication between families and staff. ▪ The environment is accessible to children with disabilities or other special needs ▪ The environment makes appropriate use of technology. ▪ <i>The environment reflects the involvement and importance of families in children’s lives.</i> ▪ <i>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.</i> 	<ul style="list-style-type: none"> ▪ Same as NAEYC. ▪ Grantee and delegate agencies must provide a center-based environment free of toxins ▪ Outdoor play areas at center-based programs must be arranged so as to prevent any child from leaving the premises and getting into unsafe and unsupervised areas. ▪ Agencies must conduct a safety inspection, at least annually 	<ul style="list-style-type: none"> ▪ Indoor/outdoor physical environment fosters optimal growth and development through opportunities for exploration and learning. ▪ Equipment and materials are easily accessible for children and in enough quantity to that all children can be actively involved. ▪ The program shall complete an environment rating scale for the appropriate age group and setting. ▪ The program environment is designed to provide optimal child-initiated learning during free-choice time. 	<ul style="list-style-type: none"> ▪ In center-based programs, there is a minimum of 35 square feet of usable playroom floor space per child indoors. There is a minimum of 75 square feet of play space outdoors per child. ▪ A variety of age-appropriate materials and equipment are available indoors and outdoors. ▪ All children have access to technology. ▪ The work environment for staff, including classrooms and staff rooms, is comfortable, well-organized, and in good repair ▪ Materials and equipment used to implement the curriculum <ul style="list-style-type: none"> ▪ Reflect the lives of the children and families. ▪ Reflect the diversity found in society, including gender, age, language, and abilities. ▪ Provide for children’s safety while being appropriately challenging. ▪ Encourage exploration, experimentation, and discovery. ▪ Promote action and interaction. ▪ Are organized to support independent use. ▪ Are rotated to reflect changing curriculum and accommodate new interests and skill levels. ▪ Are rich in variety. ▪ Accommodate children’s special needs.

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.

SAN FRANCISCO PRESCHOOL FOR ALL GUIDELINES

- Teachers treat children with respect.
- Programs provide many opportunities for warm, positive interactions between adults and children and children with each other.
- Teachers model, coach, and encourage positive social behaviors.
- Teachers discuss the consequences of various behaviors and redirect children without using punitive or humiliating techniques.
- Teachers help children feel secure by keeping staffing consistent. Relationships are nurturing; room arrangements, schedules, and daily expectations are routine.
- 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.
- 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.
- Teachers sit with children at mealtime.
- Programs provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition.

In early childhood settings, each moment that teachers and children interact with one another is an opportunity to develop positive relationships.

Center on the Social and Emotional
Foundations for Early Learning.

RELATIONSHIPS – STAFF/CHILD AND CHILD/CHILD INTERACTIONS

Pre-K Learning and Development Guidelines / Additional PFA San Francisco Standards	Head Start Performance Standards / Legislatively Mandated Indicators	Title 5 / Desired Results	NAEYC Early Childhood Program Standards and Accreditation Performance Criteria
<p>Use modified Desired Results guidelines:</p> <ul style="list-style-type: none"> ▪ <i>Teachers treat children with respect.</i> ▪ <i>Programs provide many opportunities for warm, positive interactions between adults and children and children with each other.</i> ▪ <i>Teachers model, coach, and encourage positive social behaviors.</i> ▪ <i>Teachers discuss the consequences of various behaviors and redirect children without using punitive or humiliating techniques.</i> ▪ <i>Teachers help children feel secure by keeping staffing consistent. Relationships are nurturing; room arrangements, schedules, and daily expectations are routine.</i> ▪ <i>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.</i> ▪ <i>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.</i> ▪ <i>Teachers sit with children at mealtimes.</i> <p><i>Programs provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition.</i></p>	<ul style="list-style-type: none"> ▪ Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition. ▪ Teachers provide timely, predictable, and unrushed routines and transitions. ▪ Staff must use a variety of strategies to promote and support children's learning and developmental progress based on the observations and ongoing assessment of each child. ▪ Provide supervision of all indoor and outdoor activities. ▪ Teachers use positive and appropriate child guidance 	<ul style="list-style-type: none"> ▪ Adults treat children with respect. ▪ Program provides many opportunities for warm, positive interactions between adults and children and children with each other. ▪ Adults model, coach, and encourage positive social behaviors. ▪ Adults discuss the consequences of various behaviors and redirect children without using punitive techniques ▪ Adults help children feel secure by keeping staffing consistent. Relationships are nurturing; room arrangements, schedules, and daily expectations are routine. ▪ Adults 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. • Adults participate in many activities with children, spending little time on tasks that do not involve children. Adults sit with children at mealtime. They enjoy the children and seem involved and cheerful rather than bored, tired, or distant. 	<ul style="list-style-type: none"> ▪ Teachers are available and responsive to children; encourage them to share experiences, ideas, and feelings; and listen to them with attention and respect. ▪ Teachers treat children of all races, religions, family backgrounds, and cultures with equal respect and consideration. ▪ Teachers abstain from corporal punishment or humiliating or frightening discipline techniques. ▪ Teacher's support children's emotional development, assisting children to be comfortable, relaxed, happy, and involved in play and other activities.

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.

SAN FRANCISCO PRESCHOOL FOR ALL GUIDELINES

- The staff is responsive to children’s social and emotional needs.
- The program climate, organization, and routine create a sense of safety, security, and predictability.
- Each child is supported in developing a sense of self-worth and capability.
- Each child is supported in developing a sense of self as a valued and responsible member of the group.
- Children are guided and supported to form and maintain satisfying relationships with others.
- Children are guided and supported to express their emotions in socially acceptable and age appropriate ways.
- Children’s social and cultural backgrounds are taken into account in interpreting their preferences and behaviors in the preschool setting.
- Children’s social behavior is guided in the context of daily activities.
- The goal of positive guidance is to promote greater social and emotional competence.
- Children have opportunities to contribute to the well being of their classroom and community.

The world of people that importantly shape the experience of children includes those who provide their care in a variety of settings. These teacher-caregivers contribute directly to what those children learn to expect of their relationships and how they experience themselves. Only if that care is responsive, understanding, loving and contingent will a child's sense of her central importance, competence, effectiveness, and of trust and safety be nurtured.

This care must provide a viable, rich place for safe and predictable learning about everything, including the best things possible about the very complicated and amazing possibilities in the remarkable world of human relationships.

Jeree Pawl, Ph.D.
Early Childhood Education and Mental
Health Consultant

SOCIAL AND EMOTIONAL DEVELOPMENT

Pre-K Learning and Development Guidelines / <i>Additional PFA San Francisco Standards</i>	Head Start Performance Standards / Legislatively Mandated Indicators	Title 5 / Desired Results	NAEYC Early Childhood Program Standards and Accreditation Performance Criteria
<ul style="list-style-type: none"> ▪ The staff is responsive to children's social and emotional needs. ▪ The program climate, organization, and routine create a sense of safety, security, and predictability. ▪ Each child is supported in developing a sense of self-worth and capability. ▪ Each child is supported in developing a sense of self as a valued and responsible member of the group. ▪ Children are guided and supported in forming and maintain satisfying relationships with others. ▪ Children are guided and supported to express their feelings and emotions in socially acceptable and age-appropriate ways. ▪ Children's social and cultural backgrounds are taken into account in interpreting their preferences and behaviors in the preschool setting. ▪ Children's social behavior is guided in the context of daily activities. ▪ The goal of positive guidance is to promote greater social and emotional competence. ▪ <i>Children have opportunities to contribute to the well-being of their classroom and community.</i> 	<p>Agencies support social and emotional development by encouraging development of self concept, self control, cooperation, social relationships, knowledge of family and communities, which enhances each child's strengths by:</p> <ul style="list-style-type: none"> ▪ Building trust; ▪ Fostering independence; ▪ Encouraging self-control by setting clear, consistent limits, and having realistic expectations; ▪ Encouraging respect for the feelings and rights of others; ▪ Supporting and respecting the home language, culture, and family composition of each child in ways that support the child's health and well-being; ▪ Planning for routines and transitions so that they occur in a timely, predictable and unrushed manner according to each child's needs. ▪ Enhancing each child's understanding of self as an individual and as a member of a group ▪ Providing each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning 	<ul style="list-style-type: none"> ▪ The program supports children's social and emotional development by building trust; fostering independence; encouraging self control by setting clear, consistent limits; and having realistic expectations. ▪ The program staff plan routines and transitions so they can occur in a timely, predictable, and unhurried manner. ▪ The program encourages respect for the feelings and rights of others, supporting and respecting the gender, ethnicity, home language, culture, and family composition of each child in ways that support the child's health and well-being. ▪ Each child is supported to develop a sense of self as a valued and responsible member of the group. ▪ Adults provide many opportunities for children to work individually and in small groups on tasks that are meaningful to them. ▪ The program helps children develop emotional security and facility in social relationships. ▪ Adults regard inappropriate social behavior during play as a valuable opportunity to provide a child with new social strategies. 	<ul style="list-style-type: none"> ▪ Curriculum guides teachers to help children learn to recognize and name their own and others' feelings. ▪ Children have varied opportunities to learn the skills needed to regulate emotions, behavior, and attention. ▪ Children have varied opportunities to develop skills for entering into social groups, developing friendships, learning to help, and other pro-social behaviors. ▪ Children have varied opportunities to learn how to interact with others positively, respectfully, and cooperatively; how to learn from and with one another; and how to resolve conflicts in constructive ways. ▪ Children have varied opportunities to learn to understand, empathize with, and take into account other people's perspectives. ▪ Children are provided varied learning opportunities that foster positive identity and an emerging sense of self and others. ▪ A sense of community is developed within the classroom so each child feels accepted and gains a sense of belonging. ▪ Routine tasks are incorporated to further children's learning, self-help, and social skills.

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.

SAN FRANCISCO PRESCHOOL FOR ALL GUIDELINES

- Programs support learning and development in both language and literacy.
- Programs provide a language-rich and print-rich environment to support children’s language and literacy across curricular areas.
- Adults model language and literacy practices as a means to enhance children’s learning and development in those areas.
- The program recognizes and includes the home languages of English learners.
- Children’s language and literacy development is supported through interaction between preschool staff and the children’s families.
- Programs provide a language-rich and print-rich environment in English and in the home languages of children served.
- 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.
- Teachers learn key words from the child’s home language and the English equivalents to deepen the connection with families.
- Programs share information with parents of English language learners on how the first and second language acquisition takes place.

Language is caught not taught.

Language is learned in a meaningful relationship with significant people in the child's life. Language isn't learned in lessons but by being listened to without being corrected or criticized. Language acquisition occurs when child hears language from people they are emotionally connected to. Before the age of nine to twelve years, a child is a specialist in learning to speak. At that age he/she can learn two-three languages as easily as one.

Nina Mogar, Professor
Child Development
City College of San Francisco

LANGUAGE DEVELOPMENT

Pre-K Learning and Development Guidelines / <i>Additional PFA San Francisco Standards</i>	Head Start Performance Standards / Legislatively Mandated Indicators	Title 5 / Desired Results	NAEYC Early Childhood Program Standards and Accreditation Performance Criteria
<ul style="list-style-type: none"> ▪ Programs support learning and development in both language and literacy. ▪ Adults model language and literacy practices as a means to enhance children's learning and development in those areas. ▪ The program recognizes and includes the home languages of English learners. ▪ Children's language and literacy development is supported through interaction between preschool staff and the children's families. ▪ Programs provide language-rich and print-rich environments in English and in the home languages of children served. ▪ <i>For English Language Learners language dominancy and fluency is determined by using input from both parents and teachers.</i> ▪ <i>Teachers use strategies to sustain and expand the home language while children are learning English.</i> ▪ <i>Teachers learn key words from the child's home language in order to deepen the connection to family.</i> ▪ <i>Programs share information with parents of English language learners on how first and second language acquisition takes place.</i> 	<p>Programs, in collaboration with the parents, must implement a curriculum that supports children's language development.</p> <ul style="list-style-type: none"> ▪ Children have opportunities to understand an increasingly complex and varied vocabulary. ▪ Non-English-speaking children have varied opportunities to progress in listening to and understanding English. ▪ Children have varied opportunities to develop increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, and questions and for other varied purposes. ▪ Children have varied opportunities to develop an increasingly complex and varied spoken vocabulary. ▪ Non-English-speaking children have varied opportunities to progress in speaking English. ▪ Programs promote interaction and language use among children and between children and adults 	<p>The program provides for the development of each child's abilities in communication and language by</p> <ul style="list-style-type: none"> ▪ Using various strategies, including experimentation, inquiry, observation, play, and exploration. ▪ Ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue. ▪ Supporting emerging literacy and numeracy development through materials and activities suited to the developmental level of each child. ▪ Promoting interaction, conversation, and language use among children and between children and adults. ▪ Establishing a climate in which children communicate effectively ▪ Providing opportunities for children to develop increasing abilities to comprehend and use language to express themselves. ▪ Adults create a sense of acceptance of diversity by fostering each child's language development, including American Sign Language. Adults use strategies to sustain and expand the home language while children are learning English. Adults learn key words from the child's home language and the English equivalents. 	<ul style="list-style-type: none"> ▪ Goals and objectives for acquisition of language align with the program philosophy and consider family and community perspectives. ▪ Curriculum guides teachers to value and support children's oral and written communication in a language their family uses or understands. ▪ Children have varied opportunities to develop competence in verbal and nonverbal communication Curriculum guides teachers to support alternative communication strategies for children who are nonverbal. ▪ Children have varied opportunities to develop vocabulary through conversations, experiences, field trips, and books. ▪ Children have varied opportunities and materials that encourage them to have discussions to solve problems that are both interpersonal and related to the physical world. ▪ Children have varied opportunities and are provided materials that encourage them to engage in discussions with one another.

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.

SAN FRANCISCO PRESCHOOL FOR ALL GUIDELINES

- Programs provide language-rich and print-rich environments to support children's language and literacy across curricular areas.
- Adults model language and literacy practices as a means to enhance children's learning and development in those areas.
- Programs implement a language arts curriculum that lays the foundation for children's success in language arts in elementary school.
- The program recognizes and includes the home languages of English learners.
- Children's language and literacy development is supported through interaction between preschool staff and the children's families.
- For English language learners, programs partner with families to support literacy and language development in home language and English.

Children exposed to two languages from birth are indeed afforded a cognitive advantage over their monolingual peers on select cognitive tasks...

Being bilingual helps the bilingual child to be a better 'multi-tasker' as compared to monolinguals... Early-age bilingual exposure has a positive impact on multiple aspects of a child's development: linguistic, cognitive and reading. Children who experience early, extensive and systematic exposure to both of their languages quickly grasp the fundamentals of both languages... Children from monolingual homes in bilingual schools were better readers than language- and age-matched monolingual children in monolingual schools.

Laura-Ann Petitto and Kevin Dunbar.
New Findings from Educational Neuroscience on Bilingual
Brains and the Educated Mind. 2004

LITERACY DEVELOPMENT

Pre-K Learning and Development Guidelines / <i>Additional PFA San Francisco Standards</i>	Head Start Performance Standards / Legislatively Mandated Indicators	Title 5 / Desired Results	NAEYC Early Childhood Program Standards and Accreditation Performance Criteria
<ul style="list-style-type: none"> ▪ Programs provide language-rich and print-rich environments to support children’s language and literacy across curricular areas. ▪ Adults model language and literacy practices as a means to enhance children’s learning and development in those areas. ▪ Programs implement a language arts curriculum that lays the foundation for children’s success in language arts in elementary school. ▪ The program recognizes and includes the home languages of English learners. ▪ Children’s language and literacy development is supported through interaction between preschool staff and the children’s families. ▪ <i>For English language learners, programs partner with families to support literacy and language development in home language and English.</i> 	<p>Programs, in collaboration with the parents, must implement a curriculum that supports children to develop phonological awareness, book knowledge and appreciation, print awareness and concepts, early writing and alphabet knowledge.</p> <p>Children have opportunities to:</p> <ul style="list-style-type: none"> ▪ Associate sounds with written words, such as awareness that different words begin with the same sound. ▪ Recognize a word as a unit of print or awareness that letters are grouped to form words and that word are separated by spaces. ▪ Learn to identify letters of the alphabet, especially those in their name. ▪ Know that letters of the alphabet are a special category of visual graphics that can be individually named. 	<p>Programs support emerging literacy skills by providing children opportunities to develop phonological awareness, alphabet knowledge, the concept of print, vocabulary, comprehension of a story that is read, and emergent writing.</p> <p>Children have opportunities to</p> <ul style="list-style-type: none"> ▪ Listen to stories read aloud by an adult or on tape. Teachers sing with children, do fingerplays, act out simple stories or folktales with children participating actively, or tell stories. ▪ Read and discuss stories from the children’s own and other cultures. ▪ Make reading and writing materials accessible to support their awareness of and emerging skills with letters and numbers. ▪ Provide opportunities for children to reflect upon experiences and to see their own words being written by adults. ▪ Provide books and stories with repetitive verses, words, or sounds; helping children develop awareness of the sounds of language by using rhymes and by identifying sounds. ▪ Help children to see the functional uses of print in the program (e.g., street signs, shopping list). 	<p>Children have opportunities to</p> <ul style="list-style-type: none"> ▪ be read books in an engaging manner daily ▪ be read to in individualized ways ▪ explore books on their own and have places that are conducive to the quiet enjoyment of books. ▪ have access to various types of books ▪ be read the same book on repeated occasions. ▪ retell or reenact events in storybooks. ▪ engage in conversations that help them understand the content of a book. ▪ be assisted in linking books to other aspects of the curriculum. ▪ identify the parts of books and differentiate print from pictures. ▪ Children have activities that allow them to become familiar with print. ▪ Children have multiple and varied opportunities to write (scribbling, dictation, etc) ▪ Children are regularly provided multiple and opportunities to develop phonological awareness. ▪ Children are given opportunities to recognize and write letters. ▪ Books are displayed and writing is encouraged in the classroom

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.

SAN FRANCISCO PRESCHOOL FOR ALL GUIDELINES

- The program develops and builds on children’s existing informal mathematical knowledge, recognizing that children enter preschool with different experiences in mathematics.
- Teacher-guided and child-initiated activities are integrated in a numeracy-rich learning environment, using multiple instructional approaches.
- The program identifies clear, age, appropriate goals for mathematics learning and development.
- The program establishes a partnership with families and other caregivers in preparing children for mathematics learning.
- Numeracy learning recognizes and includes the home languages of English learners.
- Teachers use curriculum and teaching practices that strengthen children’s problem-solving and reasoning processes as well as representing, communicating, and connecting mathematical ideas.

Early childhood curriculum needs to go beyond sporadic, hit-or-miss mathematics.

In short, mathematics is too important to be left to chance, and yet it must also be connected to children’s lives. In making all of these choices, effective early childhood teachers build on children’s informal mathematical knowledge and experiences, always taking children’s cultural background and language into consideration.

*While content represents the **what** of early childhood mathematics education, the processes—problem solving, reasoning, communication, connections, and representation—make it possible for children to acquire content knowledge. These processes develop over time and when supported by well-designed opportunities to learn. In effective programs, teachers make judicious use of a variety of approaches, strategies, and materials to support children’s interest and ability in mathematics.*

A joint position statement of the
National Association for the Education of Young Children (NAEYC) and the
National Council for Teachers of Mathematics (NCTM)

MATHEMATICS LEARNING AND DEVELOPMENT

Pre-K Learning and Development Guidelines / Additional PFA San Francisco Standards	Head Start Performance Standards /Legislatively Mandated Indicators	Title 5 / Desired Results	NAEYC Early Childhood Program Standards and Accreditation Performance Criteria
<ul style="list-style-type: none"> ▪ The program develops and builds on children’s existing informal mathematical knowledge, recognizing that children enter preschool with different experiences in mathematics. ▪ Teacher-guided and child-initiated activities are integrated in a numeracy-rich learning environment, using multiple instructional approaches. ▪ The program identifies clear, age, appropriate goals for mathematics learning and development. ▪ The program establishes a partnership with families and other caregivers in preparing children for mathematics learning. ▪ <i>Numeracy learning recognizes and includes the home languages of English learners.</i> ▪ <i>Teachers use curriculum and teaching practices that strengthen children’s problem solving and reasoning processes as well as representing, communicating, and connecting mathematical ideas.</i> 	<p>Programs, in collaboration with the parents, must implement a curriculum that supports children to build their understanding of numbers and operations, geometry and spatial sense, patterns and measurement. Children are provided with opportunities to:</p> <ul style="list-style-type: none"> ▪ Increase interest and awareness of numbers and counting ▪ Associate number concepts, vocabulary, quantities and numerals in meaningful ways ▪ Count in sequence to 10 and beyond. ▪ Use language to compare numbers of objects ▪ Increase abilities to combine, separate and name “how many” concrete objects. ▪ Recognize, describe, name, and compare common shapes. ▪ Put together and take apart shapes. ▪ Compare and group objects by one or two attributes. ▪ Increase understanding of directionality, order and positions of objects. ▪ Enhance their abilities to recognize and extend patterns. ▪ Use standard and non-standard measures for length and area of objects 	<ul style="list-style-type: none"> ▪ The program provides materials and activities suited to the developmental level of each child. Which support the development of math and number concepts and the understanding of concepts of measure, order and time. ▪ Program staff: <ul style="list-style-type: none"> - Provide objects for counting, sequencing games, and one-to-one corresponding toys, as age appropriate. - Design opportunities for children to discover how numerical concepts relate to other concepts through activities such as food experiences, science, games, dramatic play, fingerplays, puzzles, blocks, calculators and abacuses, and computers. - Inform parents of ways in which they can encourage literacy and numeracy development at home; plan family activities that provide children with memorable experiences. 	<ul style="list-style-type: none"> ▪ Children are provided opportunities and materials to build understanding of numbers, number names, and their relationship to object quantities and to symbols. ▪ Children are provided opportunities and materials to categorize by one or two attributes, such as shape, size, and color. ▪ Children are provided opportunities and materials to understand basic concepts of geometry ▪ Children are provided opportunities and materials that help them understand the concept of measurement by using standard and nonstandard units of measurement. ▪ Children are provided opportunities to build an understanding of time in the context of their lives, schedules, and routines. ▪ Children are provided opportunities and materials that help them recognize and name repeating patterns. ▪ Children are provided opportunities and materials that encourage them to integrate mathematical terms into everyday conversation.

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.

SAN FRANCISCO PRESCHOOL FOR ALL GUIDELINES

- The curriculum gives attention to all areas of motor skill development, including gross motor, fine motor, oral motor, and sensory motor.
- Consideration is given to children's varying rates of development and acquisition of skills.
- The program provides many opportunities for free play.
- Teachers consider children's special health and physical needs when designing physical activities and environments.
- Programs provide extended periods for self-directed movement in both indoor and outdoor environments.
- Teachers provide adult guidance to assure the safe use of equipment and to support the participation of children with special needs.
- Teachers provide a balance of gross and fine motor experiences that are child-directed and support the sensory-integration of the child.
- Sensory-motor experiences are planned for the small group and individual sensory-motor developmental needs.

When people get nervous that children aren't "learning" in familiar ways I think about what Jean Ayres and Piaget said about "thinking", the human brain is not designed to process abstractions until it has a concrete knowledge of the body, the world, and physical forces. Seven or eight years of moving and play are required to give the child a sensory-motor intelligence that can serve as the foundation for intellectual, social, and personal development.

We need to remember that many of us got through the university not by sitting around for the first eight years of life, we moved, swung, and most importantly played!

Stephen Santos Rico
Chair, Child Development & Family Studies
City College of San Francisco

PHYSICAL AND MOTOR DEVELOPMENT

Pre-K Learning and Development Guidelines / Additional PFA San Francisco Standards	Head Start Performance Standards / Legislatively Mandated Indicators	Title 5 / Desired Results	NAEYC Early Childhood Program Standards and Accreditation Performance Criteria
<ul style="list-style-type: none"> ▪ The curriculum gives attention to all areas of motor skill development, including gross motor, fine motor, oral motor, and sensorimotor. ▪ Consideration is given to children's varying rates of development and acquisition of skills. ▪ The program provides many opportunities for free play. ▪ Teachers consider children's special health and physical needs when designing physical activities and environments. ▪ <i>Programs provide extended periods for self-directed movement in both indoor and outdoor environments.</i> ▪ <i>Teachers provide adult guidance to assure the safe use of equipment and to support the participation of children with special needs.</i> ▪ <i>Teachers provide a balance of gross and fine motor experiences that are child-directed and support the sensory-integration of the child.</i> ▪ <i>Sensory-motor experiences are planned for the small group and individual sensory-motor developmental needs.</i> 	<ul style="list-style-type: none"> ▪ Agencies provide sufficient time, indoor and outdoor space, equipment, materials and adult guidance for active play and movement that support the development of gross motor skills; ▪ Agencies provide appropriate time, space, equipment, materials and adult guidance for the development of fine motor skills according to each child's developmental level. ▪ Agencies provide an appropriate environment and adult guidance for the participation of children with special needs. ▪ Children are provided with varied opportunities to improve health status and to gain the awareness of and ability to practice basic health and safety rules. ▪ In home-based settings, programs must encourage parents to appreciate the importance of physical development, provide opportunities for children's outdoor and indoor active play, and guide children in the safe use of equipment and materials. 	<ul style="list-style-type: none"> ▪ The program provides sufficient time, indoor and outdoor space, equipment, materials, and guidelines for active play and movement that support the development of gross motor skills. ▪ The program provides appropriate time, space, equipment, materials, and adult guidance for the development of fine motor skills according to each child's developmental level. 	<ul style="list-style-type: none"> ▪ Children have varied opportunities and are provided equipment to engage in large motor experiences that <ul style="list-style-type: none"> - stimulate a variety of skills. - enhance sensory-motor integration. - develop controlled movement - enable children with varying abilities to have gross-motor experiences similar to those of their peers. - range from familiar to new and challenging. - help them learn physical games with rules and structure ▪ Children are provided varied opportunities and materials that support fine-motor development, increase awareness of safety and practice safety procedures, encourage good health, and learn about nutrition. ▪ Children are provided tools and guided in their use in writing, drawing, art, and science activities. ▪ Children are provided opportunities to discuss, ask questions, and raise fears about visiting the doctor, clinic, hospital, or dentist; getting shots; or taking medicine.

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.

SAN FRANCISCO PRESCHOOL FOR ALL GUIDELINES

- 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.
- 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.
- Children have opportunities to use senses and a variety of tools to gather information, investigate materials and observe processes and relationships.
- Children have opportunities to develop increasing ability to observe and discuss common properties, differences and comparisons among objects and materials.
- 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.
- Teachers provide opportunities for children to understand more about themselves, their family, others, and the world.

Learning in preschool occurs with first hand experiences.

Try conducting a science experiment every Friday. Write out the scientific method and follow it with the class. Children love to make hypotheses. Cultures can be introduced through books, food, language, clothing, photographs, music and dance. Take an imaginary trip by decorating the classroom. A repertoire of open-ended questions will expand learning, challenging children to think critically about their work and themselves.

An inquisitive mind is all a good scientist really needs and a willingness to look beyond oneself will open a child's eyes to the world.

Benjamin Hughes
Lead Teacher
Ella Hill Hutch Head Start

EXPLORATION OF SCIENCE AND SOCIAL STUDIES

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<ul style="list-style-type: none"> ▪ 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. ▪ 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. ▪ <i>Children have opportunities to use senses and a variety of tools to gather information, investigate materials and observe processes and relationships.</i> ▪ <i>Children have opportunities to develop increasing ability to observe and discuss common properties, differences and comparisons among objects and materials.</i> ▪ <i>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.</i> ▪ <i>Teachers provide opportunities for children to understand more about themselves, their family, others, and the world.</i> 	<p>Programs, in collaboration with the parents, must implement a curriculum that supports children to build scientific skills and methods, explore creative arts such as music, art, movement and dramatic play. Children have opportunities to:</p> <ul style="list-style-type: none"> ▪ Use senses and a variety of tools to gather information, investigate materials and observe processes and relationships. ▪ Develop increasing ability to observe and discuss common properties, differences and comparisons among objects and materials. ▪ Gain scientific knowledge about the natural world, their body, the environment, time, temperature and the changes in materials and cause-effect relationships. 	<ul style="list-style-type: none"> ▪ Adults provide a balanced program that includes books and pictures, blocks, sand and water, nature and science, math and numbers, art, music, and movement in the curriculum to provide a wide variety of experiences to meet the needs and interests of children in the program. ▪ Adults provide opportunities for children to explore concepts related to understanding more about themselves, their family, others, and the world. 	<ul style="list-style-type: none"> ▪ Curriculum addresses key concepts and principles of science such as organisms, Earth and sky, light and shadow, sun, moon, structure and property of matter. ▪ Children are provided varied opportunities and materials to <ul style="list-style-type: none"> ▪ Encourage them to use the five senses ▪ Collect data and to represent and document their findings ▪ Encourage them to think, question, and reason ▪ Discuss scientific concepts in everyday conversation. ▪ Learn about the community in which they live. ▪ Learn about physical characteristics of their local environment ▪ Learn how people affect their environment ▪ Build a foundation for understanding economic concepts, such as playing restaurant, ▪ Contribute to the well-being of their classroom and community

CREATIVE ARTS

PROGRAM QUALITY STANDARD

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

SAN FRANCISCO PRESCHOOL FOR ALL GUIDELINES

- 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.
- 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.
- Children are provided varied opportunities and materials to express themselves creatively through music, drama, creative movement, dance, and art.
- Teachers work with families and community members to explore creative art and expression that build upon and highlight the cultural diversity of the community.

When children are observed in activities such as music or art, one can see their excitement and pride in being able to understand their body's capability. This is an important step for them to learn about their world. Depriving music or art from children can hinder their cognitive, social, language and motor skills. When children jump and dance to music or put their full attention to their drawing, one can imagine the many ideas that are forming in their heads and the connection it has made in their world.

Janet Tu
Lead Teacher
Cadillac Head Start

CREATIVE ARTS DEVELOPMENT

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<ul style="list-style-type: none"> ▪ 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. ▪ 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. ▪ <i>Children are provided varied opportunities and materials to express themselves creatively through music, drama, creative movement, dance, and art.</i> ▪ <i>Teachers work with families and community members to explore creative art and expression that build upon and highlight the cultural diversity of the community.</i> 	<p>Programs, in collaboration with the parents, must implement a curriculum that supports children to build scientific skills and methods, explore creative arts such as music, art, movement and dramatic play. Children have opportunities to:</p> <ul style="list-style-type: none"> ▪ Participate in a variety of music activities and experiment with musical instruments. ▪ Use and gain ability with different art media and materials as a means of self-expression. ▪ Ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue ▪ Participate in a variety of dramatic play activities. 	<ul style="list-style-type: none"> ▪ Adults provide a balanced program that includes books and pictures, blocks, sand and water, nature and science, math and numbers, art, music, and movement in the curriculum to provide a wide variety of experiences to meet the needs and interests of children in the program. ▪ The program provides opportunities for creative self-expression through activities such as art, music, movement, and dialogue. 	<ul style="list-style-type: none"> ▪ Children are provided varied opportunities and materials to express themselves creatively through music, drama, dance, and art. ▪ Children are provided opportunities to learn new concepts and vocabulary related to art, music, drama, and dance. ▪ Children are provided with opportunities to develop and widen skills that support artistic expression.

HEALTH AND SAFETY

PROGRAM QUALITY STANDARD

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

SAN FRANCISCO PRESCHOOL FOR ALL GUIDELINES

- The environment is safe and comfortable for children and adults.
- The program acts to prevent illness and accidents and is prepared to deal with emergencies.
- The program maintains health and safety practices, including observance of standard infection precautions.
- Each site is in good standing and has a current license issued by the authorized licensing agency.
- Adults know where children are and what they are doing at all times.
- Health records, including those for immunizations and current information on related health issues are filed separately for each child and confidentiality is ensured.
- Teachers are aware of the symptoms of common illnesses and notice changes in children's behavior that may signal illnesses or allergies.
- There is a system for recording and checking medication administered to a child.
- Programs develop and maintain plans for children with special health care needs.
- Program staff has been appropriately trained to address the special care needs of the child.
- Children, families and staff are educated on health and safety practices including effective oral hygiene and hand washing.

A healthy child is a child ready to learn.

As long as we make sure that solid health and safety policies and procedures are in place – and followed—we'll ensure that all children have a good start.

Rita Times
Nurse Manager
Child Care Health Project
Department of Public Health
Children, Youth and Families

HEALTH AND SAFETY

Pre-K Learning and Development Guidelines / <i>Additional PFA San Francisco Standards</i>	Head Start Performance Standards / Legislatively Mandated Indicators	Title 5 / Desired Results	NAEYC Early Childhood Program Standards and Accreditation Performance Criteria
<ul style="list-style-type: none"> ▪ The environment is safe and comfortable for children and adults. ▪ The program acts to prevent illness and accidents and is prepared to deal with emergencies. ▪ The program maintains health and safety practices, including observance of standard infection precautions. ▪ Each site is in good standing and has a current license issued by the authorized licensing agency. ▪ Adults know where children are and what they are doing at all times. ▪ Health records, including those for immunizations and current information on related health issues are filed separately for each child and confidentiality is ensured. ▪ Teachers are aware of the symptoms of common illnesses and notice changes in children’s behavior that may signal illnesses or allergies. ▪ There is a system for recording and checking medication administered to a child. ▪ Programs develop and maintain plans for children with special health care needs. ▪ <i>Program staff has been appropriately trained to address the special care needs of the child.</i> ▪ <i>Children, families and staff are educated on health and safety practices including effective oral hygiene and hand washing.</i> 	<ul style="list-style-type: none"> ▪ The program presents valid certification that it is in compliance with all legal requirements for protection of health and safety of children in group settings. ▪ The program is licensed or accredited to operate by the appropriate state/local agencies. ▪ A current, written record is maintained for each child, including the results of a complete health evaluation by an approved health care resource within six months prior to enrollment, record of immunizations, emergency contact information, names of people authorized to pickup the child, and pertinent health history. ▪ Children are under adult supervision at all times. ▪ Suspected incidents of child abuse and/or are reported to the appropriate local agencies. ▪ Program provides certification that nontoxic building materials, no lead paint or asbestos, are used in the facility. ▪ All equipment is surrounded by a resilient surface of an acceptable depth or by rubber mats manufactured for such use. 	<ul style="list-style-type: none"> ▪ Program acts to prevent illness and accidents and is prepared to deal with emergencies. ▪ Children are educated on health and safety practices including: <ul style="list-style-type: none"> - effective dental hygiene. - hand washing ▪ The program maintains health and safety practices, including observance of universal precautions. ▪ Each site has a current license issued by the authorized licensing agency. ▪ Adults know where children are and what they are doing at all times. ▪ Health records are filed separately for each child and confidentiality is ensured. ▪ Adults are aware of the symptoms of common illnesses and notice changes in children’s behavior that may signal illnesses or allergies. Caregivers conduct daily health checks. Sound, written policies state that children and adults are excluded for illness. ▪ There is a system for recording and checking medication administered to a child; other vital information is accessible to adults. ▪ Adults model good health practices and integrate them into the curriculum. 	<ul style="list-style-type: none"> ▪ The program presents valid certification that it is in compliance with all legal requirements for protection of health and safety of children in group settings. ▪ The program is licensed or accredited to operate by the appropriate state/local agencies. ▪ A current, written record is maintained for each child, including the results of a complete health evaluation by an approved health care resource within six months prior to enrollment, record of immunizations, emergency contact information, names of people authorized to pickup the child, and pertinent health history. ▪ Children are under adult supervision at all times. ▪ Suspected incidents of child abuse and/or are reported to the appropriate local agencies. ▪ Program provides certification that nontoxic building materials, no lead paint or asbestos, are used in the facility. ▪ All equipment is surrounded by a resilient surface of an acceptable depth or by rubber mats manufactured for such use.

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.

SAN FRANCISCO PRESCHOOL FOR ALL GUIDELINES

- 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.
- Health / nutrition education is integrated into the program activities for children and families.
- Teachers provide experiences in food preparation and sampling of a variety of nutritious foods.
- The program serves healthy food that is high in nutrients and low in fat, sugar, and salt.
- The amount and type of food offered are appropriate for the ages and sizes of the children.
- Snacks and meals are timed appropriately for all children.
- Foods indicative of children's cultural backgrounds are served regularly.

Good nutrition is a huge part of a child's growth and development.

In our program, we have fruit with every meal and snack. The children love all the colors, textures, and types. We always talk about the different kinds.... how they look, smell and taste. I encourage them to "take a little taste" It's not hard to get them to try it. Cooking, eating and learning go hand in hand.

Renee Underwood
Owner and Operator
Ideal Family Child Care

NUTRITION

Pre-K Learning and Development Guidelines / <i>Additional PFA San Francisco Standards</i>	Head Start Performance Standards / Legislatively Mandated Indicators	Title 5 / Desired Results	NAEYC Early Childhood Program Standards and Accreditation Performance Criteria
<ul style="list-style-type: none"> ▪ <i>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.</i> ▪ <i>Health / nutrition education is integrated into the program activities for children and families.</i> ▪ <i>Teachers provide experiences in food preparation and sampling of a variety of nutritious foods.</i> ▪ <i>The program serves healthy food that is high in nutrients and low in fat, sugar, and salt.</i> ▪ <i>The amount and type of food offered are appropriate for the ages and sizes of the children.</i> ▪ <i>Snacks and meals are timed appropriately for all children.</i> ▪ <i>Foods indicative of children's cultural backgrounds are served regularly.</i> 	<ul style="list-style-type: none"> ▪ Agencies must design and implement a nutrition program that meets the nutritional needs and feeding requirements of each child, including those with special dietary needs and children with disabilities. Also, the nutrition program must serve a variety of foods which consider cultural and ethnic preferences and which broaden the child's food experience. ▪ Programs provide appropriate snacks and meals to each child during group socialization activities ▪ Staff must promote effective dental hygiene among children in conjunction with meals. ▪ Parents and appropriate community agencies must be involved in planning, implementing, and evaluating the agencies' nutritional services ▪ Parent education activities must include opportunities to assist individual families with food preparation and nutritional skills. ▪ Programs conduct nutrition assessment for each child ▪ Implement ion of nutrition activities in the classroom 	<ul style="list-style-type: none"> ▪ The nutritional needs of children and adults are met in a way that promotes physical, social, emotional and cognitive development. ▪ Health / nutrition education is integrated into the program activities. ▪ Teachers provide experiences in food preparation and sampling of a variety of nutritious foods. ▪ The program serves healthful food that is high in nutrients and low in fat, sugar, and salt. The menu reflects the cultural diversity of the group. Drinking water is available at all times. ▪ The amount and type of food offered are appropriate for the ages and sizes of the children. ▪ Snacks and meals are timed appropriately for all children <p>(See last bullet in Pre-K Learning and Development Guidelines column for additional PFA San Francisco guidelines.)</p>	<ul style="list-style-type: none"> ▪ Meals and snacks are planned to meet the child's nutritional requirements in proportion to the amount of time the child is in the program each day, as recommended by the Child Care Food Program of the U.S. Department of Agriculture. ▪ The program prepares written menus and posts them where families can see them and has copies available for families who would like to have one. ▪ Foods indicative of children's cultural backgrounds are served periodically. ▪ Mealtime is a pleasant social and learning experience for children

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.

SAN FRANCISCO PRESCHOOL FOR ALL GUIDELINES

- 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.
- Teachers engage in practices that are consistent with those from children’s homes.
- 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.
- Children are encouraged to recognize and develop strategies to use when they encounter social injustice, bias and prejudice.
- Teachers build meaningful relationships with families to learn about and to be responsive to the cultures of the children and families served.
- The community and families are engaged as resources for curriculum development and enrichment.
- 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.
- Teachers use the whole learning environment and curriculum for “teachable moments” to explore diversity.

Children have the right to live in and be educated in an equitable society. Children must grow up with a strong sense of self, in families and communities that promote attitudes, beliefs and values of equity.

As members of communities, early care educators have the responsibility to develop their own understanding of diversity and to partner with families, staff, administrators and institutions to create a society where social justice is a fact.

The capacity of educators to help create such a society is built when principles which promote equity and social justice are infused into culture, practices and training of the field.

BANDTEC
A NETWORK FOR DIVERSITY TRAINING

AFFIRMING CULTURAL BACKGROUNDS, FAMILY STRUCTURE, LANGUAGE AND CUSTOMS

Pre-K Learning and Development Guidelines / <i>Additional PFA San Francisco Standards</i>	Head Start Performance Standards / Legislatively Mandated Indicators	Title 5 / Desired Results	NAEYC Early Childhood Program Standards and Accreditation Performance Criteria
<ul style="list-style-type: none"> ▪ 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. ▪ Teachers engage in practices that are consistent with those from children’s homes. ▪ 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. ▪ Children are encouraged to recognize and develop strategies to use when they encounter social injustice, bias and prejudice. ▪ <i>Teachers build meaningful relationships with families to learn about and to be responsive to the cultures of the children and families served.</i> ▪ <i>The community and families are engaged as resources for curriculum development and enrichment.</i> ▪ <i>Program materials reflect nonstereotyped characteristics, values, and practices of diverse cultures, languages and family structures, including but not limited to, extended, single parent, adoptive and LGBT families.</i> ▪ <i>Teachers use the whole learning environment and curriculum for “teachable moments” to explore diversity.</i> 	<p>Incorporate Head Start multicultural principles in program planning and operation that include:</p> <ul style="list-style-type: none"> ▪ Every child is rooted in culture ▪ The cultural groups represented in the communities and families of each Head Start Program ▪ Learning accurate information about the culture of different groups and discarding stereotypes ▪ Implement a curriculum that is cultural relevance and developmentally appropriate ▪ Acquire the skills required to function in a diverse society ▪ Provide effective programs for children with limited English speaking abilities ▪ Recruit staff who reflect the community and families served ▪ Implement Multicultural programming for children enables children to develop an awareness of, respect for, and appreciation of individual cultural differences ▪ Culturally relevant and diverse programming and practices are incorporated in all program areas 	<ul style="list-style-type: none"> ▪ The agency provides services that are responsive to the diverse cultural, linguistic, and economic needs of the geographic area of service. ▪ The staff reflects the linguistic and cultural background of the community being served. ▪ The program refrains from religious instruction or worship. A written policy statement states that the agency does not provide religious instruction or allow worship in its child development program. ▪ The program makes every attempt to hire staff that reflects the linguistic and cultural background of the community being served. ▪ Programs encourage and support 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. ▪ Program materials reflect nonstereotyped characteristics, values, and practices of diverse cultural groups and biracial perspectives. ▪ Visual displays show a variety of cultures. Print in the classroom includes the home languages of children in the program. 	<ul style="list-style-type: none"> ▪ Children are provided varied opportunities and materials to build their understanding in non-stereotypical ways of diversity in culture, family structure, ability, language, age, and gender. ▪ Children are provided opportunities to gain an appreciation of art, music, drama, and dance in all of its cultural diversity. ▪ Teaching staff support the development and maintenance of children's home language whenever possible ▪ Teachers counter potential bias and discrimination by <ul style="list-style-type: none"> - treating all children with respect and consideration. - initiating activities and discussions that build positive self-identity and teach the valuing of differences. - intervening when children tease or reject others. - countering stereotypical limitations by providing models and visual images of differing adult roles, abilities, and ethnic/cultural backgrounds. - avoiding stereotypes in language usage

INCLUDING CHILDREN WITH DISABILITIES OR OTHER SPECIAL NEEDS

PROGRAM QUALITY STANDARD

Programs are inclusive, supporting the right 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.

SAN FRANCISCO PRESCHOOL FOR ALL GUIDELINES

- 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.
- Teachers are a part of the educational team that develops and implements individualized education programs (IEPs) for children eligible to receive special education services.
- Teachers work collaboratively with other specialists to determine appropriate modifications in the curriculum, instructional methods, or classroom environments.
- Programs provide sufficient release time, training, information and support for teachers to plan and consult regarding children with disabilities or other special needs.
- Teachers work closely with families in an educational partnership and provide them with appropriate information and support.
- PFA teachers must have taken an in-depth training (minimum of 8 hours) course in caring for children with disabilities or other special needs.
- All PFA staff must participate in an in-service training on inclusion and caring for children with disabilities or other special needs each year.

My child, with all his challenges, has the same rights and needs for a joyful childhood as all other kids.

His presence in a high quality preschool --one that embraces the concept of inclusion and where teachers don't just believe he belongs, but do what is needed to make that a reality-- is a blessing that I wish more special needs children and their families could experience.

September Jarrett
Parent

INCLUDING CHILDREN WITH DISABILITIES OR OTHER SPECIAL NEEDS

Pre-K Learning and Development Guidelines / Additional PFA San Francisco Standards	Head Start Performance Standards / Legislatively Mandated Indicators	Title 5 / Desired Results	NAEYC Early Childhood Program Standards and Accreditation Performance Criteria
<ul style="list-style-type: none"> ▪ 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. ▪ Teachers are a part of the educational team that develops and implements individualized education programs (IEPs) for children eligible to receive special education services. ▪ Teachers work collaboratively with other specialists to determine appropriate modifications in the curriculum, instructional methods, or classroom environments. ▪ Programs provide sufficient release time, training, information and support for teachers to plan and consult regarding children with disabilities or other special needs. ▪ Teachers work closely with families in an educational partnership and provide them with appropriate information and support. ▪ <i>PFA teachers must have taken an in-depth training (minimum of 8 hours) course in caring for children with disabilities or other special needs.</i> ▪ <i>All PFA staff must participate in an in-service training on inclusion and caring for children with disabilities or other special needs each year.</i> 	<ul style="list-style-type: none"> ▪ The agency, if appropriate, must develop a disabilities service plan providing strategies for meeting the special needs of children with disabilities and their parents. The purposes of this plan are to assure: (1) That all components of Head Start are appropriately involved in the integration of children with disabilities and their parents; and (2) That resources are used efficiently. ▪ The plan must include provisions for children with disabilities to be included in the full range of activities and services normally provided to all Head Start children ▪ Every child receiving services in Head Start who has been evaluated and found to have a disability and in need of special education must have an IEP before special education and related services are provided to ensure that comprehensive information is used to develop the child's program. 	<ul style="list-style-type: none"> ▪ The program is inclusive of children with exceptional needs, is consistent with their individualized family service plan (IFSP) or individualized education program (IEP), and promotes an environment of acceptance. ▪ The program welcomes the enrollment of children with disabilities. ▪ Staff understands the requirement of the Americans with Disabilities Act (ADA) to make reasonable accommodations for such children. 	<ul style="list-style-type: none"> ▪ Teaching staff and other classroom and/or program staff work as a team to implement daily teaching and learning activities, including Individualized Family Service Plans (IFSPs), Individualized Education Programs (IEPs), and other individual plans. ▪ For children with persistent, serious, challenging behavior, teachers, families, and other professionals work as a team to develop and implement an individualized plan that supports the child's inclusion and success. ▪ All teachers and assistant teachers/teacher aides have specialized college-level course work or professional development training that prepares them to work with children who have special needs. ▪ When program staff suspect that a child has a developmental delay or other special need, this possibility is communicated to families in a sensitive, supportive, and confidential manner.

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.

SAN FRANCISCO PRESCHOOL FOR ALL GUIDELINES

- In collaboration with families, programs will perform or obtain a developmental screening of all 4-year old children within 60 days of program entry.
- 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.

What's the Difference Between Screening and Assessment?

Definitions

Screening Tool:

A screening tool is used to make a judgment about developmental progress in order to determine if further assessment is necessary. The screening process helps an individual judge whether development is progressing typically or if there is cause for concern. A screening tool is not designed to provide detailed description of developmental functioning or to design intervention strategies.

Assessment:

An assessment is conducted to determine the existence of a developmental delay, to identify strengths and needs, and to develop strategies for intervention. The purpose of assessment to document how well children are learning and progressing in the program

Pre-K Learning and Development Guidelines / Additional PFA San Francisco Standards	Head Start Performance Standards / Legislatively Mandated Indicators	Title 5 / Desired Results	NAEYC Early Childhood Program Standards and Accreditation Performance Criteria
<p><i>In collaboration with families, programs will perform or obtain a developmental screening of all 4-year old children within 60 days of program entry.</i></p> <ul style="list-style-type: none"> ▪ <i>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.</i> 	<ul style="list-style-type: none"> ▪ In collaboration with each child's parent, and within 45 calendar days of the child's entry into the program, agencies must perform or obtain linguistically and age appropriate developmental, sensory and behavioral screenings of motor, language, social, cognitive, perceptual, and emotional skills. To the greatest extent possible, these screenings must be sensitive to the child's cultural background. ▪ Information from developmental, sensory, and behavioral screenings, the ongoing observations, medical and dental evaluations and treatments, and insights from the child's parents are used to help staff and parents determine how the program can best respond to each child's individual characteristics, strengths and needs. 	<ul style="list-style-type: none"> ▪ All children receive developmental screening using the Desired Results Developmental Profile Instrument (DRDP) within 60 days of program entry. ▪ Families' health and social service needs have been identified and documented. Referrals and follow-up on referrals are made when necessary. 	<ul style="list-style-type: none"> ▪ All children receive developmental screening that includes <ul style="list-style-type: none"> - the timely screening of all children within three months of program entry; - screening instruments that meet professional standards for standardization, reliability, and validity; - screening instruments that have normative scores available on a population relevant for the child being screened; - screening children's health status and their sensory, language, cognitive, gross motor, fine motor, and social-emotional development; - a plan for evaluating the effectiveness of the screening program; - using the results to make referrals to appropriate professionals, when appropriate, and ensuring that the referrals are followed up.

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.

SAN FRANCISCO PRESCHOOL FOR ALL GUIDELINES

- Assessment is done to benefit children and to enhance effectiveness of parents and teachers.
- Assessment includes multiple sources of information and is balanced across cognitive, social, emotional and health domains.
- Assessment takes place in a context or setting that is natural, non-threatening, and familiar.
- Assessment is continuous and is used regularly for planning and developing specific strategies to support learning and development
- Families are aware of and involved in the process of assessment.
- Programs utilize the Desired Results Developmental Profile (Revised) twice each year to report and track children's individual progress.
- Children are able to meet content standards in either first language, English or in a combination of the two.
- Programs will strive to conduct assessment of English Language Learners in both home language and in English.

When children are not regularly and appropriately assessed, they bear the costs of that deprivation; they can fail to receive beneficial special services, as well as optimally tailored activities and experiences in the classroom. Young English-language learners have the right to be assessed for the same reasons and benefits as all children. Moreover, they have the right to be assessed with high-quality assessments and under assessment conditions responsive to the needs of young English- language learners. The assessments should be valid and reliable, free of bias, and developmentally appropriate.

Whenever possible, young English- language learners should be assessed in both English and the child's home language. There are several reasons for a dual- language approach. First, assessment evidence for young children is used mainly to understand and improve children's learning, and language abilities are intimately connected to learning across domains. Language abilities change over time and children with emerging bilingual skills show varying rates of language acquisition—there is no one path to learning a new language (Wong Fillmore, 1985).

Assessment of Young English-language Learners
Draft NAEYC Recommendations

CHILD ASSESSMENTS

Pre-K Learning and Development Guidelines / <i>Additional PFA San Francisco Standards</i>	Head Start Performance Standards / Legislatively Mandated Indicators	Title 5 / Desired Results	NAEYC Early Childhood Program Standards and Accreditation Performance Criteria
<ul style="list-style-type: none"> ▪ Assessment is done to benefit children and to enhance effectiveness of parents and teachers. ▪ Assessment includes multiple sources of information and is balanced across cognitive, social, emotional and health domains. ▪ Assessment takes place in a context or setting that is natural, non-threatening, and familiar. ▪ Assessment is continuous and is used regularly for planning and developing specific strategies to support learning and development ▪ Families are aware of and involved in the process of assessment. ▪ <i>Programs utilize the Desired Results Developmental Profile (Revised) twice each year to report and track children's individual progress.</i> ▪ <i>Children are able to meet content standards in either first language, English or in a combination of the two.</i> ▪ <i>Programs will strive to conduct assessment of English Language Learners in both home language and in English.</i> 	<ul style="list-style-type: none"> ▪ Staff must use a variety of strategies to promote and support children's learning and developmental progress based on the observations and ongoing assessment of each child. ▪ Assessments are used to support individualization for children with disabilities ▪ Agencies conduct developmental screenings, DRDP+ assessments and child observations ▪ Teachers incorporate child outcomes into program planning. 	<ul style="list-style-type: none"> ▪ Utilize the Desired Results Developmental Profile as an observation tool to report and track children's individual progress. ▪ Complete DRDP profiles twice each year for every preschool child. ▪ Results of the DDRP are to be shared with parents during parent conferences or at other meetings. 	<ul style="list-style-type: none"> ▪ The program has a written plan for assessment that describes assessment purposes, procedures, and uses of the results. ▪ The program's written plan includes purposes and uses of assessment ▪ Staff collaborate with families in planning and implementing assessments and effectively communicate assessment information to families ▪ Programs use procedures that are sensitive to and informed by family culture, experiences, children's disabilities, and home language; include information on all domains of children's development and learning; are meaningful and accurate; and used in settings familiar to the children. ▪ Teachers assess the developmental progress across all developmental domains using a variety of instruments and data sources. ▪ Staff with diverse expertise and skills collect information. ▪ Teachers interpret assessment in reference to curriculum goals and developmental expectations. ▪ Programs use assessment to adapt curriculum, individualize teaching, and inform program development.

ANNUAL SELF-ASSESSMENT OF PROGRAM QUALITY

PROGRAM QUALITY STANDARD

At least once each year, programs must conduct a self-assessment of their effectiveness and progress in meeting program goals and objectives and in implementing a high quality preschool program.

SAN FRANCISCO PRESCHOOL FOR ALL GUIDELINES

- Child outcomes information is incorporated into program-wide planning and evaluation efforts.
- The program uses the Preschool for All in San Francisco Program Self-Assessment Tool to evaluate the program’s effectiveness in meeting the needs of children and families.
- A family survey is conducted annually to get feedback and to evaluate families’ satisfaction. Programs should use Preschool For All in San Francisco’s adapted Desired Results family survey or incorporate required family support indicators to locally designed forms.
- Programs develop and submit action plans that address any areas identified during the self-assessment as needing improvement.

Sometimes, educators are our own worst critics. The act of self-evaluation can be intimidating because we already know our limitations and shortcomings. Moreover, with everything that is asked of us, one more thing, one that makes us look at ourselves critically, may seem more like an imposition than an opportunity.

I don’t think we give ourselves enough credit for the miracles we perform every day in the lives of children and families. Self-assessments illuminate these miraculous acts and serve as guides in our vital task of creating dynamic programs, classrooms and curriculum.

Brian Silveira
Senior Lead Teacher

ANNUAL SELF - ASSESSMENT OF PROGRAM QUALITY

<p>Pre-K Learning and Development Guidelines / Additional PFA San Francisco Standards</p>	<p>Head Start Performance Standards / Legislatively Mandated Indicators</p>	<p>Title 5 / Desired Results</p>	<p>NAEYC Early Childhood Program Standards and Accreditation Performance Criteria</p>
<ul style="list-style-type: none"> ▪ <i>Child outcomes information is incorporated into program-wide planning and evaluation efforts.</i> ▪ <i>The program uses the Preschool For All in San Francisco Program Self-Assessment Tool to evaluate the program's effectiveness in meeting the needs of children and families.</i> ▪ <i>A family survey is conducted annually to get feedback and to evaluate families' satisfaction. Programs should use Preschool For All in San Francisco's adapted Desired Results family survey or incorporate required family support indicators to locally designed forms.</i> ▪ <i>Programs develop and submit action plans that address any areas identified during the self-assessment as needing improvement.</i> 	<ul style="list-style-type: none"> ▪ Ongoing monitoring for each service area using established monitoring instruments ▪ Conduct program-wide self-assessment annually using Program Review Instrument for Systems Monitoring (PRISM) ▪ Develop a corrective plan to address service gaps ▪ Conduct Federal Review every 3 years ▪ Conduct employee performance evaluation ▪ Complete and submit Program Information Report (PIR) annually ▪ Conduct National Reporting System testing two times a year. 	<ul style="list-style-type: none"> ▪ The agency has developed and implemented an annual self-study that determines whether the program is implementing the program performance standards that support the achievement of Desired Results. ▪ A family survey is conducted to evaluate families' satisfaction and experiences with programs. ▪ The agency maintains the Desired Results Developmental Profile and family survey data for children and families. The agency uses this information to plan and conduct age- and developmentally appropriate activities and to monitor family involvement and satisfaction. ▪ The agency has developed and implemented an annual evaluation plan that addresses any areas identified during the self-evaluation as needing improvement. 	<ul style="list-style-type: none"> ▪ All staff including the program administrator are evaluated at least annually by the director or other appropriate supervisor. ▪ At least annually, administrators, families, staff, school-age children, and other routinely participating adults are involved in evaluating the program's effectiveness in meeting the needs of children and families.

PROGRAM QUALITY REVIEW – EXTERNAL

PROGRAM QUALITY STANDARD

At least once every three years, programs must participate in an external assessment of their effectiveness and progress in meeting program goals and objectives and in implementing a high quality preschool program.

SAN FRANCISCO PRESCHOOL FOR ALL GUIDELINES

- Programs already participating in an external review process must be in good standing with its monitoring agency. These agencies include but are not limited to the National Association for the Education of Young Children (NAEYC), National Association for Family Child Care (NAFCC) and the Administration for Children and Families (ACF), California Department of Education/Child Development Division (CDE/CDD).
- All PFA sites must participate in the Environmental Rating System review (ECERS or FCCRS-R) at least once every three years.

It's a good thing.

An external assessment provides programs with a fresh set of eyes, someone with a neutral investment, who cares as much as you do about the quality of services that you provide to children and families.

As someone who is looking from the outside in, he/she can offer insights that you might not have considered. If you don't let it frighten you, it will inform you. Even if you don't always agree, the process of dialogue and reflection will lead to better practice.

Jean Monroe, MA
Early Childhood Consultant

PROGRAM QUALITY REVIEW – EXTERNAL

Pre-K Learning and Development Guidelines / Additional PFA San Francisco Standards	Head Start Performance Standards / Legislatively Mandated Indicators	Title 5 / Desired Results	NAEYC Early Childhood Program Standards and Accreditation Performance Criteria
<ul style="list-style-type: none"> ▪ <i>Programs already participating in an external review process must be in good standing with its monitoring agency. These agencies include but are not limited to the National Association for the Education of Young Children (NAEYC), National Association for Family Child Care (NAFCC) and the Administration for Children and Families (ACF), California Department of Education/Child Development Division (CDE/CDD).</i> ▪ All PFA sites must participate in the Environmental Rating System review (ECERS or FCCRS-R) at least once every three years. 	<ul style="list-style-type: none"> ▪ Federal Staff and Content Area Experts conduct Federal Review every three years, using the PRISM tool. 	<ul style="list-style-type: none"> ▪ Coordinated Compliance Review conducted by CDE/CDD consultants and analysts every three years 	<p>NAEYC Review team visits to validate self-study every 3 years</p>

FAMILY SUPPORT, ENGAGEMENT, AND ADVOCACY

Families matter.

As children's first teachers, families have a powerful effect on their young child's development. It is now clearer than ever that what a child experiences in the first few years of life largely determines how his/her brain will develop and how he/she will interact with the world throughout his/her life.

Research continues to remind us that when families do well, children do well. Everyone benefits when families, inclusively defined, are involved in meaningful ways in early care and education programs. Families, as partners in their children's learning and development, can inform the early care and education field of their unique values, cultures and aspirations for their children. When families are involved as decision makers, schools and other programs that serve children improve as well. Families, negotiating on behalf of their children help to insure that services are appropriate and consistent with the needs, concerns and dreams of the community.²

Preschool for All in San Francisco acknowledges the critical role that families play with high standards and supports for programs in the area of family support, engagement and advocacy. The program quality guidelines on the following pages reflect a basic commitment for Preschool for All programs, as integral members of communities, to collaborate with parents and others to support families in their important roles as parents, advocates, and decision makers.

If a community cares about its children, it will cherish their families.

John Bowlby, Researcher

² Berla, Nancy and Henderson, Anne, A new Generation of Evidence: The Family is Critical to Student Achievements, National Committee for Citizens in Education, 1994.

In this document, the term *family engagement* is used to represent involvement from any family member or family friend who contributes to the parenting of preschool children. The term parent is used interchangeably with a child's primary caregiver, whether or not they are biologically linked to the child.

VALUE AND SUPPORT PARENTS

PROGRAM QUALITY STANDARD

The program treats families respectfully and partners with them on their children's education.

SAN FRANCISCO PRESCHOOL FOR ALL GUIDELINES

- The environment welcomes all families and provides a place for communication between staff and families.
- 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.
- Teachers will 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.
- Teachers listen to families, seek to understand their goals and preferences for their children, and respect cultural and family differences.
- 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.
- A process has been developed 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.

The SFUSD's Office of Parent Relations believes that it is vital for families to prepare their children to enter kindergarten as active learners and continue to monitor, advocate for and support their children throughout their education.

A collaborative relationship between teachers and family at the preschool level is critical to building an authentic partnership in raising expectations and closing the achievement gap during the K-12 years.

Deena Zacharin, Director
San Francisco Unified School District
Office of Parent Relations

Value and Support Parents

Pre-K Learning and Development Guidelines / <i>Additional PFA San Francisco Standards</i>	Head Start Performance Standards / Legislatively Mandated Indicators	Title 5 / Desired Results	NAEYC Early Childhood Program Standards and Accreditation Performance Criteria
<ul style="list-style-type: none"> ▪ The environment welcomes all families and provides a place for communication between staff and families. ▪ 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. ▪ <i>Teachers will 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,</i> ▪ <i>Teachers listen to families, seek to understand their goals and preferences for their children, and respect cultural and family differences.</i> ▪ <i>Program staff promotes and encourages the active involvement and support of all families, including, but not limited to, extended, single parent, adoptive and lesbian/gay/bisexual/ transgender (LGBT) families.</i> ▪ <i>A process has been developed 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.</i> 	<ul style="list-style-type: none"> ▪ Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition. ▪ Teachers work in collaborative partnerships with families, establishing and maintaining regular, ongoing two-way communication with children's families to build trust and mutual understanding, and to ensure that children's learning and developmental needs are met. ▪ Teachers listen to families, seek to understand their goals and preferences for their children, and respect cultural and family differences. ▪ Program staff build upon the principles of adult learning to assist, encourage, and support parents as they foster the growth and development of their children. 	<ul style="list-style-type: none"> ▪ Families and caregivers work in an equal, respectful partnership to assess a child's strengths and needs, to make decisions, and to set goals for the child's learning and development. ▪ The program ensures that effective two-way comprehensive communication between staff and families is carried out regularly throughout the program year. ▪ Parents receive informal communication about their children daily. ▪ Adults develop and implement skills to engage parents in an appropriate level of dialogue about program activities and approaches to education. ▪ Adults facilitate relationships with the child's family to provide effective open communication regarding the developmental needs and health and safety of the child. They become familiar with families' cultural practices regarding food, discipline, etc., and support the child's development through joint problem solving and mutual support. 	<ul style="list-style-type: none"> ▪ Program staff learn from families about their family structure; their preferred child-rearing practices; and their socioeconomic, linguistic, racial, religious, and cultural backgrounds. ▪ Staffs use formal and informal methods to communicate with families about the program philosophy and curriculum objectives, including strategies that can be used by families to promote their children's learning. ▪ Teachers work in partnership with families, establishing and maintaining regular, ongoing two-way communication. Program staff use a variety of mechanisms to promote dialogue with families. ▪ Teachers are sensitive to and reassure family members who are concerned about leaving children in non-family care. ▪ Teachers share information with families about classroom rules, expectations, and routines at enrollment and as needed throughout the year. ▪ Program staff establish intentional practices designed to foster and maintain strong reciprocal relationships. ▪ Program staff use a variety of techniques to negotiate difficulties that arise in their interactions with family members.

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.

SAN FRANCISCO PRESCHOOL FOR ALL GUIDELINES

- Programs offer at least two parent-teacher conferences each year.
- The teacher incorporates family goals into program instruction and supports the involvement of family members in helping their children attain those goals.
- The program regularly provides families with information about activities in the program and about their children's learning and development.

Young children's learning and development are integrally connected to their families. Family engagement in early care and education programs have positive impacts on children's cognitive, social and emotional development.

- *Children with parents who are more involved score higher on vocabulary, book knowledge, early writing, early math, and letter identification.*
- *Higher rates of parent involvement is positively related to positive child behaviors and emergent literacy and negatively related to problem behaviors.*
- *Children do best when their parents are enabled to play four key roles in their children's learning: teachers, supporters, advocates and decision-makers.*

The positive effects of family engagement are valid across demographic groups of differing educational levels and ethnicities.

The Family Is Critical to Student Achievement, Anne T. Henderson and Nancy Berla, editors, Washington, D.C.: Center for Law and Education, 1995.

PARTNERSHIP IN CHILDREN'S LEARNING AND DEVELOPMENT

Pre-K Learning and Development Guidelines / Additional PFA San Francisco Standards	Head Start Performance Standards / Legislatively Mandated Indicators	Title 5 / Desired Results	NAEYC Early Childhood Program Standards and Accreditation Performance Criteria
<ul style="list-style-type: none"> ▪ Programs offer at least two parent-teacher conferences each year. ▪ <i>The teacher incorporates family goals into program instruction and supports the involvement of family members in helping their children attain those goals.</i> ▪ <i>The program regularly provides families with information about activities in the program and about their children's learning and development.</i> 	<ul style="list-style-type: none"> ▪ Agencies must include parents in the development of the program's curriculum and approach to child development and education. ▪ Agencies must work collaboratively with parents for by: <ul style="list-style-type: none"> - Soliciting parental information, observations, and concerns about their child's mental health; - Sharing staff observations of their child and discussing and anticipating with parents their child's behavior and development, including separation and attachment issues; - Discussing and identifying with parents appropriate responses to their child's behaviors; - Discussing how to strengthen nurturing, supportive environments and relationships in the home and at the program; - Helping parents to better understand mental health issues; - Supporting parents' participation in any needed mental health interventions. 	<ul style="list-style-type: none"> ▪ The program provides opportunities to include parents in the development of the curriculum and approach to child development and education. ▪ Families are kept informed of their child's progress and development. They are welcomed into the center as observers and contributors. • The agency allows families unlimited access to their children and to providers caring for their children during normal hours of provider operation and whenever the children are in the care of the provider. • Two parent-teacher conferences are scheduled and held annually to discuss the child's progress with information on the child's development as reflected in the teacher's anecdotal records and on the Desired Results Developmental Profile. • Staffs inform parents of ways in which they can encourage literacy and numeracy development at home; plan family activities that provide children with memorable experiences. • The program seeks parent's ideas on all aspects of the program and seeks to better understand the unique characteristics of each child 	<ul style="list-style-type: none"> ▪ Program staff actively use information about families to adapt the environment, curriculum, and teaching methods to the families they serve. ▪ Program staff engage with families to learn from their knowledge of their child's interests, approaches to learning, and the child's developmental needs, and to learn about their concerns and goals for their children. ▪ The program works with families on shared child caregiving issues, including routine separations, special needs, the food being served and consumed, and daily care issues. ▪ Teachers communicate with family members on an ongoing basis to learn about children's individual needs and to assure a smooth transition between home and program. ▪ Families may visit any area of the facility at any time ▪ Program staff communicate with families on at least a weekly basis regarding children's activities and developmental milestones, shared caregiving issues, and other information that affects the well-being and development of their children.

Strengthening Parenting

PROGRAM QUALITY STANDARD

Programs are a natural place for parents to turn for parenting information and support. Programs offer many ways for families to get support on parenting issues when they need it.

SAN FRANCISCO PRESCHOOL FOR ALL GUIDELINES

- Parenting information is available through a variety of ways (books, videos, classes, support groups) in the language spoken by families.
- Staff are knowledgeable about the parenting practices of different cultural and ethnic groups.
- Teachers share parenting tips and discuss parenting issues with parents during drop-off and pick up times and during teacher-parent conferences.
- Family activities provide opportunities to strengthen bonds between parents and their children.
- Programs support children and their families in their transition to kindergarten.
- Programs facilitate friendships and mutual support among parents.

Enriched, interactive parent involvement providing family support as well as leadership training is the center post of a successful preschool program.

At Friends of St. Francis Childcare Center we provide options bridging our needs and our parents skills and interests. We provide four choices for participation: family event planning, a cultural library, gardening and clean up, and fundraising. Family teams work together and meet monthly and throughout each year. Kinships formed with other families and center staff grow through these joint efforts.

Each new family contributes something unique to our evolving traditions.

Nancy Record
Parent Services Coordinator
Friends of St. Francis Childcare Center

STRENGTHENING PARENTING

Pre-K Learning and Development Guidelines / Additional PFA San Francisco Standards	Head Start Performance Standards / Legislatively Mandated Indicators	Title 5 / Desired Results	NAEYC Early Childhood Program Standards and Accreditation Performance Criteria
<ul style="list-style-type: none"> ▪ <i>Parenting information is available through a variety of ways (books, videos, classes, support groups) in the language spoken by families.</i> ▪ <i>Staff are knowledgeable about the parenting practices of different cultural and ethnic groups.</i> ▪ <i>Teachers share parenting tips and discuss parenting issues with parents during drop-off and pick up times and during teacher-parent conferences.</i> ▪ <i>Family activities provide opportunities to strengthen bonds between parents and their children.</i> ▪ <i>Programs support children and their families in their transition to kindergarten.</i> ▪ <i>Programs facilitate friendships and mutual support among parents.</i> 	<ul style="list-style-type: none"> ▪ Agencies must engage in a process of collaborative partnership-building with parents to establish mutual trust and to identify family goals, strengths, and necessary services and other supports. ▪ With assistance from community agencies, programs provide parent involvement and education activities that are responsive to the ongoing and expressed needs of the parents. ▪ Agencies provide opportunities for parents to enhance their parenting skills, knowledge, and understanding of the educational and developmental needs of children. ▪ Programs must conduct two home visits and staff-parent conferences, as needed. ▪ Agencies must offer parents opportunities to develop and implement individualized family partnership agreements. ▪ A variety of opportunities must be created for interaction with parents throughout the year. ▪ Programs provide education and training to parents to prepare them to exercise their rights and responsibilities concerning the education of their children in the school setting 	<ul style="list-style-type: none"> ▪ There is a well-defined program of parent education ▪ There is a plan for parent involvement and education which includes an open-door policy, orientation and two conferences a year. ▪ An orientation for parents discloses the program philosophy, program goals and objectives, program activities, eligibility criteria and priorities for enrollment, fee requirements, and due process procedures. ▪ The agency holds scheduled parent meetings. ▪ Programs include basic information for parents on how children acquire a first and second language. 	<ul style="list-style-type: none"> ▪ The program provides a variety of information and resources for parent education in various media and in the home languages of the families. ▪ To help families with their transitions to other programs or schools, staff provide basic general information on enrollment procedures and practices, visiting opportunities, and/or program options. ▪ Program staff use established linkages with other early education programs and local schools to help families prepare for and manage their children's transitions between programs, including special education programs. Staff provide information to families that can assist them in communicating with other programs ▪ The program facilitates opportunities for families to meet with each other on a formal and informal basis, work together on projects to support the program, and learn from and provide support for each other.

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.

SAN FRANCISCO PRESCHOOL FOR ALL GUIDELINES

- The program creates an environment where parents feel empowered and comfortable in advocating for their children.
- Program staffs encourage families to regularly contribute to decisions about goals for their child and plans for activities and services.
- Program invites families' involvement. Staff and families plan and work together on activities and events.
- 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.
- Programs encourage and link families and staff to advocacy and leadership training.

Families and programs should work together to create meaningful partnerships to support children's development and learning.

Parents and program staff should create a continuum of opportunities for both program staff and parents to learn more about each other, their child's strengths and needs, and potential parent roles.

Family engagement opportunities can empower parents to be effective advocates for their children, which can in turn increase parents' sense of efficacy and self confidence and improve their relationships with their children and the preschool programs they attend.

*The Importance of Family Engagement
Children Now (December 2004)*

PARENT ADVOCACY AND LEADERSHIP

Pre-K Learning and Development Guidelines / Additional PFA San Francisco Standards	Head Start Performance Standards / Legislatively Mandated Indicators	Title 5 / Desired Results	NAEYC Early Childhood Program Standards and Accreditation Performance Criteria
<ul style="list-style-type: none"> ▪ The program creates an environment where families feel empowered and comfortable in advocating for their children. ▪ <i>Program staffs encourage families to regularly contribute to decisions about goals for their child and plans for activities and services.</i> ▪ <i>Programs invite families' involvement. Staff and families plan and work together on activities and events.</i> ▪ <i>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.</i> ▪ <i>Programs encourage and link families and staff to advocacy and leadership training.</i> 	<ul style="list-style-type: none"> ▪ Agencies support and encourage parents to influence the character and goals of community services in order to make them more responsive to their interests and needs. ▪ Assist parents to communicate with teachers and other school personnel so that parents can participate in decisions related to their children's education. ▪ Programs provide regular opportunities for parents to work together, and with other community members, on activities that they have helped develop and in which they have expressed an interest. ▪ Families participate in all levels of governance, including participation in Policy Council to help decide program activities, assess program progress and guide program development. ▪ Programs assist parents in becoming their children's advocate as they transition to elementary school. 	<ul style="list-style-type: none"> ▪ A parent advisory committee or council, selected by families, has been established. ▪ Programs use a family survey to evaluate families' satisfaction and experiences. 	<ul style="list-style-type: none"> ▪ Program staffs encourage families to regularly contribute to decisions about goals for their child and plans for activities and services. ▪ The program's governing or advisory groups include families as members and active participants. Family members are mentored into leadership roles by staff or other families in the program. ▪ Program staff and families work together to plan events. Families' schedules and availability are considered as part of this planning. ▪ Program staff encourage families to raise concerns and work collaboratively with them to find mutually satisfying solutions that staff then incorporate into classroom practice. ▪ Program staff encourage and support 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. ▪ Program staff inform families about its systems for formally and/or informally assessing children's progress

Connection to Services and Opportunities

PROGRAM QUALITY STANDARD

Programs learn families' goals and needs and connect them to the services and supports that meet those goals and needs.

SAN FRANCISCO PRESCHOOL FOR ALL GUIDELINES

- Staff and parents have access to up-to-date information about services that are available in the community.
- Programs build relationships with other service providers to bring needed services on site when possible or to ease the referral process.
- Programs support and advocate for families' access to the most culturally and linguistically appropriate services.
- Programs assist families with securing appropriate concrete supports in times of crisis, either directly or through referrals to other local agencies that support children's and families' well-being.
- Staff receive support when working with families under stress.
- The program encourages parents to share information about community resources with other families.

“At this age, you have to serve the whole family. There are so many issues that relate to families. When parents get involved, there are benefits to children, families and the program.”

Parent leaders work closely with the staff of Yerba Buena Family Resource Center (FRC) to provide a program of parent education and support for the families at South of Market Child Care Center and Yerba Buena Child Care Center.

Family members, acting as advocates and leaders, plan and carry out a variety of workshops, family events at their centers. In addition, families at each of the sites get up to date information of family happenings in their neighborhood and can participate in any of the supports and services offered at the FRC. Teachers come to family-planned events, sharing information with families about the children and program.

With support from DCYF, FRC staff at Yerba Buena Center collaborate with the child care center staff serving as a hub for parenting information, literacy and family support services, and offering translation and child care to make it all work.

Judith Baker, Family Coordinator
Yerba Buena Family Resource Center / South of Market Child Care

CONNECTION TO SERVICES AND OPPORTUNITIES

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<ul style="list-style-type: none"> ▪ Staff and parents have access to up-to-date information about services that are available in the community. ▪ <i>Programs build relationships with other service providers to bring needed services on site when possible or to ease the referral process.</i> ▪ <i>Programs support and advocate for families' access to the most culturally and linguistically appropriate services.</i> ▪ <i>Programs assist families with securing appropriate concrete supports in times of crisis, either directly or through referrals to other local agencies that support children's and families' well-being.</i> ▪ <i>Staff receives support when working with families under stress.</i> ▪ <i>The program encourages parents to share information about community resources with other families.</i> 	<ul style="list-style-type: none"> ▪ Programs are familiar with and make appropriate use of community resources including social services; mental and physical health agencies; and educational programs . ▪ Agencies provide families with information about community resources. ▪ Agencies work collaboratively with all parents to identify and continually access services and resources that are responsive to each family's interests and goals. ▪ Mental health program services include a regular schedule of on-site mental health consultation ▪ Agencies must assist pregnant women to access comprehensive prenatal and postpartum care. ▪ Agencies must provide, either directly or through referrals to other local agencies, family literacy services ▪ Agencies provide medical, dental, nutrition, and mental health education programs ▪ Agencies provide opportunities for continuing education and employment training and other employment services through formal and informal networks in the community 	<ul style="list-style-type: none"> ▪ The agency has implemented a process for reaching out to the community, informing the community about the program, and soliciting its support. ▪ Families' health and social service needs have been identified and documented. Referrals and follow-up on referrals are made when necessary. ▪ Programs ensure that parents and members of the community, including business, industry, and labor, have the opportunity to assist in and support the educational process through participation in decision making, training and volunteer activities, and the creation of partnerships. 	<ul style="list-style-type: none"> ▪ Program staff provide families with information about programs and services from other organizations. ▪ Program staff inform families about community events sponsored by local organizations. ▪ Prior to sharing information with other relevant providers, agencies, or other programs, staff obtain written consent from the family. ▪ Staff are aware of community resources available to families of children with disabilities or other special needs. ▪ Program staff maintain a current list of child and family support services available in the community. They share the list with families and assist them in locating, contacting, and using community resources that support children's and families' well-being and development.

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.

SAN FRANCISCO PRESCHOOL FOR ALL GUIDELINES

- 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.
- Whenever reasonable, teachers engage in practices that are consistent with those from children's homes.
- Professional development activities stress the development of cultural competence.
- The teacher recognizes the role that various family members other than parents may play in promoting children's development.
- Staff promotes and encourages the active involvement and support of all families, including extended and nontraditional family units.
- The community and families are engaged as resources for curriculum development and enrichment.
- Proactive efforts are made to communicate, both written and verbally, with families in a language the family understands.
- 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.

“When early childhood educators acknowledge and respect children’s home language and culture, ties between the family and programs are strengthened.”

This atmosphere provides increased opportunity for learning because young children feel supported, nurtured, and connected not only to their home communities and families but also to teachers and the educational setting.”

National Association for the Education of Young Children. “Responding to Linguistic and Cultural Diversity, Recommendations for Early Childhood Education.” November, 1995

CULTURAL COMPETENCE

Pre-K Learning and Development Guidelines / Additional PFA San Francisco Standards	Head Start Performance Standards / Legislatively Mandated Indicators	Title 5 / Desired Results	NAEYC Early Childhood Program Standards and Accreditation Performance Criteria
<ul style="list-style-type: none"> ▪ 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. ▪ Whenever reasonable, teachers engage in practices that are consistent with those from children's homes. ▪ Professional development activities stress the development of cultural competence. ▪ The teacher recognizes the role that various family members other than parents may play in promoting children's development. ▪ <i>Staff promotes and encourages the active involvement and support of all families, including extended and nontraditional family units.</i> ▪ <i>The community and families are engaged as resources for curriculum development and enrichment.</i> ▪ <i>Proactive efforts are made to communicate, both written and verbally, with families in a language the family understands.</i> ▪ <i>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.</i> 	<p>Agencies incorporate Head Start multicultural principles in program planning and operation that include:</p> <ul style="list-style-type: none"> ○ Every child is rooted in culture ○ The cultural groups represented in the communities and families of each Head Start Program ○ Learning accurate information about the culture of different groups and discarding stereotypes ○ Implement a curriculum that is culturally relevant and developmentally appropriate ○ Acquire the skills required to function in a diverse society ○ Provide effective programs for children with limited English speaking abilities ○ Recruit staff who reflect the community and families served ○ Implement Multicultural programming for children enables children to develop an awareness of, respect for, and appreciation of individual cultural differences ○ Culturally relevant and diverse programming and practices are incorporated in all program areas <ul style="list-style-type: none"> ▪ Meetings and interactions with families must be respectful of each family's diversity and cultural and ethnic background. 	<ul style="list-style-type: none"> ▪ Teachers create a classroom environment in which all children and families feel that they are welcome. ▪ The staff reflects the linguistic and cultural background of the community being served. ▪ Materials are written and available in the predominant non-English languages used by the parents needing services and available providers in the community. ▪ The program has and implements a plan that addresses the needs of limited and non-English-speaking parents. ▪ Adults encourage child and family contributions of their home culture and language so children feel accepted and gain a sense of belonging. ▪ Communication with parents is carried out in the parent's primary or preferred language or through an interpreter to the extent feasible 	<ul style="list-style-type: none"> ▪ Program staff ensure that all families, regardless of family structure; socioeconomic, racial, religious, and cultural backgrounds; gender; abilities; or preferred language, are included in all aspects of the program ▪ To better understand the cultural backgrounds of children, families, and the community, program staff participates in community cultural events geared to children and their families. ▪ Teachers gain information about the ways families define their own race, religion, home language, culture, and family structure. ▪ Staff develop skills and knowledge to work effectively with diverse families as a part of orientation and ongoing staff development. ▪ The program compiles and provides information about the program to families in a language the family can understand. Program staff ask adults to translate or interpret when needed. ▪ Communication with families about their child's assessments is sensitive to family values, culture, identity, and home language.



Preschool for All is administered by First 5 San Francisco with oversight from the Preschool for All Advisory Committee.

Laurel Kloomok

Executive Director
(415) 554.9250

Ingrid Mezquita

Preschool For All Program Officer
(415) 437-4662

Lisa Lee

PFA Technical Assistance Coordinator
(415) 934-4855

Yeshey Beyene

PFA Technical Assistance Coordinator
(415) 934-4876

Gloria Corral

Deputy Director
(415) 934-4854

Matthew Rector

PFA Program Associate
(415) 934-4808

Wei-Min Wang

PFA Program Coordinator
(415) 934-4874

Sandra Leung

PFA Program Associate
(415) 554-9129

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Curriculum Guidelines Task Team

Mary Ellen Gallegos
San Francisco Unified School District

Stephen Santos Rico
City College of San Francisco

Mardi Lucich
Department of Children Youth and Families

Juanita Santana
San Francisco Head Start

Cheryl Polk
First 5 San Francisco Children and Families Commission

Brian Silveira
Pacific Primary Preschool

Parent Engagement Task Team

Auda Okutani
Family Ambassador Project

Candace Wong
San Francisco Childcare Planning and Advisory Council

Ellen Frances Rogers
Family Ambassador Project, Edgewood Center

Deena Zacharin
San Francisco Unified School District

Juanita Santana
San Francisco Head Start