



Resource Guide for Early Childhood Educators and Programs Interested in Joining Early Learning San Francisco

Contents

- Introduction to the Resource Guide2
- Help with Questions & Referrals to Resources SF Department of Early Childhood.....2
- Standard 1: Child Observation and Assessment3
- Standard 2: Curriculum.....4
- Standard 3: Developmental Screening5
- Standard 4: Family Partnership.....6
- Standard 5: Environment7
- Standard 6: Teacher-Child Interactions8
- Standard 7: Ratio and Group Size9
- Standard 8: Professional Development10
- Standard 9: Qualifications11
- Standard 10: Continuous Quality Improvement12

Last updated on 11/8/2023, please email Jennifer.delosreyes@sfgov.org if any of the links are not working for you.

Introduction to the Resource Guide

Thank you for your interest in Early Learning San Francisco (ELS).

This Resource guide will provide information about online information, technical assistance and training resources that are available to you as you complete your Quality Portfolio.

The Resource Guide is organized by each [quality standard](#). In addition to links and information, you may also find articles related to the standard.

*Please note that *Standard 8 Professional Development* and *Standard 10 Continuous Quality Improvement* may be met once a program is recommended as an ELS participated site.

Help with Questions & Referrals to Resources SF Department of Early Childhood

For any questions on building your portfolio, the status of your application or the program quality standards, please contact:

- **The Department of Early Childhood** at JoinELS@sfgov.org
Website: (<https://provider.sfdec.org/join-els/>)



Ten Quality Standards

- Child Assessment & Observation
- Curriculum
- Developmental Screening
- Family Partnership
- Environment
- Interactions
- Ratio & Group Size
- Professional Development*
- Qualifications
- Continuous Quality Improvement*

Standard 1: Child Observation and Assessment

1. Program uses a researched/approved tool at least twice a year for all enrolled children (beginning 60-90 days after enrolment and then six months after that). DEC strongly recommends programs use the **Desired Results Developmental Profile (DRDP)** in alignment with Head Start/Early Head Start and CA state-funded programs.
2. Program ensures that both individual child assessment results and/or a summary of classroom assessment results are used as a guide for curriculum planning that supports children's learning and development.

Online Information:

- Desired Results Developmental Profile (DRDP) System. Find information about the California State Department of Education recommended assessment system and tools here: <https://www.desiredresults.us/about>
- [Headstart 15 Minute video on Observation and Assessment](#)
- If you are using Creative Curriculum, you may use Creative Curriculum Gold Assessment <https://teachingstrategies.com/>
- If you are using High Scope, you may use the CORE system: <https://highscope.org/our-practice/child-assessment/>

Training:

- Access free online training on the DRDP System on California Early Childhood Online (CECO) here: <https://www.caearychildhoodonline.org/>
- Look for DEC training and Professional Learning Communities (PLCs) on the DRDP here: [DEC Training Calendar](#)
- Take a course on Observation and Assessment at [City College of SF.](#)

Resources for Implementation:

The following online applications have been aligned to the state DRDP and federal HeadStart systems:

- [Child Folio](#)
- [Learning Genie](#)

You can find more information on [DRDP Online](#) and/or download forms from the State Department of Education website on Desired Results. (Early Learning SF program may choose the fundamental or essential view tools for completing the DRDP formal assessment tool.)

- Download essential view or fundamental view forms for using the DRDP: [Infant and Toddler; Preschool](#)
- Form 3900 – DRDP Summary of Findings: <https://www.cde.ca.gov/sp/cd/ci/documents/eed3900.docx>
- Find information for administrators on how to use the [DRDP Online App](#)

Standard 2: Curriculum

- 1) Program delivers curriculum that is offers developmentally, culturally, and linguistically appropriate learning experiences that supports all children's development across all developmental domains.
- 2) Program may use a commercial or self-developed curriculum.

Online Information:

Learn more about Early Learning SF Approved Curriculums here:

- [Creative Curriculum for Infants, Toddlers and Two](#)
- [Creative Curriculum for Preschool](#)
- [Creative Curriculum for Family Child Care](#)
- [HighScope Infant-Toddler Curriculum](#)
- [HighScope for Preschool](#)
- [Montessori Infant/Toddler Curriculum & Resources \[Ages 0–3 Years\]](#)
- [Montessori Early Childhood Curriculum & Resources \[Ages 3–6 Years\]](#)
- [Project-based Learning](#)
- [Resources for Infant Educators](#) (RIE)
- [Reggio Emilia Approach](#)
- [Program for Infant Toddler Care](#) (PITC)
- [Tools of the Mind](#)
- Self-Designed Curriculum – Review CA Preschool Learning Foundations and Curriculum Frameworks or Infant Toddler Curriculum and Frameworks for alignment. Complete curriculum form [Quality Pathway Portfolio Tool](#)

Training:

- Access free online training on the CA Curriculum Frameworks on California Early Childhood Online (CECO) here: <https://www.caearlychildhoodonline.org/>
- Find DEC training and Professional Learning Communities (PLCs) on the curriculum adoption.
- Email with training or technical assistance questions: jennifer.delosreyes@sfgov.org

Resources for Implementation:

[The California Preschool Learning Foundations](#) outline key knowledge and skills that most children can achieve when provided with the kinds of interactions, instruction, and environments that research has shown to promote early learning and development.

The [California Infant/Toddler Learning & Development Foundations](#) are at the center of California's infant/toddler learning and development system. The foundations describe how children develop and what they learn and are designed to illuminate the competencies that infants and toddlers need for later success.

- Helpful Articles:
 - Read more about Project-based learning here: <https://www.earlychildhoodpbl.com/>
 - NAEYC Position Statement on Early Childhood Curriculum, Assessment and Evaluation: <https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/CAPEexpand.pdf>

Standard 3: Developmental Screening

1. Program informs parents/caregivers about the purpose of using developmental screening, and works with them to complete the Ages & Stages Questionnaire (ASQ) and ASQ Socio-Emotional (ASQ-SE), as needed, that matches the child's age within 45 days of entry.
2. Program documents and provides results of the screenings to the parents/caregivers and helps create connections to services as needed.

Online Information:

- For an introduction to the ASQ— <https://agesandstages.com/about-asq/>
- Screening with ASQ: YouTube video [Screening with ASQ: Easy for providers, engaging for parents](#)
- Introduction by Brookes Publishing to the ASQ-SE: [Social-emotional development: Screening with ASQ:SE-2](#)
- **Ages and Questionnaire** (ASQ; <https://agesandstages.com/about-asq/how-asq-works/>) is a developmental screening tool that pinpoints developmental progress in children between the ages of one month to 5 ½ years.
 - See resource list (page 0) for more information and free resources
- **ASQ Socio-Emotional** (ASQ-SE; <https://agesandstages.com/resource/intro-asqse-2-presentation/>) is a developmental screening that is a parent-completed, highly reliable system focused solely on social-emotional development in young children. Accurately identifying behavior through ASQ-SE paves the way for next steps— further assessment, specialized intervention, or ongoing monitoring, for examples—to help children reach their fullest potential during their most formative early years.
- Watch a video on how one program uses the ASQ: <https://www.youtube.com/watch?v=FBKuceTHujA>

Training:

In San Francisco, training in English, Chinese and Spanish and technical support for using developmental screening is provided by DEC via Support for Families with Children with Disabilities.

- **Support for Families Training Calendar** for ASQ and more: <https://supportforfamilies.org/calendar/>

Resources for Implementation:

San Francisco has implemented using the Sparkler App to capture data from the ASQ. You can see more information here: <https://playsparkler.org/sf-providers/>

Providers may also request training and inclusion coaching using this request form: [SFCD Early Learning and Inclusion Team request for training and coaching](#). Phone: (415) 920-5040 or Email: info@supportforfamilies.org

For an in-depth guide to implementation— <https://agesandstages.com/screening-navigator/>

Standard 4: Family Partnership

1. Program creates a welcoming environment that incorporates the unique cultural, ethnic, and linguistic background of families through the lens of equity, such as greeting all parents during pick-up/drop-off.
2. Educator conducts a parent-teacher conference for all enrolled children twice per 12-month period, with follow-up as needed, to enhance the understanding of—and partnership in—supporting the child’s developmental progress.
3. Program communicates with families in person and through a variety of tools, such as email, text, blog, newsletter, bulletin board, and phone call.
4. Program has opportunities for families to be engaged in their children’s learning and development as their child(ren)’s first teacher.

Online Resources

- **Quality Counts of CA**
 - Family Engagement Home Page for Providers (<https://www.qualitycountsca.net/child-care-providers/family-engagement/>)
 - Family Engagement Resource Guide (<https://www.qualitycountsca.net/wp-content/uploads/2019/12/FE-Resource-Guide.pdf>)

Resources for Implementation

- You can download optional Child Developmental Progress form (used for parent teacher conferences) developed by the State Department of Education in [English](#) and [Spanish](#)
- You can download and share NAEYC’s message on [“It’s Conference Time”](#): https://www.naeyc.org/system/files/mib_12.1.pdf

Standard 5: Environment

1. Program maintains a rich and healthy environment for children to learn.
2. Program completes and submits a self-assessment of the physical environment with an external coach upon entry using:
 - *ECERS-R/ITERS-R/FCCERS-R* – Local form
 - *ECERS-3/FCCERS-3*
 - *NAEYC Classroom Check List*
 - *Other research-based assessment tool upon approval by DEC*

What is the Environment Rating Scale (ERS)?

ERS is a set of age specific instruments that a program can use to measure the experiences of teachers and children in a classroom or group setting. There is an ERS instrument for use with infant/toddlers, preschool, school age and mixed age groups in a family or group childcare home. The 3 to 4 hour assessment process is primarily observation that is focused on the following areas:

- Space and Furnishings Health and Safety Learning Activities Interactions Program Structure Staff Development
- Special Needs Listening and Talking Personal Care Routines Parents and Staff Language and Reasoning Literacy

Online Information:

Training & Technical Assistance

Attend training through West Ed SF Quality Connections.

Email: sfqc@wested.org for session registration links

Tools for Implementation of the ERS Self-Assessment

- **Early Childhood Environment Rating Scale, Revised** (ECERS-R; <https://ers.fpg.unc.edu/early-childhood-environment-rating-scale%20AE-revised-ecers-r%E2%84%A2>)
- **Infant/Toddler Environment Rating Scale, Revised** (ITERS-R; <https://ers.fpg.unc.edu/infanttoddler-environment-rating-scale%20AE-revised-iters-r%E2%84%A2>)
- **Family Child Care Environment Rating Scale, Revised** (FCCERS-R; <https://ers.fpg.unc.edu/family-child-care-environment-rating-scale%20AE-revised-fccers-r>)
- **Early Childhood Environment Rating Scale, Third Edition** (ECERS-3; <https://ers.fpg.unc.edu/scales-early-childhood-environment-rating-scale-third-edition>)
- **NAEYC Classroom Check List** (<https://www.naeyc.org/resources/blog/20-dap-checklist-questions-teachers>)

Standard 6: Teacher-Child Interactions

1. All ELS programs will be assessed using the Classroom Assessment Scoring System (CLASS), an observational assessment tool that measures the level of effectiveness of teacher-child interactions upon entry using an external, reliable assessor.
2. Programs with low scores in Emotional Support and Organization Support domains (PreK) or Responsive Caregiving domain (Infant) will not be accepted as an ELS Qualified Site.
3. All sites who have LOW scores in Engaged Support for Learning or Instructional Support domains will develop an action plan to enhance the quality of interactions and be reassessed to demonstrate change.

Online Information

- **Classroom Assessment Scoring System** (CLASS; <https://teachstone.com/class/>)
 - See resource list (page 0) for more information on CLASS and additional free resources.
 - View a video on Quality Interactions: <https://www.youtube.com/watch?v=NjAPrt9XOqo>

HeadStart 15- Minute Videos on Exemplary Teaching Practices with focus on teacher-Child Interactions and Environments: <https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/engaging-interactions-environments>

Training:

- **WestED Orientation to the CLASS Tool**
 - Support with Understanding CLASS Framework and Tool
 - Email: sfqc@wested.org for session registration links
 - Phone: (415) 615-3494

Scheduling Your CLASS Observation

Once programs have completed and submitted documents for their portfolio and completed checklist for the standards on Environment, Ratio/Group Size, Teacher Qualifications, Curriculum, they will be placed on the assessment queue (list) for scheduling their CLASS Assessment. All sites should participate in the orientation offered by WestEd Quality Connections Assessment team BEFORE scheduling their observations.

Standard 7: Ratio and Group Size

1. Age category ratio maximum class size for child care

Age Category	Ratio	Maximum Class Size*
Infant (Birth -15 months)	1:4	8
Toddler (12-36 months)	1:6	12
Preschool (30 months-5 years)	1:10	20
*CSPP programs must follow Title V guidelines, which allow for a 1:8 ratio with class size of 24 children.		

2. Family Child Care (FCC) programs often care for mixed-age groups, which makes child-to-adult ratios and groups sizes vary. FCC programs in Early Learning SF (ELS) should follow California Community Care Licensing guidelines for ratios and group size.

Online Information

- Read information on national recommendations for ratios and group size here: <https://childcare.gov/consumer-education/ratios-and-group-sizes>
- Read information on why group size matters: <http://ceelo.org/toolkit/cpqr/class-size/>
- Read information on January 2020 Child Care Licensing regulations on group size for toddlers. https://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=HSC§ionNum=1596.956.&article=2.&highlight=true&keyword=group%20size

Technical Assistance

If you are a center-based program and would like a consultation to discuss how to meet this standard, you can email joinELS@sfgov.org and a coach will be assigned to provide technical assistance.

Standard 8: Professional Development

Teachers must complete at least 6 hours of training on **each of the following topics once in their professional career.**

1. Child Development/ Learning Foundations (0-5)
2. Inclusion and Meeting the Needs of Young Children with Disabilities or other special needs.
3. Family Engagement and Support
 - Anti-Bias/ Equity training- Teacher may choose from among the following: Implicit Bias; Anti-Bias, Antiracist Curriculum; Supporting Dual Language Learners; Black Joy Series

Teachers may meet PD requirements by having attended unit-bearing coursework on content areas.

Training

Teacher may meet Professional Development (PD) requirements by having attended unit-bearing coursework or training with professional growth documentation on content areas.

Training by DEC can be viewed on our website here: <https://provider.sfdec.org/quality-improvement/training-calendar/>.

Implementation Resources

The [California ECE Workforce Registry](#) is a state, regional and local collaboration designed to track and promote the education, training and experience of the early care and education workforce for the purpose of improving professionalism and workforce quality to positively impact children. All educators and administrators participating in the Early Learning SF program must have an updated Registry Account.

- CA ECE Workforce Registry Overview (New Comers Start Here!)
 - [English](#)
 - [Spanish](#)
 - [Chinese](#)
- Creating a CA ECE Workforce Registry Profile
 - [English](#)
 - [Spanish](#)
 - [Chinese](#)
- CA ECE Workforce Registry Resources (Video Tutorials and Guides)
 - Complete Your Registry Profile Checklist ([ENGLISH](#), [CHINESE](#), [SPANISH](#))
 - Find Your Registry ID ([ENGLISH](#), [SPANISH](#))
 - Update Your Employer ([ENGLISH](#), [SPANISH](#))
 - How to take Photos of Documents for Upload ([ENGLISH](#), [CHINESE](#), [SPANISH](#))
 - How to Upload Documents on the Registry ([ENGLISH](#), [CHINESE](#), [SPANISH](#))
- For Employers
 - Administrative Access Request Submission ([ENGLISH](#), [CHINESE](#), [SPANISH](#))
 - How to review staff information, education, training reports, and verify employment ([ENGLISH](#), [CHINESE](#), [SPANISH](#))

For support with administrative access and navigating your registry profile please contact the Help Desk at Children's Council: support@childrenscouncil.org Phone: 415.343.4669

Standard 9: Qualifications

FCC: 12 ECE units, including nine units of core classes (CDEV 53; CDEV 66; CDEV 76) & three ECE elective units for educator providing instruction and supervision to the children.

FCC/PFA & Center Lead Teacher: 24 units of ECE/CD, plus 16 units of General Education OR Teacher Permit.

Center Director: Associate's degree with 24 units ECE/CA+/with six units management/administration & two units supervision or Site Supervisor Permit.

Online Information

If you are not currently enrolled at a local community college, we recommend reaching out to a child development department and meeting with an advisor to develop an education plan to complete the required coursework. Below is a list of child development programs at local community colleges that offer the required coursework.

- City College of San Francisco- Child Development and Family Studies Department (<https://www.ccsf.edu/academics/schools/business-fashion-hospitality/child-development-family-studies-department>): CCSF's Child Development and Family Studies Department supports students who want to care for infants or teach in preschool, engage in after-school and youth work, teach in TK-12 or college classrooms, and centers a commitment to social justice, a broad understanding of children's development and the importance of responsive relationships.
 - cdev@ccsf.edu
 - (415) 452-5605
- Skyline College- Education/Child Development Program in San Bruno (<https://skylinecollege.edu/societyandeducation/educationchilddevelopment.php>): The Early Childhood Education program is designed to meet the needs of individuals planning a career working with preschool aged children and/or are currently working with preschool aged children.
 - brownek@smccd.edu
 - (650) 738-4304
- Merritt College- Child Development Department in Oakland (<https://www.merritt.edu/chdev/>): Merritt College's Child development Department prepare its students to become effective early care and educational professionals, who will provide quality programs and services to children, families, and the community
 - merrittcollegechdev@gmail.com
 - (510) 436-2589

Implementation Resources

- The SF Professional Development Project (PDP) can assist with professional growth advising and transcript reviews for permit eligibility. www.ccsf.edu/academics/schools/business-fashion-hospitality/child-development-family-studies-department/san-francisco-early-childhood-professional-development-project
- The [California ECE Workforce Registry](#) is a state, regional and local collaboration designed to track and promote the education, training and experience of the early care and education workforce for the purpose of improving professionalism and workforce quality to positively impact children. All educators and administrators participating in the Early Learning SF program have an updated Registry Account. [See links to set up your accounts under Professional Development standards section.]

Standard 10: Continuous Quality Improvement

Program develops and implements an annual Quality Improvement Plan with goals and objectives that identifies areas the program wants to strengthen.

Quality Improvement Resources

Quality is the hallmark of the ELS program. To ensure our ELS programs are upholding the ELS program quality standards, all ELS programs develop and implement an annual Quality Improvement Plan (QIP).

- The QIP is sent out as an electronic form in the fall of every year.
- [Quality Pathway Tool](#)