

A Little Zoom - 101



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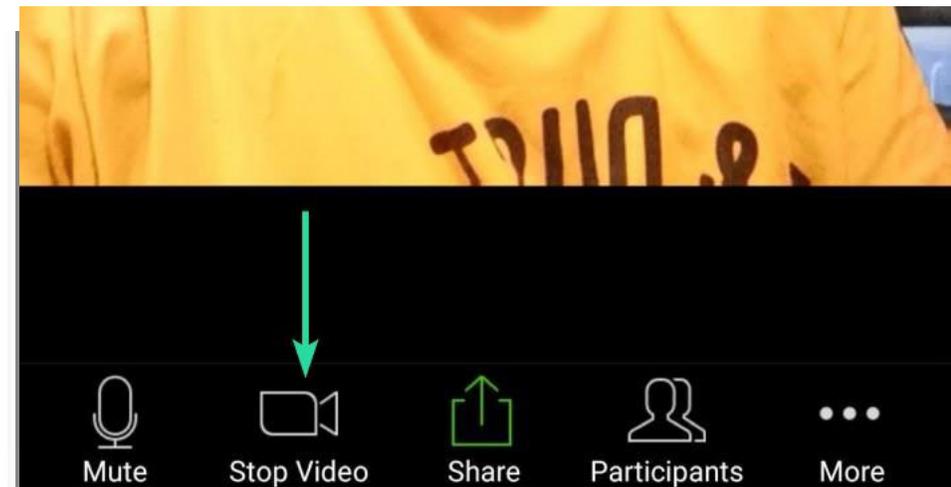


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preELS Orientation

**STEPS to becoming an ELS participating
site: Building Your Program Quality Portfolio**



San Francisco Department of
Early Childhood





AGENDA

- Introductions
- Review of the Steps to becoming ELS
- How to build a Quality Practice Portfolio
- Using the Self-Assessment & Checklist
- Resources & Supports for each Standard
- Questions & Answers



The City of San Francisco
Cares About Young Families
and invests in its children.

CHILDREN MATTER....PEOPLE MATTER

Share your Name and a little about your Program. How long have you been in the field of ECE and what is the best thing about your program.

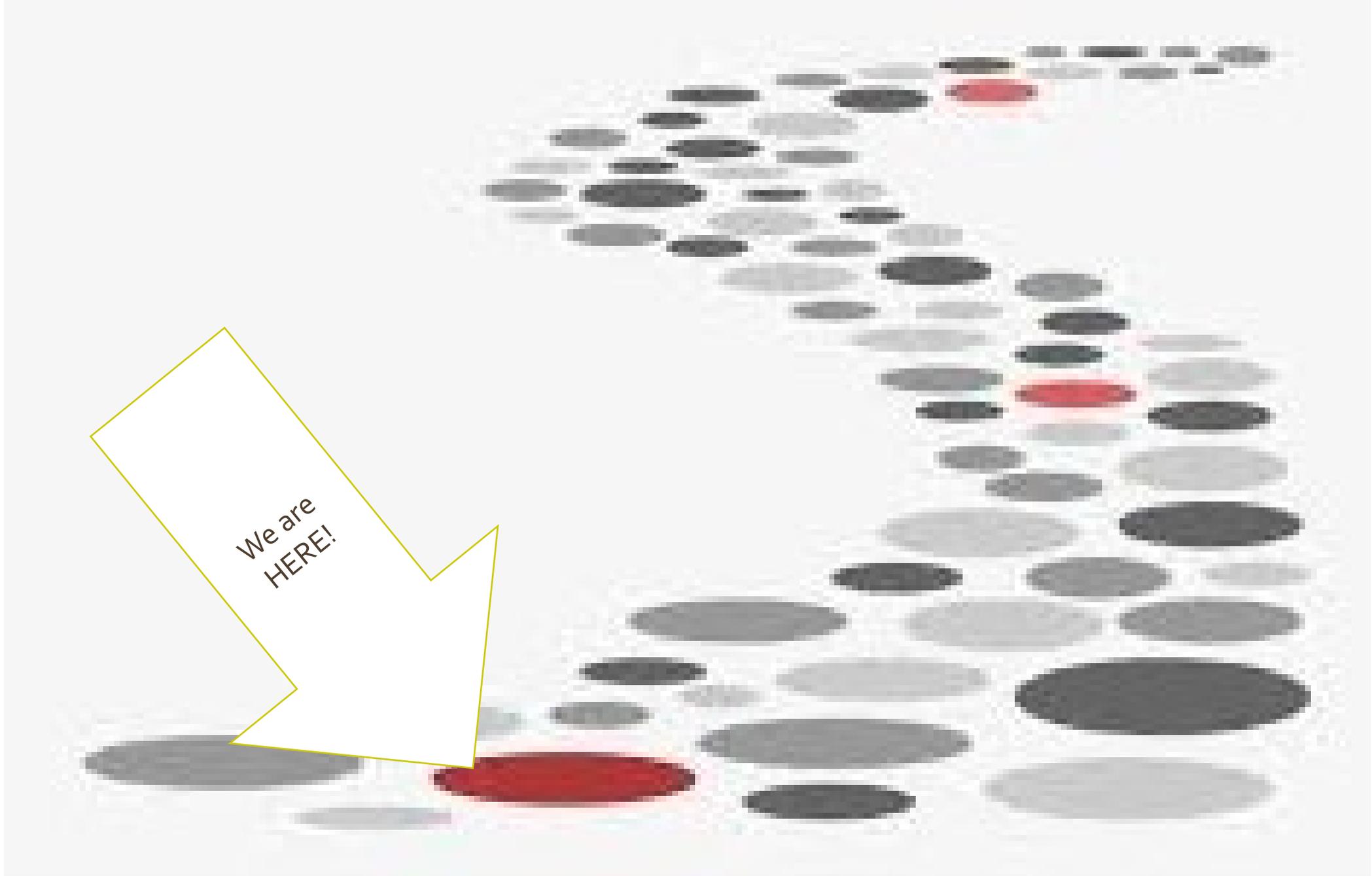
Meet an Early Learning SF Program and the Teachers in them



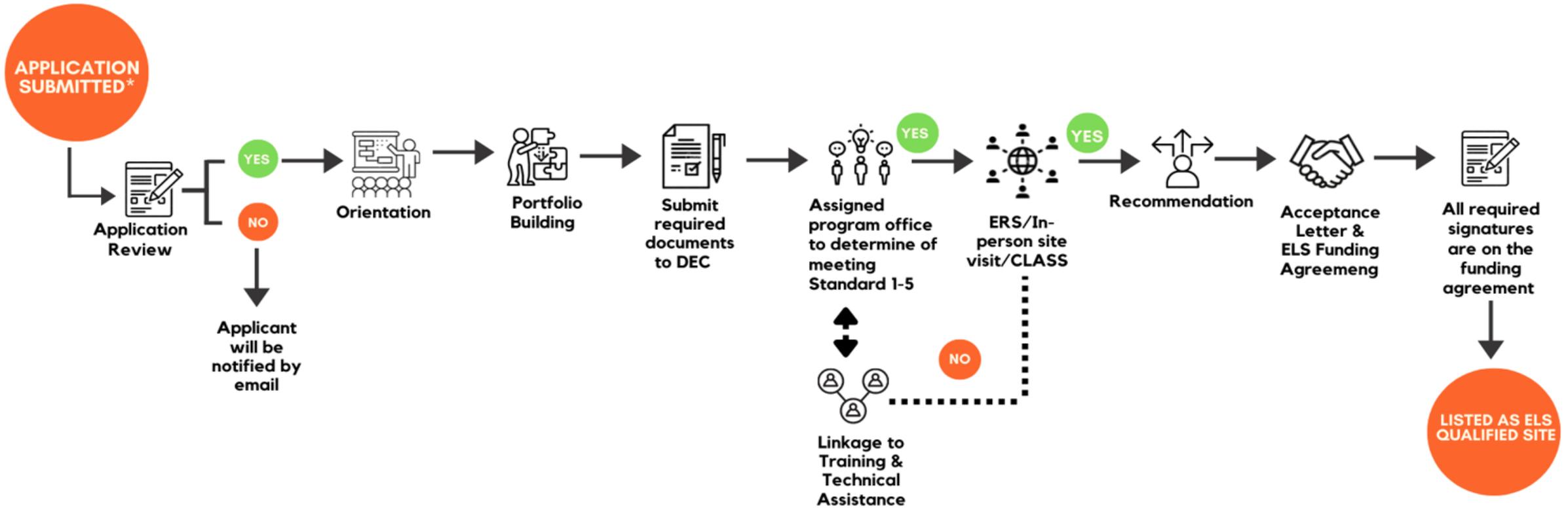
[Renee Underwood, Family Child Care Educator](#)

<https://www.youtube.com/watch?v=1N74CPUjaMU>





JOINING ELS NEW APPLICATION PROCESS



*Applicants can opt out/rescind application at any point of the process by notifying San Francisco Office of Early Care & Education

As an ELS your program must met basic criteria.



Be licensed and in good standing



Willing to open enrollment to low-income and moderate income families



Willing and able to meet the Quality Standards, participate in a site visit and CLASS assessment



Participate in the ECE Registry and City's Child Enrollment System

Family Engagement

Curriculum

Professional Development

Environment

Continuous Quality Improvement

Observation & Assessment

Ratios and Group/Class Size

Interactions

Developmental Screening

Qualifications

Portfolio

What's next?

Paths to Building Your Portfolio



- Use the Guide and Checklist, use monthly drop-ins for information as needed
- Collect your documents (transcripts, samples, qualification forms etc)
- Submit your portfolio to joinELS@sfgov.org when complete

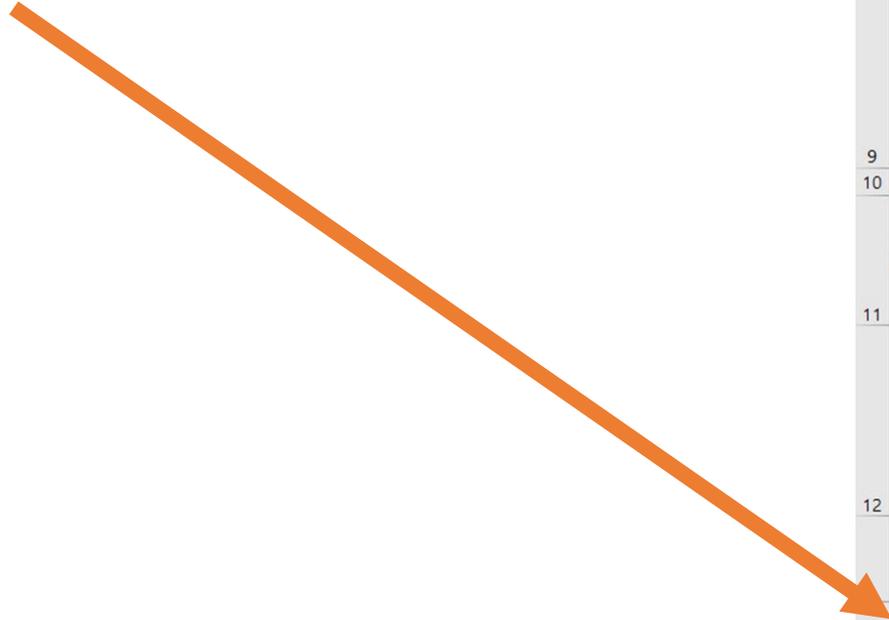
Let's go through some of the Standards using the tools we have will make available on the Joinus Web pages.

<https://sfoece.org/join-els/>



Quality Pathway Portfolio Tool

	A	B	C	D	E	F	G	H	I	J	K
1											
2	Quality Pathway Portfolio Checklist										
3	The Quality Pathway Portfolio is based on the Quality Standards adopted by the city of San Francisco's Department of Early Childhood. The Quality Pathway Portfolio is a tool to help interested Early Childhood Educators to reflect on their current quality practices, and identify strengths & areas for growth. The Portfolio also is a tracking system to assist programs who have applied to Early Learning San Francisco to organize and to track their progress in meeting quality standards. This tool has multiple tabs which include a Quality Standards Checklist, Professional Development Plan and Tracker, Staff Qualification Form, and Curriculum										
4	Instructions										
5		Self-reflect on your site's quality practices by going through each of the Standards and use the check boxes to self assess your current status.									
6		Refer to the Checklist of documentation that you will need to gather to complete your portfolio.									
7		Update your Portfolio to show progress being made to meet all 10 quality standards. Work with your OECE/First 5 Quality Program Officer to determine a timeframe for recommendation as an ELS participating site.									
8	Standard 1 Child Assessment & Observation										
9	Standard Expectation	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). SF OECE & First 5 SF strongly recommend 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.									
10	Check List										
11	Selected Tool	Identify the practices which will be used to document child observations and select the tool on the left [dropdown] that will be used to conduct formal assessments for children.									
12	<input type="checkbox"/>	Currently do not conduct child observations or have an assessment process, Under notes, please describe the plan to implement an observation and assessment system at your site. This should include documentation of training completed by staff on the observation system which will be used, sample observation forms and child work samples. Documentation of training and forms may be provided by email attachment or uploaded to ECE workforce Registry.									
	<input type="checkbox"/>	Ready to provide sample observations, child portfolio and current assessment tool used for review by quality program officer. (Program may choose from a variety of methods to document observations and child work samples such as child files or binders, state DRDPonline, commercial									
		Quality Standards Checklist PD Tracker Staff Qualification Curriculum Statement Form +									



Quality Matters to Every Child, Family and Teacher

Observation & Assessment	Curriculum	Family Engagement
Environment	Developmental Screening	Ratios and Group/Class Size
Interactions	Qualifications	Professional Development
	Continuous Quality Improvement	



Observation & Assessment

- 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).



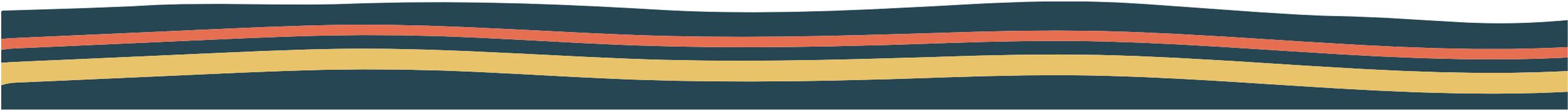
Curriculum

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





Developmental Screening





- Care coordination to support families with referrals and connect them with community resources
- Coaching support and technical assistance for early childhood educators
- Trainings for families and educators
- ASQ-3 and ASQ SE screening support

Training Sessions in English, Cantonese and Spanish

<https://www.supportforfamilies.org/help-me-grow-trainings?rq=ASQ>

What is the ASQ-3 & ASQ:SE-2?



- Parent- or caregiver-completed screening tools that encourage parent/caregiver involvement
- Series of questionnaires for children ages 1 month to 6 years
- Tools to accurately identify children at risk for developmental and social-emotional delays

ASQ-3
Ages & Stages
Questionnaires®
THIRD EDITION

**Ages & Stages
Questionnaires®**

A Parent-Completed
Child Monitoring System
THIRD EDITION

Jane Squires & Diane Bricker
with assistance from:
Elizabeth Twombly, Robert Nickel, Jordina Clifford,
Laminda Potter, Rob Hoeslton, Linda Mours, & Jane Farrell



ASQ:SE-2
Ages & Stages
Questionnaires®
Social-Emotional

**Ages & Stages
Questionnaires®:
Social-Emotional**

A Parent-Completed
Child Monitoring System
for Social-Emotional Behaviors
SECOND EDITION

Jane Squires, Diane Bricker,
& Elizabeth Twombly
with assistance from:
Robert Hoeslton, Kimberly Murphy, Jill Dolata,
Suzanne Yockelson, Maura Schoen Davis, & Younghee Kim



Family Partnership

- Program creates a welcoming environment.
- Parent-teacher conferences are held for all children twice a year.
- Program communicates with families.
- Program has opportunities for families to be engaged in their children's learning and development
-



Environment

- Programs maintain a rich and healthy environment for children to learn.
- Program completes and submits a self-assessment of the physical environment with an external coach upon entry.



Guided Environmental Self-Assessment

- Work with an SFQC or R&R coach
- Conduct an environmental self assessment
- Develop an environmental quality improvement plan
 - SMART goals
 - Implementation and sustainability



Interactions

Quality of interactions is measured by observation using the CLASS tool which provides information to programs about responsive caregiving, emotional support and positivity, and how interactions support and scaffold language and learning.



CLASS resources available at — Teachstone.com

- **Why CLASS?**
 - This e-book explores the promise of the CLASS®, what it is, and the research behind the assessment tool.
- **CLASS for Beginners: Understanding the CLASS Journey and How to Get Started**
 - Webinar: See how CLASS® can be used as both a measurement tool for informal and formal observations, and as a professional development system that enhances teaching practices and supports positive child outcomes.
- **Free Resources for Educators and Parents**
 - <https://teachstone.com/coronavirus-resources-educators-and-parents/>



Family Child Care

FCC in ELS should follow licensing guidelines for ratios and group size.

Centers

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.

Ratios and Group Size

Professional Development

- Child Development (0-5)
- Inclusion and Meeting the Needs of Young Children with Disabilities or other special needs.
- Strengthening Families: A Protective Factors Approach
- Diversity, Equity & Inclusion (DEI)



Qualifications

- **Family Child Care Teachers**
 - 12 ECE units, including 9 units of core classes (CDEV 53; CDEV 66; CDEV 67) & 3 ECE elective units.
- **Center Lead Teachers**
 - 24 units of ECE and 16 General Education units or Teacher Permit (or higher)
- **Center Director**
 - Associate's degree with 24 units ECE/CA+/with 6 units management/administration & 2 units supervision or Site Supervisor Permit



Continuous Quality Improvement

- Programs have a plan to continue to learn and grow so that all children reach their highest potential.



Tips for Using Checklist and Resource Guide Tools

- Check the Join us Webpage for updated information

<https://sfoece.org/join-els/>

- We will email you flyers and information on developing resources and training dates.



How long will it take to build my portfolio?



Expect a least a 3 month process.
Many programs take between 6
months to a year to demonstrate
the quality of their program.



Helpful Tips

- 1) Get Registry Accounts set up for All Teachers NOW.
- 2) Start to collect hard copy and transcripts and growth certificate.
- 3) This takes time. But you will need the registry to register for some classes and to get certificates of completing training.

Attend the Workshops – Remote Access or Online to Learn More.

Send Teachers to the CLASS info sessions. They will appreciate knowing more about the tool and process

Use the checklist to track your progress. It must be submitted when you complete your portfolio.

Next Steps after Portfolio Building?



On-Site Visit

- Final portfolio review
- Tour of classrooms

- Presentation of portfolio to Quality Team
- Recommendation

How might my program be different after I become ELS? What if it's not a fit?

For Teachers

Using a formal screening & assessment system

Commitment to Excellence in Curriculum

Access to Amazing PD, Educational & Compensation Supports

For Administrators

Paperwork - Using online enrollment systems

Additional Resources to Realize Quality and opportunity to have financial resources

For Programs

Making space for integrated enrollment.

Registration and Termination Practices

Limited Religious Instruction

What are Child Reimbursement Rates and how to they work?

- OECE Reimbursement Rates
 - [CENTERS- EARLY LEARNING](#)
 - [FAMILY CHILD CARE HOMES - EARLY LEARNING](#)
 - [PRESCHOOL FOR ALL TUITION CREDIT](#)
 - [FAMILY INCOME ELIGIBILITY \(NON-PFA\)](#)

SFOECE.ORG





Questions





Email us:

JoinELS@sfgov.org

Thanks for joining us...