

	The Prekindergarten and Family Literacy Program Assessment Tool is designed as a <i>guide</i> for support in the application process for the 2006 Prekindergarten and Family Literacy Program (PKFLP) application for funding. It is a snapshot, and in no way is a comprehensive tool, for internal self-assessment related to prospective applicants internal review process. For the purpose of this tool, child(ren) will be defined as: a child who is four (4) years of age on or before December 2nd of the fiscal year they are enrolled.			
<b>PKFLP</b>	<b>PROGRAM ELEMENT</b>	<b>FULLY</b>	<b>PARTIALLY</b>	<b>NOT IMPLEMENTED</b>
	<b>Non-Scored Program Narrative Description</b>			
<b>Section 1</b>	<b>Agency Philosophy and Introduction</b>			
<b>1.A.</b>	Agency has a philosophy regarding child development services for children and families.			
<b>1.B.</b>	Agency has a plan to incorporate early literacy parent education, family literacy, and staff development.			
<b>Section 2</b>	<b>Children and Families</b>			
<b>2.A.</b>	Describe the children and families to be served through this application (e.g., economic levels of languages other than English spoken in the home, types of work in the area where services are proposed, and special needs of families serviced).			
	<b>Scored Program Narrative Description</b>			
<b>Section 3</b>	<b>Program Administration: Goals and Objectives [0-55 points possible] - (detail checklist on the following pages)</b>			
<b>3.A.</b>	<p><b>Goal 1: Parent education and interactive family literacy activities</b>                      Includes, but not limited to requirements from Title 5, Section 18275 , and Parenting education for parents and legal guardians of children in participating classrooms to support the development of their children in literacy skills. Parenting educations shall include but not be limited to instruction in all of the following:</p> <ul style="list-style-type: none"> <li>a) Providing support for the educational growth and success of their children</li> <li>b) Improving parent-school communication and parent understanding of school structures and expectations</li> <li>c) Referrals, as necessary, to providers of instruction in adult education and English as a second language in order to improve the academic skills of parents and legal guardians of children in participating classrooms</li> </ul>			
<b>3.B.</b>	<p><b>Goal 2: Child development learning activity and environment design</b>                      Includes, but not limited to Educational Code, Section 8263.1, 8238-8239 and Title 5, Sections 18077-18122, and section 18270-18308. Programs must also provide the following:</p> <ul style="list-style-type: none"> <li>a) A physical environment that is safe and appropriate to the ages of the children and meets applicable licensing standards</li> <li>b) Program activities and services that are age appropriate and meet the developmental needs of each child, including, but not limited to, activities for social, emotional, cognitive, and physical development</li> <li>c) Program activities and services that meet the cultural, linguistic, and other special needs of children and families being served, including family literacy</li> <li>d) Family and community involvement</li> <li>e) Parent education and involvement</li> <li>f) Efficient and effective local program administration</li> <li>g) Staff who possess the appropriate and required qualifications and experience (Staff shall also reflect the linguistic and cultural makeup of children and families in the program. The use of intergenerational staff is encouraged. The program must include career enhancement opportunities for staff.)</li> <li>h) Support services for children and families</li> <li>i) Provision for nutritional needs of children</li> <li>j) Social services that include, but are not limited to, identification of child and family needs and referral to appropriate agencies</li> </ul>			