

California's Early Learning and Development System

**Program
Guidelines
& Resources**

**Curriculum
Framework**

**Learning &
Development
Foundations**

**Professional
Development,
Supports, &
Competencies**

**Desired Results
Assessment
System**

Element 1: At the center of the system are the *Learning and Development Foundations* which describe the learning and development infants and toddlers typically demonstrate with appropriate support at around 8, 18 and 36 months. It also describes the learning and development for preschool children that is typically demonstrated with appropriate support at around 48 and 60 months of age. Having statewide foundations provides all teachers and programs with knowledge of the expectations and goals for children in California to use as they plan activities, the environment, and interactions.

Element 2: Infant and Toddler and Prekindergarten Learning and Development Guidelines present information about how to provide high-quality early care and education, including recommendations for program policies and day-to-day practices that will improve program services. In addition, the *Preschool English Learner Guide* provides teachers with the knowledge and tools they seek to educate preschool English learners most effectively.

Element 3: The first and second volumes of the Curriculum Frameworks. These publications are a resource for teachers to support setting up environments, selecting appropriate materials, supporting children's self initiated play and learning, and planning and implementing teacher guided learning activities. The frameworks are not a curriculum.

Element 4: The fourth component of the system is the Desired Results System. It is a continuous improvement system that is intended to improve program quality. The system consists of four parts including the Desired Results Developmental Profile[®] which measures children's progress towards the desired results, the Parent Survey which measures parents' satisfaction with the program, the Environment Rating Scales which assesses the classroom environment, and the Program Self Evaluation which assesses program quality.

Element 5: In California, numerous professional development opportunities are available to assist programs. These include the Program for Infant/Toddler Care (PITC), California Preschool Instructional Network (CPIN), California School-Age Consortium (CalSAC), Family Child Care at Its Best, the mentor programs, pre-service, the CDE/ECE Faculty Initiative Project, the Child Development Training Consortium and the Desired Results Training and Technical Assistance Project.