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Sanford Harmony and California Preschool/Transitional Kindergarten Learning Foundations Alignment

Belonging, Connection, and the Relationship Skills That Make Learning Possible.

At Sanford Harmony, we know that student's and adults' sense of belonging is central to healthy learning. To create environments that center belonging, Sanford Harmony supports schools, out-of-school time (OST) organizations, and families cultivate healthy relationships with oneself, with others, and within their communities. Because the science tells us that belonging improves student, adult, and school outcomes (e.g., attendance, behavior, and academic performance), our evidence-based programs and professional learning encourage student and adult connection, communication, respect, resilience, and lifelong well-being. Through our tools, resources, and support, we empower adults and students to create environments where young people thrive in the multiple spaces they live and learn.

Boost Academic Success

Students build essential learning skills, show stronger engagement, and achieve higher academic outcomes.

Reduce Disciplinary Issues

Harmony improves safety and reduces bullying and behavior issues through relationship skills and emotional regulation.

Strengthen Educator Performance

Harmony enhances instructional practices and leadership, giving educators the tools to help students succeed.

Support Families & Communities

Harmony strengthens communication, routines, and relationships at home—cultivating compassionate, responsible citizens.

Build Confidence & Self-Direction

Students develop self-awareness, decision-making, and perseverance to navigate challenges, stay focused on their goals, and prepare for life after school.

Prepare Students for the Workforce

Skills such as personal responsibility, problem-solving, and conflict resolution set students up to build strong relationships and thrive in today's competitive work environments.

Improve School Climate

Leaders gain practical strategies and data insights to build stronger, more supportive learning environments.

For more information, visit our Research page on the Harmony Curriculum Portal.

What We Do

Sanford Harmony provides no-cost and level-up digital resources, as well as print-based resources that promote healthy learning, belonging, and relationship skills through our:

Harmony School Curriculum (PreK – 6)

Designed for classroom educators to build welcoming, connected learning environments. Includes:

- Units, lessons, activities, and Everyday Practices
- Harmony Kits for classroom use
- Harmony Plus: lesson decks, data dashboard, and access to Harmony Connect social community

Harmony Out-of-School Time (OST) Curriculum

Created for youth development and expanded learning programs. Includes:

- Units, lessons, activities, and Everyday Practices
- Harmony Kits for OST and expanded learning settings

Harmony Professional Learning

Self-paced modules, certificates, and no-cost webinars that help educators, mentors, and expanded learning staff strengthen relationships, build effective practices, and grow as leaders.

Harmony at Home

A family-centered app or kits for parents, caregivers, and kids to enjoy together! Build relationship skills, deepen connections, and create healthy routines with playful prompts, animated storybooks, and research-backed tools that make everyday moments more meaningful.



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Executive Summary of Sanford Harmony and California Preschool/Transitional Kindergarten Learning Foundations Alignment

Providing structured, relationship-centered practices that foster children's social and emotional growth across early childhood settings is central to California's Preschool/Transitional Kindergarten Learning Foundations (PTKLF). Early childhood educators need tools and resources to support the PTKLF developmental progressions. Grounded in the understanding that social and emotional development emerges through interactions with adults and peers, Sanford Harmony's tools and resources support educators to create consistent opportunities for children to build self-awareness, regulate emotions, develop relationships, and engage in cooperative learning experiences.

Harmony's integrated approach, combining instructional routines (e.g., Everyday Practices), explicit social and emotional skill instruction (e.g., Lessons & Activities), and adult-facing Professional Learning, aligns with the PTKLF emphasis on development occurring through responsive relationships, safe and supportive environments, and differentiated support based on individual needs, identities, and experiences. Through Harmony's repeated, embedded routines — Everyday Practices (i.e., Meet Up, Buddy Up, and Harmony Goals) and explicit skill-building instruction, children are supported in progressing from early awareness and guided participation toward more independent, intentional social and emotional behaviors.

Specifically, Sanford Harmony aligns with the PTKLF Social and Emotional Development domain in the following ways:

- **Self (Self-Awareness, Emotional Knowledge, and Regulation)** Harmony supports children in developing self-awareness, recognizing emotions, and building a sense of identity through structured reflection and emotion-focused practices. Repeated opportunities to identify emotions, connect them to behavior, and practice regulation strategies with adult support build increasing independence over time.

- **Interactions and Relationships with Adults** Harmony fosters positive, responsive relationships with adults and peers through consistent routines that promote connection, trust, and communication. Practices like Meet Up and Buddy Up support children initiating interactions, expressing needs, and building secure relationships.

- **Interactions and Relationships with Peers** Harmony provides structured opportunities for children to interact, collaborate, and build relationships with peers through repeated social experiences. Buddy Up, for example, is a collaborative activity that supports the development of cooperation, problem-solving, and increasingly reciprocal peer interactions.

Early (3 to 4 ½ years)	Later (4 – 5 ½ years)	Example Aligned Harmony Learning Goals & Everyday Practices
Strand: 1.0 - Self		
Sub-strand: Self-awareness		
Foundation: 1.1 Self Identity		
Notice and communicate the characteristics of their physical appearance related to specific identities (for example, gender, race, ethnicity). Demonstrate emerging preferences for specific activities (for example, what to play, how to dress).	Express their personal identity (for example, gender, race, or ethnicity), including a sense of pride in their identity, and communicate preferences of their appearance or activities they enjoy (for example, sharing their family's practices or their own preferences).	2.1: Students will foster feeling a sense of being valued by sharing something special about themselves.
Foundation: 1.2 Confidence in Abilities		
Describe their abilities positively and enjoy demonstrating them. Communicate the desire to be viewed positively by familiar adults, including teachers.	Express confidence in their abilities and describe their strengths, including reference to past abilities. Continue to be sensitive to how they are viewed by peers and familiar adults, including teachers.	1.5: Believe that they can work hard and keep trying to learn new things. 2.1: Students will foster feeling a sense of being valued by sharing something special about themselves. 4.4: Students will increase their confidence in solving problems.
Foundation: 1.3 Understanding Emotions in Self and Others		
Identify basic emotions (for example, happy, sad, surprised) and recognize emotional expressions in self and others.	Identify basic and complex emotions (for example, embarrassment, prideful) and recognize emotional expressions in self and others. Demonstrate increasing understanding of different ways of expressing emotions and related behaviors for themselves and others.	1.0: Students will recognize emotions, thoughts, and actions and set a personal goal around Being My Best Self. 1.1: Students will recognize their own and others emotions, and understand that people can feel and show emotions differently.

Early (3 to 4 ½ years)	Later (4 – 5 ½ years)	Example Aligned Harmony Learning Goals & Everyday Practices
Strand: 1.0 - Self		
Sub-strand: Self-awareness		
Foundation 1.4 Regulating Emotions, Behaviors, and Stress 4:		
Make efforts to regulate their emotions and behaviors and cope with stress with adult support.	Regulate emotions and behaviors and demonstrate strategies to cope with emotions and behaviors caused by stress with some adult support.	1.4: Students will name and demonstrate ways to get calm.
Foundation 1.5 Managing Routines and Transitions		
Manage routines and transitions between settings (for example, from home to child care) or activities (for example, from playtime to story time) with adult support.	Express confidence in their Anticipate routines and manage transitions between settings (for example, from home to school) or activities (for example, from snack time to small-group activities) with some adult support.	1.4: Students will name and demonstrate ways to get calm. Harmony's Everyday Practices (Meet Up, Buddy Up, Harmony Goals) establish consistent, predictable routines that help students anticipate and navigate transitions throughout the day.
Foundation 1.6 Awareness of Similarities and Differences Across People		
Demonstrate awareness and interest in how people are similar and different.	Make comparisons between themselves and others and express beliefs about themselves and others based on perceived similarities and differences.	2.1: Students will name the benefits of diversity and foster openness toward learning about and from others.
Foundation 1.6 Awareness of Similarities and Differences Across People		
Develop understanding that others have unique thoughts, behaviors, and experiences.	Demonstrate emerging understanding of the mental and psychological reasons people act as they do and how these reasons contribute to differences in how people act or behave.	1.3: Students will recognize that others may respond differently to the same situation than they do.
Foundation 1.6 Awareness of Similarities and Differences Across People		
Demonstrate empathy by sharing the emotional experiences of others and showing concern for the needs of others in distress.	Respond to others' distress and needs with sympathetic caring and assistance by comforting and helping others, although occasionally require support from an adult to assist.	2.4: Students describe ways to show empathy and caring to someone in a given situation.

Early (3 to 4 ½ years)	Later (4 – 5 ½ years)	Harmony Learning Goals
Strand: 2.0 - Interactions and Relationships with Adults		
Sub-strand: Interactions with Adults		
Foundation: 2.1 Reciprocal Interactions with Adults		
Engage in positive interactions with familiar adults, especially in familiar settings. Demonstrate an emerging ability to initiate social interaction with familiar adults.	Take greater initiative and participate in more reciprocal interactions with familiar adults (for example, initiate a conversation, suggest a shared activity, or ask for assistance).	3.4: Students will gain self-confidence in communicating needs, desires, and ideas.
Foundation: 2.2 Seeking Security and Support		
Seek security and support (for example, help or comfort) from their attachment figures (adults in children's lives who are caregivers, which may include teachers) to address their needs, especially in difficult situations.	Anticipate when they need support and take greater initiative in seeking support (for example, help or comfort) from their attachment figures (adults in children's lives who are caregivers, which may include teachers) to address their needs, especially in difficult situations.	3.4: Students will gain self-confidence in communicating needs, desires, and ideas. 4.2: Students will identify the first two steps in problem solving (Stop, Talk).
Foundation: 2.3 Coping with Departures		
Cope with departures and separations from attachment figures (for example, drop-off at preschool or family child care) but occasionally require additional assistance throughout the day to manage distress while being apart from attachment figures.	Cope with departures and separations from attachment figures and manage distress while being apart from attachment figures with minimal or no assistance.	1.4: Students will name and demonstrate ways to get calm.
Foundation: 2.4 Relationships with Adults		
Contribute to maintaining positive relationships with attachment figures (adults in children's lives who are caregivers, which may include teachers) and familiar adults. Show emerging awareness of the adults' feelings, preferences, and well-being.	Contribute to positive mutual relationships and cooperation with attachment figures (adults in children's lives who are caregivers, which may include teachers) and familiar adults. Show interest in the adults' feelings, preferences, and well-being.	1.1: Students recognize their own and others' emotions. They understand that people can feel and show emotions differently. 2.1: Students will foster openness toward learning about and from others, and a sense of being valued by sharing something special about themselves.

Early (3 to 4 ½ years)	Later (4 – 5 ½ years)	Harmony Learning Goals
Strand: 3.0 - Interactions and Relationships with Peers		
Sub-strand: Interactions with Peers		
Foundation: 3.1 Interacting and Cooperating with Peers		
Interact with peers in shared activities and occasionally participate in cooperative efforts with peers, with adult support.	More actively and intentionally interact and cooperate with peers in daily learning and play activities.	3.5: Students will foster collaborative teamwork skills. They will name ways to cooperate. Harmony's Buddy Up is a peer buddy system that intentionally creates opportunities for students to get to know one another, form connections, collaborate, and learn together.
Foundation: 3.2 Conflict Resolution with Peers		
Seek adult assistance to resolve peer conflicts or disagreements.	Negotiate with peers and more often communicate to respond to conflict. Seek adult assistance to understand their peers' needs or to resolve a conflict.	3.4: Students will gain self-confidence in communicating needs, desires, and ideas. 4.3: Students will generate solutions that are fair to all and make everyone feel okay. 4.4: Students will use problem-solving skills in a collaborative activity. They will focus on compromise, fairness, and cooperation when solving problems.
Foundation: 3.3 Fairness and Respect		
Demonstrate understanding of sharing and treating those who may be similar or different from them with fairness, although require some adult prompting to share.	More consistently share with others and treat others with fairness and respect with less adult prompting, including calling out unfairness in play and daily activities.	2.1: Students will name the benefits of diversity. They will foster openness toward learning about and from others. 2.5: Students gain an understanding of what it means to be fair.Students use empathy when they see unfair behavior or to prevent unfair behavior.
Foundation: 3.4 Developing Friendships		
Choose to play with one or two special peers they identify as friends. Share more complex play with friends than with other children.	Develop friendships that are more reciprocal, exclusive, and enduring. Engage in enhanced cooperation and problem-solving efforts.	4.0 Students will understand the importance of working together to solve problems. 3.5: Students will communicate and cooperate in a team fairly. Harmony's Buddy Up is a peer buddy system that intentionally creates opportunities for students to get to know one another, form connections, collaborate, and learn together.