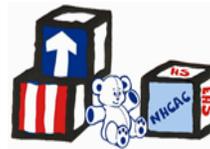




NORTH HUDSON
COMMUNITY ACTION CORPORATION

HEAD START/EARLY HEAD START

Birth to 5 School Readiness Plan with alignments



2019-2020

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Domain: Social & Emotional Development

New Jersey Standard/Curriculum/ NJ Early Learning Pathways Alignment

NJ (Birth-3) Early Learning Standards (2013) Domain I

- Trust and emotional security
- Relationship with other children and adults
- Self-Regulation
- Self-Awareness

NJ Early Learning Pathways: Domain I Social Emotional

Components:

- Trust and emotional security
- Self-regulation
- Self-awareness, and
- Relationships with peers and adults

NJ Preschool Teaching and Learning Standards (2014)

- 0.3. Children identify and express feelings
- 0.4. Children exhibit positive interactions with other children and adults

Sub-Domains	Goals	Methods to track Progress	(Preschool) Creative Curriculum & (Infant/Toddler) HighScope Strategies & Experiences
<ul style="list-style-type: none"> - Relationship with Adults - Relationships with Other Children 	<p>Children will develop and sustain healthy relationships with familiar adults and peers with repeated experiences during play, engaging in prosocial and cooperative play, while using problem solving</p>	<p><u>Teaching Strategies Gold:</u> Establishes and sustains positive relationships 2a: Forms relationships with adults 2b: Responds to emotional cues 2c: Interacts with peers 2d: Makes friends</p> <p><u>COR Advantage KDIs</u></p>	<p>Caregivers/Teachers will:</p> <ul style="list-style-type: none"> - Caregivers consistently & appropriately respond to children’s cries - Caregivers exaggerate their response to infant’s behavior - Teachers will model respectful relationships with other adults - Teachers will model cooperative behavior. - Teachers will build positive relationships with each child through daily interactions and respectful conversations. - Teachers will validate accomplishments and progress using children’s home language.



	skills to resolve conflicts	6. Relationships with adults: Children build relationships with other adults. 7. Relationships with peers: Children build relationships with peers.	- Teachers will support shy children or children with disabilities to engage in meaningful interactions.
- Emotional Functioning	Children will develop the ability to express, recognize, and manage emotions, while showing care and concern to others, with the support of familiar adults	<u>Teaching Strategies Gold:</u> Regulates own emotions and behaviors 1a: Managing feelings 1b: Follows limits and expectations 1c: Takes care of own needs appropriately COR Advantage/ KDIs 8. Emotions: Children express emotions. 9. Empathy: Children show empathy toward the feelings and needs of others.	Caregivers/Teachers will: - Help children detect & interpret how other children feel e.g. Juan looks sad when you told him he couldn't play - Read stories that elicit different emotions. Discuss with children why characters act and feel as they do. - Provide appropriate & meaningful jobs assist children with expressing their feelings especially Dual Language Learners and children with speech delays. When children have difficulty expressing themselves they resort to inappropriate means of expression, (hitting, biting, crying, etc.) speak to children about their feelings during routine activities. - Model emotional coping strategies to children by taking deep breaths, counting to five, or doing relaxation exercises when situations are stressful - Teachers model emotional coping strategies to children by taking deep breaths, counting to five, or doing relaxation exercises when situations are stressful.
- Sense of Identity & Belonging	Children will establish a sense of identity, uniqueness, self-awareness, and	<u>Teaching Strategies Gold:</u> Participates cooperatively and constructively in group situations	Caregivers/Teachers will: - Help children identify self and others in family photo or names family members. Whenever possible there is at least one Caregiver or Teacher



	<p>confidence, while establishing a sense of belonging with others.</p>	<p>3a: Balances the needs and rights of self and others 3b: Solves social problems</p> <p><u>COR Advantage/ KDIs</u> 5. Attachment: Children form an attachment to a primary caregiver.</p>	<p>in each classroom to support the needs of Dual Language Learners (DLL).</p> <ul style="list-style-type: none"> - Provide support for a child when he/she feels anxious or scared. - Recognize child’s ability to identify own characteristics, such as hair color, size, or gender. - Read story books that include children’s cultural backgrounds & languages are incorporated into the classroom. - Include dolls, dress-up clothing, and food items in the dramatic play area as well as ensure meals served reflect the culture & ethnicity of the children served. - Encouraged parents to read to the children in their primary language or share music/dance activities reflecting their culture. - Ensure interest areas are labeled in English as well as the children’s home languages.
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Domain: Physical Development and Health

New Jersey State Standard/Curriculum/ NJ Early Learning Pathways Alignment

Preschool Teaching and NJ (Birth-3) Early Learning Standards (2013) – Domain V Gross Motor Development

- Demonstrates large muscle, balance, stability, control
- Develops increasing ability to change positions and move body from place to place. Moves body with purpose to achieve a goal.
- Move body, arms and legs with coordination
- Fine Motor Development:
 - Uses hands or feet to manipulate objects and make contact with people.
 - Develops small muscle control and coordination.
 - Demonstrates integration of the senses.
 - Uses different actions on objects.
 - Controls small muscles in hands when doing simple tasks

Early Learning Standards: Birth to 3 – Domain V Physical Health & Well-Being

- Physical growth & basic health needs, contributing to positive feelings and attitudes
- HSPE. 2.3.1 Uses safe practices indoors and out (e.g. walks in the classroom, wears safety helmet when riding a tricycle, participates in fire drills and understands why seat belts and restraints should be worn)

Preschool Teaching and Learning Standards (2014)

- 2.4 Develop and refine gross- motor skills (e.g., hopping, galloping, jumping, running, and marching).
- 2.4.3 Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula-hoop around hips, walk a balance beam).

NJ Early Learning Pathways Alignment Domain V

- Demonstrates large muscles balance stability, control and coordination
- To develop physical and motor skills and improve health and well-being
- Develops increasing ability to change positions and move body from place to place
- Develops small muscle control and coordination
- Begins to develop self-help skills

Sub-Domains	Goals	Methods to track Progress	(Preschool) Creative Curriculum & (Infant/Toddler) HighScope Strategies & Experiences
<ul style="list-style-type: none"> - Gross Motor - Fine Motor 	Children will demonstrate	<u>Teaching Strategies Gold:</u> Traveling skills	Caregivers/Teachers will:



	<p>effective and efficient use of large muscles (gross motor) to explore and understand their environment and body, while building control, strength, and coordination.</p>	<p>4a: Walks 4b: Runs 4c: Gallops and skips</p> <p>Balancing skills 5a: Sits and stands 5b: Walks on beam 5c: Jumps and hops</p> <p><u>COR Advantage/ KDIs</u> 13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing)</p> <p><u>Teaching Strategies Gold:</u> Gross-motor manipulative skills 6a: Throws 6b: Catches 6c: Kicks</p> <p>Fine motor strength and coordination 7a. Using fingers and hands 7b: Use writing and drawing tools</p> <p><u>COR Advantage/ KDIs</u> 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking)</p>	<ul style="list-style-type: none"> - Create a protected space for young infants to move and explore safely while lying on their stomachs and backs. To enhance balance. - Provide push toys, toy shopping carts and strollers in the classroom and outdoors. - Create a protected space for young infants to move and explore safely while lying on their stomachs and backs. <p>Caregivers will:</p> <ul style="list-style-type: none"> - Provide sufficient materials and equipment for infants, toddlers & twos which include a variety of shapes, sizes, textures, and weights. - Encourage experimentation and active participation while maintaining a safe learning environment. - Provide opportunities to practice releasing balls into targets such as large baskets, buckets, or small hoops. - Provide opportunities for children daily (at least 60 minutes) in structured and unstructured physical activities. - Provide sufficient indoor space for exercising and freestyle movement daily. - Model movement and offer individual assistance to the children while indoors and outdoors during play. - Provide opportunities for the children to use playground equipment when weather is permitting. - Incorporate activities from Individualized Education Plans for children with physical disabilities.
<ul style="list-style-type: none"> - Health Safety & Nutrition 	<p>Children will demonstrate</p>	<p><u>Teaching Strategies Gold:</u></p>	<ul style="list-style-type: none"> - Acknowledge when children show self-discipline - Model taking deep breaths



	<p>healthy and safe behaviors, while engaging in self-help skills and healthy eating habits.</p>	<p>1. Regulates own emotions & behaviors 1c. Take care of own needs appropriately 29. Demonstrates knowledge about self 30. Shows basic understanding about people and how they live</p> <p><u>COR Advantage KDIs</u> 3. Self-help: Children do things for themselves 4. Distinguishing self and others: Children distinguish themselves from others 8. Emotions: Children express emotions 31. Seeing from different viewpoints: Children observe people and things from various perspectives</p>	<ul style="list-style-type: none"> - Describe what you are doing during care-giving routines e.g.” I am wiping your nose because it is dirty.” - Encourage children to pick up toys, dress themselves, brush their teeth & wash their hands offering assistance as needed - Provide healthy food that children can feed to themselves - Provide “sippy” cups when appropriate to reduce baby bottle tooth decay. - Talk about healthy foods and their benefits e.g. “milk is good for your bones and teeth” - Provide special utensils for child with a disability - Explain and practice fire drills and fire safety with children - Invite firefighters to the classroom to explain the equipment and fire safety practices for the home - Establish classroom rules with children to keep everyone safe - Practice security drills including lock downs, bomb threats/evacuations - Provide plenty of activities to encourage exercise and movement - Teachers talk about the nutritious foods served during meals and the benefits they provide our bodies - Provides opportunities for children to engage in food preparation-measuring, mixing, pouring & tasting.
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Domain: Approaches to Learning

New Jersey State Standard/Curriculum/ NJ Early Learning Pathways Alignment

NJ (Birth-3) Early Learning Standards (2013) Domain II

- Initiative
- Demonstrates ability to engage others in interactions & start actions or behaviors
- Persistence
- Continues to work at challenging tasks or activities even when encountering obstacles

NJ Early Learning Pathways Domain II

- Attends to and tries to reproduce interesting events
- Maintains social contact by continuing to engage with caregiver
- Shows interest in and actively explores the environment.
- Seeks to discover and learn new things
- Uses unusual ways to explore people and objects in the environment

NJ Preschool Teaching and Learning Standards (2014)

- 0.1.1 Express individuality by making independent decisions about which materials to use
- 0.1.3 Actively engages in activities and interactions with teachers and peers
- 0.1.4 Children discuss their own actions & efforts
- 0.2.2 Demonstrate self-help skills
- 0.2.3 Move through classroom routines & activities w/minimal teacher direction & transition easily from one activity to the next
- 0.2.4 Attends to tasks for a period of time
- 0.3 Children identify and express feelings
- 0.3.1 Recognize & describe a wide variety of feelings, including sadness, anger, fear, and happiness
- 9.1 Children demonstrate initiative, engagement & persistence
- 9.1.2 Show curiosity & initiative by choosing to explore a variety of activities & experiences with a willingness to try new challenges
- 9.4 Children apply what they have learned to new situations.
- 9.2.1 Shows flexibility in approaching tasks by being open to new ideas

Sub-Domains	Goals	Methods to track Progress	(Preschool) Creative Curriculum & (Infant/Toddler) HighScope Strategies & Experiences
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<p>- Emotional, Behavioral, & Cognitive Self-Regulation</p>	<p>Children will maintain attention, show persistency, and flexibility with adult support, based on the individual needs of the children.</p> <p>Children will demonstrate initiative, creativity, and curiosity when using their imagination to communicate, interact, or show independence, while managing their emotions to complete a task.</p> <p>Children will observe, imitate, participate in symbolic play, and pretend play to increase their understanding of culture, environment, and experiences.</p>	<p><u>Teaching Strategies Gold:</u> Demonstrates positive approaches to learning 11e: Shows flexibility and inventiveness in thinking Uses symbols and images to represent something not present 14b: Engages in socio-dramatic play</p> <p><u>COR Advantage/ KDIs</u> 1 Initiative: Children express initiative 23. Object permanence: Children discover object permanence</p> <p><u>Teaching Strategies Gold:</u> Demonstrates positive approaches to learning 11a: Attends and engages 11b: Persists 11c: Solves problems 11d: Shows curiosity and motivation</p> <p><u>COR Advantage/ KDIs</u> 2. Problem solving: Children solve problems encountered in exploration and play</p>	<p>Caregivers/Teachers will:</p> <ul style="list-style-type: none"> - Use clear, simple language and facial expressions to communicate and respond appropriately to infants' cries or needs in a timely manner. - All Caregivers acknowledge when children show self-discipline - All Caregivers provide opportunities for children to interact with others. - Acknowledge children's positive interactions or comment as two children interact - Assist children with using relaxation techniques during stressful situations. - Respond positively & firmly - Provide one or two objects at a time, exchanging them when the child's attention diminishes. - Provide appropriate amounts of visual stimuli: pictures, mobiles and signs. - Give cues involving many senses, in addition to verbal cues, to help children to remember and learn particular information. - Provide many opportunities for children to make choices from interesting materials that are familiar, challenging and encourage children to use them in many ways.
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Domain: Cognitive Development

New Jersey State Standard/Curriculum/ELOF Alignment

NJ (Birth-3) Early Learning Standards (2013) Domain IV

- Cognitive Development
- Exploration and Discovery: Attending to and exploring people, objects and events especially those that are novel or unusual
- Memory-Ability to process, retain, and recall information

NJ Early Learning Pathways Domain IV

- Shows ability to acquire new information and use it at a later time
- recognizes familiar people, places and things
- observes and imitates sounds, gestures or behavior

NJ State Preschool Teaching and Learning Standards (2014)

- 4.3 Children begin to conceptualize measurable attributes of objects
- 4.4 Children develop spatial
- 5.1 Children develop inquiry skills
- 5.2 Children observe and investigate matter and energy

Sub-Domains	Goals	Methods to track Progress	(Preschool) Creative Curriculum & (Infant/Toddler) HighScope Strategies & Experiences
<ul style="list-style-type: none"> - Geometry & Spatial Sense 	<ul style="list-style-type: none"> - Children will actively explore people and objects to understand their physical and social environment, while building relationships. - Children will use their memory of 	<p><u>Teaching Strategies Gold:</u> 14a. Thinks symbolically 21a. Understand spatial relationships 21b. Understands shapes and geometric sense</p> <p><u>COR Advantage/ KDIs</u> 28. Locating objects: Children explore and notice the location of objects.</p>	<p>Caregivers/Teachers will:</p> <ul style="list-style-type: none"> - Provide appropriate amounts of visual stimuli to avoid under and over stimulation considering the abilities of all children - Help children stay focused when singing an activity and use self-talk to describe actions to the child. - Rotate materials regularly to maintain children's interest. - Talk about child's home experiences and use the child's home language to help him/her relate old and new experiences. - Encourage children to look at photos or pictures of familiar objects and point out who or what they are



	<p>familiar and unfamiliar adults as a foundation to develop more complex actions and thoughts in their environment.</p> <ul style="list-style-type: none"> - Children will use a variety of strategies, reasoning, and planning ahead to problem solve. 	<p>29. Filling and emptying: Children fill and empty, put in and take out.</p> <p>30. Taking apart and putting together: Children take things apart and fit them together</p>	<ul style="list-style-type: none"> - Give cues involving many senses keeping the research in mind: some children are visual learners while others are auditory or kinesthetic.
<ul style="list-style-type: none"> - Measurement 	<p>Children will develop emergent mathematical thinking, from birth to three, including</p> <ul style="list-style-type: none"> - Number and quantity-counting, more or less, etc. - Spatial awareness-exploring objects, fitting objects together, etc. - Matching and sorting. 	<p><u>Teaching Strategies Gold:</u></p> <p>22. Compares and measures</p> <p><u>COR Advantage/ KDIs</u></p> <p>24. Exploring same and different: Children explore and notice how things are the same or different.</p> <p>25. Exploring more: Children experience "more."</p>	<p>Caregivers/Teachers will:</p> <ul style="list-style-type: none"> - Provide standard and non -standard measureable materials. - Ask children to guess and test their hypothesis. "How many cups of sand do you think it will take to fill the bucket?" "How many giant steps will it take to reach the fish tank?" - Extend children's conversations about measurement and comparison. - Encourage children to use measuring tools e.g. rulers, cups, spoons - Provide opportunities for children to cook & follow a recipe



	<p>Children will develop emergent mathematical thinking, from three to five, including</p> <ul style="list-style-type: none"> - Comparing numbers- smaller vs. bigger, order and position, etc. - Number recognition- associates numbers with written numerals (recognize and write). <p>Children will develop an understanding of addition, subtraction, patterning, measurement, positioning of objects, and shape identification.</p>		
<p>- Scientific Inquiry</p>	<p>- Children will observe, compare,</p>	<p><u>Teaching Strategies Gold:</u> 11a. Attends & engages</p>	<p>Caregivers/Teachers will:</p>



<p>- Reasoning and Problem Solving</p>	<p>categorize, make predictions, investigate, and form conclusions, while engaging in scientific talk and reasoning.</p> <p>- Children will use perceptual information (own insight) to understand objects, experiences, and interactions while directing their own actions.</p>	<p>11d. Shows curiosity & motivation 12a. Recognizes and recalls 12b. Makes connections 24. Uses scientific inquiry skills</p> <p><u>COR Advantage/ KDIs</u> 32. Anticipating events: Children anticipate familiar events. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.</p>	<p>- Provide an environment that encourages children to wonder, observe, ask questions and investigate as they solve problems daily.</p> <p>- Provide nature and science objects for children to explore.</p> <p>- Intentionally plan experiences so children can observe and describe a process from their perspective. e.g. melting, freezing, effects of the wind, eggs hatching, sprouting seeds, etc.</p> <p>- Help children connect new discoveries to what they already know</p> <p>- Use scientific terms daily.</p>
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Domain: Language and Communication

New Jersey State Standard/Curriculum/ NJ Early Learning Pathways Alignment

NJ (Birth-3) Early Learning Standards (2013) Domain III

- Communication and Speaking
- Producing and expressing language including sounds, gestures, signs, words and phrases
- Emergent Literacy
- Developing skills and behaviors that relate to later reading and writing

NJ Early Learning Pathways Domain III: Language and Communication

- Shows interest in listening to sounds
- Uses sounds, gestures or actions to express needs and wants
- Uses consistent sounds, gestures, signs or words to communicate
- Begins to recognize and understand symbols such as those used in writing

New Jersey Preschool Teaching and Learning Standards (2014)

- 3.1 Children listen & respond to environmental sounds, directions & conversation
- 3.1.1 Children follows oral directions that involve several actions
- 3.2.2 Child uses language for a variety of purposes
- 5.1 Children develop inquiry skills
- 5.2 Children observe and investigate matter and energy
- L.PK.4, a Begin to determine the meaning of new words and phrases introduced through preschool reading and content. With guidance and support generate words that are similar in meaning (e.g., rock/stone, happy/glad).
- L.PK.5 a,b With guidance and support, explore word relationships. Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears). Begin to understand opposites of simple and familiar words.
- SL.PK.1.a,b Participate in conversations and interactions with peers and adults individually and in small and large groups.
- Follow-agreed upon rules for discussions during group interactions. Hold conversations with several back & forth exchanges.
- SL.PK.3 Ask and answer questions to seek help, get information, or follow directions.
- SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail.
- SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.

Sub-Domains	Goals	Methods to track Progress	(Preschool) Creative Curriculum & (Infant/Toddler) HighScope Strategies & Experiences
- Communication & Speaking	- Child will use language to	<u>Teaching Strategies Gold:</u>	Caregivers/Teachers will: - Show an interest in the speech of others.



	<p>express thoughts and needs and obtain information</p> <ul style="list-style-type: none"> - Child will use language to provide details in order to get needs met. - Children who are DLL may switch between their languages. - Children will learn from non-verbal and verbal communication and language experiences, moving towards simple to complex language and understanding, while increasing the number of words they use to converse with others. 	<p>English language acquisition</p> <p>37. Demonstrates progress in listening to and understanding English</p> <p>38. Demonstrates progress in speaking English</p> <p><u>COR Advantage/ KDIs</u></p> <p>16. Listening and responding: Children listen and respond.</p> <p>17. Nonverbal communication: Children communicate nonverbally.</p> <p>18. Two-way communication: Children participate in two-way communication.</p> <p>19. Speaking: Children speak.</p>	<ul style="list-style-type: none"> - Provide props that encourage speech including: puppets, telephones, stories, wordless picture books, and picture story starters. - Respond to simple verbal requests accompanied by gestures or tone of voice. - Listen to and understand increasingly complex language. - Respond to simple verbal requests accompanied by gestures or tone of voice. - Follow simple requests not accompanied by gestures. - Engage in simple back and forth exchanges - Respond to speech by looking toward the speaker and watches for signs of being understood when communicating - Initiate and attend to brief conversations - Use appropriate eye contact, pauses, and simple verbal prompts when communicating
<ul style="list-style-type: none"> - Vocabulary 	<ul style="list-style-type: none"> - Children will demonstrate the 	<p><u>Teaching Strategies Gold:</u></p>	<p>Caregivers/Teachers will</p>



	<p>use of new words when communicating</p> <ul style="list-style-type: none"> - Children will demonstrate use of multiple new words during their play. - Children will with support forms guesses about meaning of new words from context clues. 	<p>9a. Uses an expanding expressive vocabulary</p> <p><u>COR Advantage/KDIs</u> 18. Two-way communication: Children participate in two-way communication</p>	<ul style="list-style-type: none"> - Read stories, emphasizing key words and their meaning while using them in sentences or children’s experiences. - Respond to the situation and expand a child’s language. - Encourage children to categorize words, pictures and actions - Serve as good speech models for children using child’s primary language - Speak slowly and model correct grammar - Model appropriate conversational skills ex. taking turns, eye contact, speech volume, and using polite words - Imitate infants’ coos to reinforce language. - Will encourage children to use “please” and “thank you” - Read Dr. Seuss books and call attention to words that sound alike
<ul style="list-style-type: none"> - Emergent Literacy 	<p>Children will develop emergent literacy skills, from birth to three, including</p> <ul style="list-style-type: none"> - Ability to repeat rhymes and phrases from stories and songs. - Handling of books and relating pictures to stories. 	<p><u>Teaching Strategies Gold:</u> 17a. Uses and appreciates books 17b. Uses print concepts 18a. Interacts during read a louds and book conversations 18c. Retells stories</p> <p><u>COR Advantage/KDIs</u> 20. Exploring print: Children explore picture books and magazines.</p>	<p>Caregivers/Teachers will</p> <ul style="list-style-type: none"> - Encourage children to listen to sounds in the environment - Record different sounds for children to identify (a dog barking, a firetruck) - Provide opportunities for children to learn about diverse symbols & their functions, such as language, gestures, photographs, drawings - Provide books appropriate for the age and abilities of the child & encourage exploration - Point to pictures during story reading, calling attention to what the pictures mean - Show children common objects and encourage them to think of how to use them to represent something different



	<ul style="list-style-type: none"> - Recognition of pictures, symbols, signs, and/or words. - Comprehension of the meaning behind pictures and stories. 	<p>21. Enjoying language: Children enjoy stories, rhymes, and songs.</p>	<ul style="list-style-type: none"> - Give children access to paper & writing tools to scribble or draw representations of objects or actions of stories or poems. - Help children acquire book knowledge and appreciation, print awareness, and phonological awareness in their home language, drawing on family and community members as resources. Once acquired, these skills will transfer to English.
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Domain: Literacy

New Jersey State Standard/Curriculum/NJ Early Learning Pathways Alignment

NJ Early Learning Pathways Domain III: Language and Communication

- Develops interest in and involvement with books and other print materials
- Begins to recognize and understand symbols such as those used in writing
- Begins to recognize and understand symbols such as those used in writing

New Jersey Preschool Teaching and Learning Standards (2014)

- RF.PK.1,d Recognize and name many upper and lower case letters of the alphabet.
- RF.PK.3a,c Demonstrate and understanding of beginning phonics and word skills. Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds. Recognize their name in print as well as other familiar print in the environment.
- RF.PK.2, a b, c Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).
- Recognize & produce simple rhyming words.
- RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem.
- RL.PK.3 With prompting and support identify characters, settings, and major events in a familiar story.
- RL.PK.4 With prompting and support, ask and answer questions about unfamiliar words in a story or poem aloud.
- RL.PK.5 Recognize common types of literature (storybooks and poetry books).
- RL.PK.6 With prompting and support, identify the role of the author and illustrator in telling the story.
- RL.PK.7 With prompting and support, using familiar storybook, tells how the illustrations support the story.
- RL.PK.9 With prompting and support, using a familiar storybook, tells how adventures and experiences of characters are alike and how they are different.
- RL.PK.10 Actively participates in read aloud experiences using age appropriate literature in individual, small and large groups.
- W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities

Sub-Domains	Goals	Methods to track Progress	(Preschool) Creative Curriculum & (Infant/Toddler) HighScope Strategies & Experiences
<ul style="list-style-type: none"> - Print & Alphabet Knowledge 	Children will develop emergent literacy skills, from three to five, including	<u>Teaching Strategies Gold:</u> Demonstrates phonological awareness 15a. Notices and discriminates rhyme	Caregivers/Teachers will: <ul style="list-style-type: none"> - Assist children to focus on letters as part of meaningful activities, pointing out letters as dictated. - Call attention to letter-sound relationships.



	<ul style="list-style-type: none"> - Phonological awareness-understanding sounds in spoken words - Print and alphabetic knowledge-use and function of print. - Comprehension and narration of stories. - Emergent writing to invented spelling. 	<p>15b. Notices and discriminates alliteration 15c. Notices and discriminates small and smaller units of sound.</p> <p>Demonstrated knowledge of the alphabet 16a. Identifies and names letters 16b. Uses letter-sound knowledge</p> <p>Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 17b. Uses print concepts</p> <p><u>COR Advantage/KDIs</u> 20. Exploring print: Children explore picture books and magazines. 21. Enjoying language: Children enjoy stories, rhymes, and songs</p>	<ul style="list-style-type: none"> - Display the alphabet at child's eye level. Make smaller versions for children to use as references in different parts of the classroom. - Read alphabet books and place them in library area and other interest areas, being mindful to select books that include words with a single letter sound (snake) rather than blend (ship) to avoid confusion - Use the children's names to help them learn the alphabet letters and their sounds. For example, have children place cards with their photos and names printed on them underneath alphabet letters posted around the room. - Support children as they make their own letter dictionaries. Encourage them to illustrate using photographs, drawings, and/or words.
<ul style="list-style-type: none"> - Writing 	<p>Children will write for a variety of purposes and increase their understanding of writing and the meaning behind what they write.</p>	<p><u>Teaching Strategies Gold:</u> Demonstrates emergent writing skills 19a. Writes name 19b. Writes to convey meaning</p> <p><u>COR Advantage/KDIs</u></p>	<ul style="list-style-type: none"> - Provide children with meaningful opportunities to write for a variety of purposes during classroom activities or lessons. - Teachers will role model writing using self-talk - Teachers will record children's dictation on art work - Create a print rich environment that is meaningful, functional & interesting (Tally scores on a score



		<p>12. Moving parts of the body: Children move parts of the body</p>	<p>sheet when bowling, use job charts, ask children to sign in upon arrival)</p> <ul style="list-style-type: none"> - Support children’s play with print; provide paper and writing tools in each area to encourage writing e.g. grocery lists, plans for a building construction, write & illustrate stories, write down a recipe in the dramatic play area, etc. - Encourage children to write letters or characters from primary language
<ul style="list-style-type: none"> - Comprehension and Text Structure 	<p>Children will ask and answer questions about a book that was read aloud, while increasing their ability to add detail and summarize.</p>	<p><u>Teaching Strategies Gold:</u> Comprehends and responds to books and other texts 18a. Interacts during read aloud and book conversations 18b. Uses emergent reading skills 18c: Retells stories</p> <p><u>COR Advantage/KDIs</u> 20. Exploring print: Children explore picture books and magazines. 21. Enjoying language: Children enjoy stories, rhymes, and songs.</p>	<ul style="list-style-type: none"> - Encourage and give children opportunities to role play favorite stories. - Ask to retell stories and main events in order. - Ask children to name details of a story, such as “Who was Goldilocks?” - Ask children to make predictions of a story, or ask about character’s feelings or intentions. - Ask children to summarize a story. - Read books to children in their primary language - Compare differences in print between home language & English



PROGRAM OUTCOMES MATRIX/ONGOING MONITORING SYSTEM

(T/B Reported in Monthly Reports)

ENSURING CHILDREN ARE READY FOR SCHOOL					
Outcomes	Measuring System	Target Goals	Who Completes	Completion Time	Reports To
Enhance Children's Growth & Development	CLASS	≥ 3 in all dimensions	Ed. Site Supervisors	Q2	Ed. Director, Director
	Revised Creative Curriculum to HighScope Curriculum for Infant and Toddler program	≥ 80% overall	EHS Site Supervisors	Q3	Ed. Director, Director
	Practice Based Coaching	≥ 80% overall	Ed. Supervisors	Q2	Ed. Director, Director
	Preschool: ECERS-3 Infant and Toddlers: ITERS-3	≥ 4 in all indicators	Districts/ECD Super/EHS Supervisor	Q3	Ed. Director, Director
	NAEYC Annual Report	No Non-Compliances	Ed. Site Supervisors	Q2	Ed. Director, Director
	QRIS Certification	All Sites	All managers & staff	3 years	Ed. Director, Director
	Preschool TS GOLD: Period 2 Infant and Toddler COR Advantage: Period 2	≥ 80% children's scores in all domains	Teachers/caregivers	Periods: 1, 2,3 and 4	Ed. Director, Director.
	Preschool TS GOLD: Period 4 Infant and toddler COR Advantage: Period 4	≥ 90% children's scores in all domains	Teachers/caregivers	Periods: 1, 2,3, and 4	Ed. Director, Director
	Attendance Records	≥ 85% average student attendance rate	Teachers/Family Engagement Advocates (FEAs)/Parents	Monthly	Ed. Director, Director
	Child Duration of Stay Records	≥ 100% average length of stay	Teachers/FEAs/Parents	Q1, Q2, Q4	Ed. Director, Director



ENSURING CHILDREN ARE READY FOR SCHOOL (Continued)

Outcomes	Measuring System	Target Goals	Who Completes	Completion Time	Reports To
Provide children with educational, health and nutritional services	Health & Safety Checklist	≥ 95% in all sections	Health	Q1, Q2, Q4	Ed. Director, Director.
	Classroom Checklist	100% in all sections	Teachers	Q1	Ed. Director, Director.
	First Aid Kit Checklist	100%	Health	Monthly	Ed. Director, Director.
	(EHS) Well-baby Checklist	100%	Health	Monthly	Ed. Director, Director.
	Medical Home Records	100%	FEAs	Quarterly	Ed. Director, Director.
	Health Screening/ IMMUN Completion Rate	V ≥ 97%, H ≥ 97%, BP 100%, IMMUN 100%	Health	Within 45 days of DOE State. Jan. 1st	Ed. Director, Director.
	Sensory/Developmental/ Behavioral Screening	ASQ/ASQ-SE 100%	Parents, Teachers, MH	Within 45 days of DOE/EHS Ongoing	Ed. Director, Director.
	Disability (All wo/IEP)	ESI 100%	Teachers, Disability Mgr.	Within 45 days of DOE	Ed. Director, Director.
	Heights/Weights	100%	Health	Q1, Q3	Ed. Director, Director.
	Physical/Dentals/Follow- up	100%	FEAs/Health Area	Within 90 days of DOE/Ongoing	Ed. Director, Director.
	Nutrition Assessments	100% of children	FEAs	Within 45 days of DOE	Ed. Director, Director.
	Nutritional Follow-Ups	Children overweight & underweight/blood levels for anemia/children with allergies/food restrictions	Nutrition & Food Service Manager	Ongoing	Ed. Director, Director.
	Adequate Nutrition – USDA	100% of children	Health/Nutrition Area	Q1, Q2, Q3	Ed. Director, Director
	Mental Health Staffing/ Referrals/Follow-Ups	100% children screened/100%	FEAs, Teachers	Staffing held within 90 days of DOE	Ed. Director, Director



ENSURING FAMILIES ARE READY TO SUPPORT CHILDREN IN SCHOOL

Outcomes	Measuring System	Target Goals	Who Completes	Completion Time	Reports To
Strengthen families as the primary nurturers of their children	EDU Home Visit Completion Rates	2	Teachers	Within 45 days of DOE/Q2	PFCE Mgr., ECD Supers. Director.
	PFCE Home Visit Record	1	FEAs	Within 45 days of DOE new enroll/Re-enroll	PFCE Mgr., Director.
	Family Development Summary	1	FEAs	60 Days before Program Year Ends	PFCE Mgr., Director
	Parent/Teacher	3	Teachers/Parents	Q1, Q2, Q4	ECD Supervisors
	(PPCR/FLE/FAL) Parent School Readiness Survey	≥ 85% in 4-5 age range	Parents	Q3	NHCAC Planning Dept.
	(FLE) Parent Community Resource Utilization (Community Assessment Survey)	≥ 50% respondents	Parents/Partners	Q4	NHCAC Planning Dept.
	Family Partnership Agreement (FPA) Goal Set at Home Visit	1 Goal Set at Home Visit	FEAs	Quarterly	PFCE Mgr., Ed. Director
	PFCE Framework Outcomes Follow-Up (PROMIS)	2 Outcomes achieved per family	FEAs	Quarterly	PFCE Mgr., Ed. Director
	(FCPC) Parenting Skills Attendance Records	≥ 75% attendance	All Staff/PIC	Q3	PFCE Mgr., Ed. Director.
	Fatherhood Engagement	≥ 50%	All Staff/ Director	Quarterly	PFCE Mgr., Ed. Director
	Early Kindergarten Registration	≥ 50% enrolled in Q3	Parents	Q3, Q4	PFCE Mgr., Ed. Director
Non-Federal Share - Summary of Volunteer Services	≥ 50% Contributing	Information and Technology Coor.	Monthly	PFCE Mgr., Ed. Director	



ENSURING FAMILIES ARE READY TO SUPPORT CHILDREN IN SCHOOL (Continued)

Outcomes	Measuring System	Target Goals	Who Completes	Completion Time	Reports To
Link children and families to needed community services	(FCPC) Referrals/ \geq 1 service rec'd	90%	FEAs/Teachers, HA, Disability, Teachers, Nutrition	Ongoing	Content Area Mgrs., Ed. Dir.
	Parent Newsletter Distribution	100%	All Staff, Pgm. Assist	Quarterly	Ed. Dir., Director

ENSURING NHCAC HS/EHS PROGRAM WILL PREPARE CHILDREN & FAMILIES

Outcomes	Measuring System	Target Goals	Who Completes	Completion Time	Reports To
Ensure a well-managed Program that involves parents in decision making	NAEYC Accreditation	3 sites w/Federal Int.	ECD Site Supervisors	5 years Renewal/ Annually Report	Ed. Dir., Director
	Teachers w/BA	100%	ECD Site Supervisors	Monthly	Ed. Dir., Director
	Attendance/Enrollment	\geq 85%/ \geq 100%	All Staff	Monthly	PFCE Mgr.
	Disability Enrollment	10%	All Staff	Monthly	PFCE Mgr.
	Maintenance Checklist	\geq 90%	HS/EHS Operations Mgr.	Quarterly	Ed. Dir., Director
	Licensing Reports	No serious risk	HS/EHS Operations Mgr.	On-Going	Ed. Dir., Director
	Home Visit Completion Rates	\geq 95%	FEAs/Teachers	Within 30 days of DOE, Q2	PFCE Mgr., ECD supers., Ed. Dir.
	Children's Records Checklist (For File)	100%	FEAs, Health/Disability Manager	Within 30 days of DOE	Ed. Dir., Director
	Child/Family File Audit Checklist (CAAFP)	10% monitored monthly/ 100% compliant	ERSEA, FEAs, Health/Disability Mgr.	Ongoing	Ed. Dir., Director
	Age/Income Audits	60% reviewed annually/ 100% compliant	PFCE Mgr.	Ongoing	Ed. Dir., Director



ENSURING NHCAC HS/EHS PROGRAM WILL PREPARE CHILDREN & FAMILIES (Continued)

Outcomes	Measuring System	Target Goals	Who Completes	Completion Time	Reports To
Ensure a well-managed Program that involves parents in decision making (continued)	Staff Training Needs Survey	100%	All Staff	Annually	Ed Director, Director
	(FLE/FL) Parent Training Survey	≥ 85%	PFCE Manager	Q4	NHCAC Planning Dept.
	(PPCR) Parent Survey	≥ 85% in 4-5 age range	Parents, FEAs	Q4	NHCAC Planning Dept.
	Community Assessment Survey	≥ 50% respondents	Parents, FEAs	Q4	NHCAC Planning Dept.
	Child Care Committee Survey	≥ 50% respondents	County Child Care's	Q3	NHCAC Planning Dept.
	Vehicle Pre-Inspection Checklist	100%	Bus Driver	Daily	Transportation Supervisor
	Transportation Checklist	≥ 95%	Bus Driver	Q1, Q4	Transportation Supervisor
	Parent/Teacher Conf.	≥ 75% weekly communication	Teachers/Parents	Weekly	Ed. Site Supervisors
	Parent Committee Mtgs./ Century 21 & Service areas Workshop	≥ 75% monthly communication	Teachers/Parents/ PFCE Mgr. & ECD Supervisors	Monthly	Ed. Site Supervisors
	Governing Body Mtgs.	≥ 90% monthly communication	PC & Board Representative	Monthly	Director
	Professional Dev. Plan	100%	All Staff	Q1	Ed Director, Director
	Employee File Review	25% Annually/100% completion	Director	Q2	Director
	Memoranda of Understanding	100%	Area Managers	Q4	Dir., NHCAC Planning Dept.
	Staff Attendance	≥ 85% attendance rate	HR	Ongoing	Director
	Staff Turnover	< 10%	HR	Annually	Director
Annual Agency Audit	No non-compliances	Auditor	Annually	CFO	



Q1: Sept 01-Nov 27

Q2: Nov 30-Feb 01

Q3: Feb 02-May 02

Q4: May 03-Aug 31

ABBREVIATIONS

FWB – Family Well-being: Parents and families are safe, healthy, and have increased financial security.

PPCR - Positive Parent-Child Relationships: Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child’s learning and development.

FLE - Families as Lifelong Educators: Parents and families observe, guide, promote and participate in the everyday learning of their children at home, school, and in their communities.

FL - Families as Learners: Parents and families advance their own learning interests through education, training and other experiences that support their parenting style, careers, and life goals.

FET - Family Engagement in Transitions: Parents and families support and advocate for their child’s learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments and HS to Kindergarten through Elementary School.

FCPC - Family Connections to Peers and Community: Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.

FAL - Families as Advocates and Leaders: Families participate in leadership development, decision-making, program policy development, or community and state organizing activities to improve children’s development and learning experience