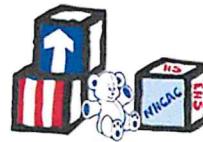


---

# NORTH HUDSON COMMUNITY ACTION CORPORATION HEAD START GOALS

---



**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

**Head Start Early Learning Outcome Framework**

**Goals:**

- Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.
- Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.

**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 and Infant and Toddlers HighScope Strategies and Experiences  |
|---|--|--|---|
| Relationship with Adults<br><br>Relationships with Other Children | 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 skills to resolve conflicts. | <p><b><u>Teaching Strategies Gold:</u></b><br/> <b>Establishes and sustains positive relationships</b><br/>                     2a: Forms relationships with adults<br/>                     2b: Responds to emotional cues<br/>                     2c: Interacts with peers 2d: Makes friends</p> <p><b><u>COR Advantage KDIs</u></b><br/> <b>6. Relationships with adults:</b> Children build</p> | Teachers will: <ul style="list-style-type: none"> <li>- EHS Teachers will consistently &amp; appropriately respond to children’s cries</li> <li>- EHS Teachers exaggerate their response to infant’s behavior</li> <li>- Teachers will model respectful relationships with other adults</li> <li>- Teachers will model cooperative behavior.</li> <li>- Teachers will build positive relationships with each child through daily interactions and respectful conversations</li> </ul> |

|                    |              |  |   |
|--------------------|--------------|--|---|
|                    |              | relationships with other adults.<br><b>7. Relationships with peers:</b> Children build relationships with peers. | <ul style="list-style-type: none"> <li>- Teachers will validate accomplishments and progress using children's home language</li> <li>- Teachers will support shy children or children with disabilities to engage in meaningful interactions</li> </ul> |
| <b>Sub-Domains</b> | <b>Goals</b> | <b>Methods to track Progress</b>   | <b>Preschool Creative Curriculum and Infant and Toddlers HighScope Strategies and Experiences</b>   |

|                              |  |   |  |
|------------------------------|--|---|--|
| <p>Emotional Functioning</p> | <p>Children will develop the ability to express, recognize, and manage emotions, while showing care and concern to others, with the support of familiar adults</p> | <p><b><u>Teaching Strategies Gold:</u></b><br/> <b>Regulates own emotions and behaviors</b><br/> 1a: Managing feelings 1b: Follows limits and expectations<br/> 1c: Takes care of own needs appropriately</p> <p><b>COR Advantage/ KDIs</b><br/> <b>8. Emotions:</b> Children express emotions.</p> | <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Help children detect &amp; interpret how other children feel e.g. Juan looks sad when you told him he couldn't play</li> <li>- Read stories that elicit different emotions. Discuss with children why characters act and feel as they do.</li> <li>- Provide appropriate &amp; 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.</li> <li>- Model emotional coping strategies to children by taking deep breaths, counting to five, or doing relaxation exercises when situations are stressful</li> <li>- Teachers model emotional coping strategies to children by taking deep breaths, counting to five, or doing relaxation exercises when situations are stressful.</li> </ul> |
|------------------------------|--|---|--|

| Sub-Domains                   | Goals   | Methods to track Progress   | Preschool Creative Curriculum and Infant and Toddlers HighScope Strategies and Experiences  |
|-------------------------------|---|---|---|
| Sense of Identity & Belonging | Children will establish a sense of identity, uniqueness, self-awareness, and confidence, while establishing a sense of belonging with others. | <p><b><u>Teaching Strategies Gold:</u></b><br/> <b>Participates cooperatively and constructively in group situations</b><br/>           3a: Balances the needs and rights of self and others<br/>           3b: Solves social problems</p> <p><b><u>COR Advantage/ KDIs</u></b><br/>           5. Attachment: Children form an attachment to a primary caregiver.</p> | <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Help children identify self and others in family photo or names family members. Whenever possible there is at least one Teacher in each classroom to support the needs of Dual Language Learners (DLL).</li> <li>- Provide support for a child when he/she feels anxious or scared.</li> <li>- Recognize child’s ability to identify own characteristics, such as hair color, size, or gender.</li> <li>- Read story books that include children’s cultural backgrounds &amp; languages are incorporated into the classroom.</li> <li>- Include dolls, dress-up clothing, food items in the dramatic play area as well as ensure meals served reflect the culture &amp; ethnicity of the children served.</li> <li>- Encouraged parents to read to the children in their primary language or share music/dance activities reflecting their culture.</li> <li>- Ensure interest areas are labeled in English as well as the children’s home languages.</li> </ul> |

**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 about 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 and Infant and Toddlers HighScope Strategies and Experiences   |
|--------------------------------------|---|--|--|
| <p>Gross Motor</p> <p>Fine Motor</p> | <p>Children will demonstrate 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><b><u>Teaching Strategies Gold:</u></b><br/> <b>Traveling skills</b><br/> 4a: Walks<br/> 4b: Runs<br/> 4c: Gallops and skips</p> <p><b>Balancing skills</b><br/> 5a: Sits and stands<br/> 5b: Walks on beam<br/> 5c: Jumps and hops</p> <p><b><u>COR Advantage/ KDIs</u></b><br/> 13. Moving the whole body:<br/> Children move the whole body (rolling, crawling, cruising, walking, running, balancing</p> <p><b><u>Teaching Strategies Gold:</u></b><br/> <b>Gross-motor manipulative skills</b><br/> 6a: Throws<br/> 6b: Catches<br/> 6c: Kicks</p> <p><b>Fine motor strength and coordination</b><br/> 7a. Using fingers and hands<br/> 7b: Use writing and drawing tools</p> <p><b><u>COR Advantage/ KDIs</u></b></p> | <p>EHS Teachers will:</p> <ul style="list-style-type: none"> <li>- Create a protected space for young infants to move and explore safely while lying on their stomachs and backs. To enhance balance.</li> <li>- Provide push toys, toy shopping carts and strollers in the classroom and outdoors.</li> <li>- Create a protected space for young infants to move and explore safely while lying on their stomachs and backs.</li> </ul> <p>EHS Teachers will:</p> <ul style="list-style-type: none"> <li>- Provide sufficient materials and equipment for infants, toddlers &amp; twos which include a variety of shapes, sizes, textures, and weights.</li> <li>- Encourage experimentation and active participation while maintaining a safe learning environment.</li> <li>- Provide opportunities to practice releasing balls into targets such as large baskets, buckets, or small hoops.</li> <li>- Provide opportunities for children daily (at least 60 minutes) in structured and unstructured physical activities.</li> <li>- Provide sufficient indoor space for exercising and freestyle movement daily.</li> </ul> |

|                           |   |  |  |
|---------------------------|---|--|--|
|                           |   | 12. Moving parts of the body:<br>Children move parts of the body (turning head, grasping, kicking)   | <ul style="list-style-type: none"> <li>- Model movement and offer individual assistance to the children while indoors and outdoors during play.</li> <li>- Provide opportunities for the children to use playground equipment when weather is permitting.</li> <li>- Incorporate activities from Individualized Education Plans for children with physical disabilities.</li> </ul>  |
| <b>Sub-Domains</b>        | <b>Goals</b>  | <b>Methods to track Progress</b>   | <b>Preschool Creative Curriculum and Infant and Toddlers HighScope Strategies and Experiences</b>  |
| Health Safety & Nutrition | Children will demonstrate healthy and safe behaviors, while engaging in self-help skills and healthy eating habits. | <p><b><u>Teaching Strategies Gold:</u></b></p> <p>1. Regulates own emotions &amp; behaviors<br/>1c. Take care of own needs appropriately</p> <p>29. Demonstrates knowledge about self</p> <p>30. Shows basic understanding about people and how they live</p> <p><b><u>COR Advantage KDIs</u></b></p> <p>3. Self-help: Children do things for themselves</p> | <ul style="list-style-type: none"> <li>- Acknowledge when children show self-discipline</li> <li>- Model taking deep breaths</li> <li>- Describe what you are doing during care-giving routines e.g.” I am wiping your nose because it is dirty.”</li> <li>- Encourage children to pick up toys, dress them-selves, brush their teeth &amp; wash their hands offering assistance as needed</li> <li>- Provide healthy food that children can feed to themselves</li> <li>- Provide “sippy” cups when appropriate to reduce baby bottle tooth decay.</li> <li>- Talk about healthy foods and their benefits e.g. “milk is good for your bones and teeth”</li> </ul> |



|  |  |   |   |
|--|--|---|---|
|  |  | <p>4. Distinguishing self and others: Children distinguish themselves from others</p> <p>8. Emotions: Children express emotions</p> <p>31. Seeing from different viewpoints: Children observe people and things from various perspectives</p> | <ul style="list-style-type: none"> <li>- Provide special utensils for child with a disability</li> <li>- Explain and practice fire drills and fire safety with children</li> <li>- Invite firefighters to the classroom to explain the equipment and fire safety practices for the home</li> <li>- Establish classroom rules with children to keep everyone safe</li> <li>- Practice security drills including lock downs, bomb threats/evacuations</li> <li>- Provide plenty of activities to encourage exercise and movement</li> <li>- Teachers talk about the nutritious foods served during meals and the benefits they provide our bodies</li> <li>- Provides opportunities for children to engage in food preparation- measuring, mixing, pouring &amp; tasting</li> </ul> |
|--|--|---|---|

**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 with 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 and Infant and Toddlers HighScope Strategies and Experiences |
|-------------|-------|---------------------------|--|
|-------------|-------|---------------------------|--|

|   |   |  |  |
|---|---|--|--|
| <p>Emotional, Behavioral, &amp; 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><b><u>Teaching Strategies Gold:</u></b><br/> <b>Demonstrates positive approaches to learning</b><br/> 11e: Shows flexibility and inventiveness in thinking<br/> Uses symbols and images to represent something not present<br/> 14b: Engages in socio-dramatic play<br/> <b><u>COR Advantage/ KDIs</u></b><br/> 1 Initiative: Children express initiative<br/> 23. Object permanence: Children discover object permanence<br/> <b><u>Teaching Strategies Gold:</u></b><br/> <b>Demonstrates positive approaches to learning</b><br/> 11a: Attends and engages<br/> 11b: Persists<br/> 11c: Solves problems<br/> 11d: Shows curiosity and motivation<br/> <br/> <b><u>COR Advantage/ KDIs</u></b><br/> 2. Problem solving: Children solve problems encountered in exploration and play</p> | <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Use clear, simple language and facial expressions to communicate and respond appropriately to infants' cries or needs in a timely manner.</li> <li>- All Caregivers acknowledge when children show self-discipline</li> <li>- All Caregivers provide opportunities for children to interact with others.</li> <li>- Acknowledge children's positive interactions or comment as two children interact</li> <li>- Assist children with using relaxation techniques during stressful situations.</li> <li>- Respond positively &amp; firmly</li> <li>- Provide one or two objects at a time, exchanging them when the child's attention diminishes.</li> <li>- Provide appropriate amounts of visual stimuli: pictures, mobiles and signs.</li> <li>- Give cues involving many senses, in addition to verbal cues, to help children to remember and learn particular information.</li> <li>- Provide many opportunities for children to make choices from interesting materials that are familiar, challenging and encourage children to use them in many ways.</li> </ul> |
| <p><b>Domain:</b> <a href="#">Cognitive Development/Mathematics Development</a></p> |   |  |  |

**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

**New Jersey State Preschool Teaching and Learning Standards (2014)**

- 4.1 Children begin to demonstrate an understanding of number and counting.
- 4.3 Children begin to conceptualize measureable 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 and Infant and Toddlers HighScope Strategies and Experiences   |
|---|--|--|--|
| <p>Counting and Cardinality</p> <p>2019-2020 TSGOLD Needs Assessment Goal</p> | <p>Children will be able to count on their own with minimal prompting.</p> <p>Children will recognize and name numbers on their own.</p> <p>Child will learn that written numbers are symbols for number quantities and write numbers on their own.</p> <p>Children will understand the relationship between</p> | <p><b><u>Teaching Strategies Gold:</u></b></p> <p>20. Uses number concepts and operations</p> <p>a. Counts</p> <p>b. Quantifies</p> <p>c. Connects numerals with their quantities</p> <p><b><u>COR Advantage/ KDIs</u></b></p> <p>25. <b>Exploring more:</b> Children experience “more.”</p> <p>26. <b>One-to-one correspondence:</b> Children experience one-to-one correspondence.</p> | <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Encourage and support attempts to learn and count numbers.</li> <li>- Include and refer by name to written numbers throughout the classroom and during the daily routine.</li> <li>- Help children understand that written numbers are symbols for number quantities.</li> <li>- Provide a variety of writing materials for children to explore writing numbers within meaningful contexts, e.g. charts and graph.</li> <li>- Integrate purposeful counting experiences throughout the day, e.g.</li> </ul> |

|                          |   |   |   |
|--------------------------|---|---|---|
|                          | numbers and quantities, and compare numbers.  | <b>27. Number:</b> Children experience the number of things.  | taking attendance, lining up, climbing stairs, etc.<br>- Have child identify and use numbers related to order or position, e.g. first, second, third, etc.  |
| <b>Sub-Domains</b>       | <b>Goals</b>  | <b>Methods to track Progress</b>  | <b>Creative Curriculum and HighScope Strategies and Experiences</b>   |
| Geometry & Spatial Sense | Children will respond to and use positional words.  | <b>Teaching Strategies Gold:</b><br>21a. Understands spatial relationships<br><br><b><u>COR Advantage/ KDIs</u></b><br>22. <b>Exploring objects:</b> Children explore objects with their hands, feet, mouth, eyes, ears, and nose.<br>28. <b>Locating objects:</b> Children explore and notice the location of objects.<br>29. <b>Filling and emptying:</b> Children fill and empty, put in and take out.<br>30. <b>Taking apart and putting together:</b> Children take things apart and fit them together | Teachers will:<br>- Model and encourage use of positional words as children climb in, out, on, or through objects.<br>- Provide children with simple directions related to position, e.g. in, on, under, up, down, etc.<br>- Discuss where in the classroom materials or activities are located.<br>- Use maps or other representations to help children think spatially. |
| <b>Sub-Domains</b>       | <b>Goals</b>  | <b>Methods to track Progress</b>  | <b>Creative Curriculum and HighScope Strategies and Experiences</b>   |
| Measurement              | Children will explore objects with measurable attributes, from birth to three, including <ul style="list-style-type: none"> <li>• size</li> <li>• weight</li> </ul> | <b>Teaching Strategies Gold:</b><br>22. Compares and measures<br><br><b><u>COR Advantage/ KDIs</u></b><br>33. <b>Time intervals:</b> Children notice the beginning and ending of time intervals.  | Teachers will:<br>- Provide standard and non - standard measureable materials.<br>- Ask children to guess and test their hypothesis. “How many cups of sand do you think it will take to fill the bucket?”  |

|  |  |   |   |
|--|--|---|---|
|  | <p>Children will measure objects by various attributes using standard and non-standard measurement.</p> <p>Children will use differences in attributes to make comparisons.</p>  | <p>34. <b>Speed:</b> Children experience “fast” and “slow.”</p>   | <p>“How many giant steps will it take to reach the fish tank?”</p> <ul style="list-style-type: none"> <li>- Extend children’s conversations about measurement and comparison.</li> <li>- Encourage children to use measuring tools e.g. rulers, cups, spoons</li> <li>- Provide opportunities for children to cook &amp; follow a recipe</li> </ul>   |
| <b>Sub-Domains</b>   | <b>Goals</b>   | <b>Methods to track Progress</b>  | <b>Creative Curriculum and HighScope Strategies and Experiences</b>   |
| <p>Scientific Inquiry</p> <p>Reasoning and Problem Solving</p> | <p>Children will observe, compare, 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><b><u>Teaching Strategies Gold:</u></b></p> <p>11a. Attends &amp; engages<br/>11d. Shows curiosity &amp; motivation</p> <p>12a. Recognizes and recalls<br/>12b. Makes connections</p> <p>24. Uses scientific inquiry skills</p> <p><b><u>COR Advantage/ KDIs</u></b></p> <p>32. Anticipating events: Children anticipate familiar events.<br/>35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.</p> | <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Provide an environment that encourages children to wonder, observe, ask questions and investigate as they solve problems daily.</li> <li>- Provide nature and science objects for children to explore.</li> <li>- 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.</li> <li>- Help children connect new discoveries to what they already know</li> <li>- Use scientific terms daily.</li> </ul> |

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

**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   | Creative Curriculum and HighScope Strategies and Experiences  |
|--------------------------|---|---|---|
| Communication & Speaking | <p>Child will use language to express thoughts and needs and obtain information<br/>Child will use language to provide details in order to get needs met.</p> <p>Children who are DLL may switch between their languages.</p> <p>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> | <p><b><u>Teaching Strategies Gold:</u></b><br/><b>English language acquisition</b><br/>37. Demonstrates progress in listening to and understanding English<br/>38. Demonstrates progress in speaking English</p> <p><b><u>COR Advantage/ KDIs</u></b><br/>16. Listening and responding: Children listen and respond.<br/>17. Nonverbal communication: Children communicate nonverbally.</p> | <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Show an interest in the speech of others.</li> <li>- Provide props that encourage speech including. puppets, telephones, stories, wordless picture books, and picture story starters.</li> <li>- Respond to simple verbal requests accompanied by gestures or tone of voice.</li> <li>- Listen to and understand increasingly complex language.</li> <li>- Respond to simple verbal requests accompanied by gestures or tone of voice.</li> <li>- Follow simple requests not accompanied by gestures.</li> <li>- Engage in simple back and forth exchanges</li> <li>- Respond to speech by looking toward the speaker and watches for</li> </ul> |



|                    |   |  |  |
|--------------------|---|--|--|
|                    |   | <p>18. Two-way communication: Children participate in two-way communication.</p> <p>19. Speaking: Children speak.</p>  | <p>signs of being understood when communicating</p> <ul style="list-style-type: none"> <li>- Initiate and attend to brief conversations</li> <li>- Use appropriate eye contact, pauses, and simple verbal prompts when communicating</li> </ul>  |
| <b>Sub-Domains</b> | <b>Goals</b>  | <b>Methods to track Progress</b>   | <b>Creative Curriculum and HighScope Strategies and Experiences</b>  |
| Language           | <p>Children will demonstrate the use of new words when communicating</p> <p>Children will demonstrate use of multiple new words during their play.</p> <p>Children will with support forms guesses about meaning of new words from context clues.</p> | <p><b><u>Teaching Strategies Gold:</u></b><br/>9a. Uses an expanding express vocabulary</p> <p><b><u>COR Advantage/KDIs</u></b><br/>18. Two-way communication: Children participate in two-way communication</p> | <p>Teachers will</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Encourage children to categorize words, pictures and actions</li> <li>- Serve as good speech models for children using child’s primary language</li> <li>- Speak slowly and model correct grammar</li> <li>- Model appropriate conversational skills ex. taking turns, eye contact, speech volume, and using polite words</li> <li>- Imitate infants’ coos to reinforce language.</li> <li>- Will encourage children to use “please” and “thank you”</li> </ul> |

|                   |  |   | - Read Dr. Seuss books and call attention to words that sound alike  |
|-------------------|--|---|--|
| Sub-Domain        | Goals  | Method to track Progress  | Creative Curriculum and HighScope Strategies and Experiences   |
| Emergent Literacy | <p>Children will develop emergent literacy skills, from birth to three, including</p> <ul style="list-style-type: none"> <li>• Ability to repeat rhymes and phrases from stories and songs.</li> <li>• Handling of books and relating pictures to stories.</li> <li>• Recognition of pictures, symbols, signs, and/or words.</li> <li>• Comprehension of the meaning behind pictures and stories.</li> </ul> | <p><b><u>Teaching Strategies Gold:</u></b><br/> 17a. Uses and appreciates books<br/> 17b. Uses print concepts<br/> <br/> 18a. Interacts during read a louds and book conversations<br/> 18c. Retells stories</p> <p><b><u>COR Advantage/KDIs</u></b><br/> 20. Exploring print: Children explore picture books and magazines.<br/> 21. Enjoying language: Children enjoy stories, rhymes, and songs.</p> | <p>Teachers will</p> <ul style="list-style-type: none"> <li>- Encourage children to listen to sounds in the environment</li> <li>- Record different sounds for children to identify (a dog barking, a firetruck)</li> <li>- Provide opportunities for children to learn about diverse symbols &amp; their functions, such as language, gestures, photographs, drawings</li> <li>- Provide books appropriate for the age and abilities of the child &amp; encourage exploration</li> <li>- Point to pictures during story reading, calling attention to what the pictures mean</li> <li>- Show children common objects and encourage them to think of how to use them to represent something different</li> <li>- Give children access to paper &amp; writing tools to scribble or draw representations of objects or actions of stories or poems.</li> </ul> |

|  |  |  |  |
|--|--|--|--|
|  |  |  | <ul style="list-style-type: none"> <li>- 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.</li> </ul> |
|--|--|--|--|

**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.

| <ul style="list-style-type: none"> <li>- RL.PK.10 Actively participates in read aloud experiences using age appropriate literature in individual, small and large groups.</li> <li>- 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</li> </ul> |   |   |  |
|--|---|---|--|
| Sub-Domains  | Goals   | Methods to track Progress   | Creative Curriculum and HighScope Strategies and Experiences   |
| Print and Alphabet Knowledge   | <p>Children will demonstrate an understanding of the basic features of print</p> <ul style="list-style-type: none"> <li>• Recognize and name letters, e.g. uppercase and lowercase.</li> <li>• Follow words from left to right, top to bottom, and page by page.</li> <li>• Recognize that words are separated by spaces.</li> <li>• Understand that spoken words can be written and read.</li> </ul> | <p><b>Teaching Strategies Gold:</b></p> <p>16. Demonstrates knowledge of the alphabet</p> <p>17. Demonstrates knowledge of print and its uses.</p> <p><b>COR Advantage/KDIs</b></p> <p>20. Exploring print: Children explore picture books and magazines.</p> | <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Sing the alphabet song and point to letters as they sing.</li> <li>- Encourage sensory exploration of the alphabet, e.g. sandpaper or felt letters, magnetic letters, forming letters with their body, etc.</li> <li>- Display print and writing samples at children’s levels.</li> <li>- Draw children’s attention to and point out letters and words, e.g. use the children’s names to help them learn the alphabet letters.</li> </ul> |

| Sub-Domains            | Goals  | Methods to track Progress  | Creative Curriculum and HighScope Strategies and Experiences  |
|------------------------|--|--|---|
| Phonological Awareness | <p>Children will demonstrate awareness that spoken language is composed of smaller segments of sound.</p> <ul style="list-style-type: none"> <li>• Recognize and produce simple rhyming words</li> <li>• Segment syllables in spoken words by clapping out the number of syllables.</li> <li>• Identify many initials sounds of familiar words.</li> </ul> | <p><b><u>Teaching Strategies Gold:</u></b><br/> <b>Demonstrates phonological awareness</b><br/> 15a. Notices and discriminates rhyme<br/> 15b. Notices and discriminates alliteration<br/> 15c. Notices and discriminates small and smaller units of sound.</p> <p><b><u>COR Advantage/KDIs</u></b><br/> 21. <b>Enjoying language:</b><br/> Children enjoy stories, rhymes, and songs.</p> | <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Use various ways to help children segment the syllables in children’s names and other words, e.g. rhythm sticks, claps, body motions, etc.</li> <li>- Engage children in activities that have repetitive patterns, alliteration, and rhymes that are playful, e.g. storybooks, poems, songs, etc.</li> <li>- Draw children’s attention to the sounds they hear in words, e.g. Whose names begins with the “M” sound</li> </ul> |
| Sub-Domains            | Goals  | Methods to track Progress  | Creative Curriculum and HighScope Strategies and Experiences  |

**PROGRAM OUTCOMES MATRIX/ONGOING MONITORING SYSTEM**

| The program will ensure children are ready for school by providing a high-quality individualized educational, physical, mental, and social environment that produces positive child outcomes |   |  |   |   |  |
|--|---|--|---|---|--|
| Outcomes   | Measuring System                            | Target Goals   | Who Completes/ monitors                                       | Completion Time                               | Reports To                             |
| Enhance Children’s Growth & Development  | CLASS                                       | ≥ 3 in all dimensions  | Ed. Site Supervisors  | Q2  | Ed. Director, VP of Head Start program |
|  | HighScope Curriculum<br>Creative Curriculum | 100% of EHS staff trained<br>100% of Head Start staff trained  | EHS Site Supervisors  | Q2  | Ed. Director                           |
|  | Practice Based Coaching                     | Mentor 100% of new education staff   | Ed. Supervisors   | Q2 (pre-observation)<br>Q4 (post-observation) | Ed. Director                           |
|  | ECERS-3/<br>ITERS-R                         | ≥ 4.5 in all indicators<br>≥4 in all indicators  | Districts/ECD Super/EHS Supervisor/ School Compliance Manager | Q3  | Ed. Director, VP of Head Start program |
|  | TS GOLD/COR Advantage—Period 2              | ≥ 50% of children score within range in all domains  | Teachers  | Period 2                                      | Ed. Director                           |
|  | TS GOLD/COR Advantage—Period 4              | ≥ 80% of 3-year-old children score within range in all domains<br>≥ 85% of 4-year-old children score within range in all domains | Teachers  | Periods 4                                     | Ed. Director, VP of Head Start program |
|  | Infant and Toddler COR Advantage Period 2   | ≥ 50% of children score within range in all domains  | EHS Teachers  | Period 2                                      | Ed. Director                           |
|  | Infant and Toddler COR Advantage Period 4   | ≥ 80% of children score within range in all domains  | EHS Teachers  | Periods 4                                     | Ed. Director, VP of Head Start program |
| Provide children with educational, health and nutritional services   | Health & Safety Checklist                   | ≥ 95% in all sections  | Health  | Q1, Q2, Q4                                    | Health Manager                         |
|  | Classroom Checklist                         | 100% in all sections   | Teachers  | Q1  | Ed site Supervisor                     |
|  | First Aid Kit Checklist                     | 100%   | Health  | Monthly                                       | Health Manager                         |
|  |   |  |   |   |  |

The program will ensure children are ready for school by providing a high-quality individualized educational, physical, mental, and social environment that produces positive child outcomes (Continued)

| Outcomes   | Measuring System                            | Target Goals  | Who Completes/ monitors                   | Completion Time  | Reports To                |
|--|---|---|---|--|---------------------------|
| Provide children with educational, health and nutritional services (Continued) | Medical Records                             | 100%  | Family Engagement Advocates               | Quarterly  | Health Manager            |
|  | Health Screening/ IMMUN Completion Rate     | V ≥ 90%, H ≥ 90%, BP 100%, IMMUN 100%   | Health                                    | Within 45 days of DOE State – Jan. 1 <sup>st</sup> (calendar days) | Health Manager            |
|  | Sensory/Developmental/ Behavioral Screening | ASQ/ASQ-SE 100%   | Parents, Teachers, MH/ Disability Manager | Within 45 days of DOE/EHS Ongoing                                  | Disability Manager        |
|  | Disability (All wo/IEP)                     | ESI 100%  | Teachers, Disability Mgr.                 | Within 45 days of DOE  | Disability Manager        |
|  | Heights/Weights                             | 100%  | Health                                    | Q1, Q3   | Health Manager            |
|  | Physical/Dentals/Follow- up                 | 100% Physicals<br>95% Dental  | Family Engagement Advocates/Health Area   | Within 90 days of DOE/Ongoing                                      | Health Manager            |
|  | Nutrition Assessments                       | 100% of children  | Family Engagement Advocates               | Within 45 days of DOE  | Nutrition Manager         |
|  | Nutritional Follow-Ups                      | Children overweight & underweight/blood levels for anemia/children with allergies/food restrictions | Nutrition Manager                         | Ongoing  | Nutrition Manager         |
|  | Adequate Nutrition – USDA                   | 100% compliant  | Nutrition Manager                         | Ongoing  | Nutrition manager         |
|  | Mental Health: Case Conferences             | 100% children screened  | Family Engagement Advocates, Teachers,    | Staffing held within 90 days of DOE                                | Mental Health Coordinator |

The program will ensure that families are ready to support their children in school by providing support and engagement services that are responsive to and appropriate for each family

| Outcomes   | Measuring System  | Target Goals                          | Who Completes/<br>monitors                   | 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 Supervisors                        |
|  | Attendance Records  | ≥ 85% average student attendance rate | Teachers/Family Engagement Advocates/Parents | Monthly                                    | PFCE manager                                      |
|  | Student Retention Rate  | ≥ 90% average length of stay          | Teachers/Family Engagement Advocates/Parents | Q4   | PFCE manager, HS/EHS Quality Compliance Director. |
|  | PFCE Home Visit Record  | 1                                     | Family Engagement Advocates                  | Within 45 days of DOE new enroll/Re-enroll | PFCE Mgr., ECD Supervisors                        |
|  | Family Development Summary  | 1                                     | Family Engagement Advocates                  | 60 Days before Program Year Ends           | PFCE Mgr.,  |
|  | 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   | PFCE Mgr.   |
|  | (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              | Family Engagement Advocates                  | Quarterly                                  | PFCE Mgr., Ed Director                            |
|  | PFCE Framework Outcomes Follow-Up (myheadstart)                           | 2 Outcomes achieved per family        | Family Engagement Advocates                  | Quarterly                                  | PFCE Mgr.   |
| (FCPC) Parenting Skills Attendance Records                     | ≥ 75% attendance  | All Staff/PIC                         | Q3   | PFCE Mgr.                                  |   |



|   |   |                                |  |           |   |
|---|---|--------------------------------|--|-----------|---|
|   | Fatherhood Engagement                             | ≥ 10% of Father in each center | All Staff/ HS/EHS Quality Compliance Director                                      | Quarterly | PFCE Mgr., Parent Engagement Coordinator                                    |
|   | 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 Coordinator   | Monthly   | ECE supervisors, Parent engagement Coordinator, Data Technology Coordinator |
| Link children and families to needed community services | (FCPC) Referrals/≥ 1 service rec'd                | 90%                            | Family Engagement Advocates /Teachers, HA, Disability Manager, Teachers, Nutrition | Ongoing   | PFCE; Disability, Nutrition managers, Mental Health Coordinator,            |
|   | Parent Newsletter Distribution                    | 100%                           | Teachers   | 2x a year | Ed Director, ECE supervisors  |

**Program Professional Development: NHCAC Head Start will strengthen and expand relationships with NHCAC Stakeholders, school districts, colleges and universities in the community.**

| Outcomes  | Measuring System                       | Target Goals  | Who Completes/ monitors                                 | Completion Time | Reports To                                 |
|---|--|---|---|-----------------|--|
| To maintain the highest level of quality services, integrity, and professionalism | NAEYC Accreditation                    | 3 sites w/Federal Int.<br>5800 <sup>th</sup> WNY<br>67 <sup>th</sup> WNY<br>4 <sup>th</sup> street UC | ECD Site Supervisors<br>School Compliance Manager       | Spring 2024     | Ed Director                                |
|   | NJGrowKids NJ's Quality Rating Program | ≥4 overall score in all sites   | All managers, Ed Director and School Compliance Manager | Spring 2023     | Ed Director, Director                      |
|   | Teachers w/BA                          | 90%   | ECD Site Supervisors                                    | Upon hiring     | VP of Head Start/ EHS program              |
|   | Teacher Assistants with AA             | 80%   | ECD Site Supervisors                                    | Ongoing         | Ed Director, VP of Head Start/ EHS program |
|   | Attendance/Enrollment                  | ≥ 85%   | All Students  | Monthly         | ERSEA Manager                              |

02CH010371 NHCAC Head Start Continuation Application Year - 2: 2023 - 2024

To maintain the highest level of quality services, integrity, and professionalism (continued)

|   |  |   |                                  |  |
|---|--|---|----------------------------------|--|
| Disability Enrollment                     | 10%                                    | All Staff   | Monthly                          | Disability Manager                         |
| Maintenance Checklist                     | ≥ 90%                                  | HS/EHS Operations Mgr.  | Quarterly                        | VP of Head Start/ EHS program              |
| Licensing Reports                         | No serious risk non-compliance         | HS/EHS Operations Mgr.  | On-Going                         | HS/EHS School Compliance officer           |
| Home Visit Completion Rates               | ≥ 95%                                  | Family Engagement Advocates /Teachers                         | Within 30 days of DOE, Q2        | PFCE Mgr., ECD supervisors, Ed Director.   |
| Children's Records Checklist (For File)   | 100%                                   | Family Engagement Advocates/Health/Disability Manager         | Within 30 days of DOE Enrollment | PFCE, Health/Disability Manager            |
| Child/Family File Audit Checklist (CCAFP) | 10% monitored monthly/ 100% compliance | ERSEA, Family Engagement Advocates/ Health/Disability Manager | Ongoing                          | ERSEA Manager<br>Nutrition Manager         |
| Age/Income Audits                         | 60% reviewed annually/ 100% compliant  | ERSEA Coordinators  | Ongoing                          | ERSEA Manager                              |
| Staff Training Needs Survey               | 100%                                   | All Staff   | Annually                         | Ed Director, VP of Head Start/ EHS program |
| (FLE/FL) Parent Training Survey           | ≥ 85%                                  | PFCE Mgr  | Q4                               | NHCAC Planning Team                        |
| (PPCR) Parent Survey                      | ≥ 85% in 4-5 age range                 | Parents, PFCE Advocates                                       | Q4                               | NHCAC Planning Team                        |
| Community Assessment Survey               | ≥ 50% respondents                      | Parents, PFCE Advocates                                       | Q4                               | NHCAC Planning Dept.                       |
| Child Care Committee Survey               | ≥ 50% respondents                      | County Child Care's   | Q3                               | NHCAC Planning Dept.                       |

Program Design and management: NHCAC Head Start will ensure that decision- making is data driven and inclusive.

| Outcomes   | Measuring System   | Target Goals                 | Who Completes  | Completion Time | Reports To   |
|--|--|------------------------------|--|-----------------|--|
| Maintain a well-managed Program that involves parents in decision making | 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 Supervisor  |
|  | Parent Committee Mtgs./Century 21 & Service areas Workshop | ≥ 75% monthly communication  | Teachers/Parents/<br>Family Engagement Advocates<br>Coordinators & ECD Supervisors | Monthly         | Extended day Ed supervisor, Parent Engagement Coordinator    |
|  | Governing Body Mtgs.                                       | ≥ 90% monthly communication  | PC & Board Representative  | Monthly         | Parent Engagement Coordinator, VP of Head Start/ EHS program |
|  | Professional Dev. Plan                                     | 12 – 18 hours                | All Staff  | Q1              | Ed Director  |
|  | Employee File Review                                       | 25% Annually/100% completion | Program Administrative Assistant   | Q1/Q3           | VP of Head Start/ EHS program                                |
|  | Memorandums of Understanding                               | 100% in compliance           | Area Managers  | Q4              | VP of Head Start/ EHS program                                |
|  | Staff Attendance   | ≥ 85% attendance rate        | HR   | Ongoing         | VP of Head Start/ EHS program                                |
|  | Staff Turnover   | < 10%                        | HR   | Annually        | VP of Head Start/ EHS program                                |
|  | 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.