

School Readiness Plan
Programs: EHS/CCP
Family Child Care Homes
Program Year: 2018-2019

School Readiness Plan Purpose and Scope:

The Stanislaus County Office of Education (SCOE) School Readiness Plan will be used to guide efforts leading to positive child outcomes. School readiness efforts will be supported through ongoing communications and professional development to ensure that staff and parents understand the School Readiness Plan as well as their role in ensuring children are ready for school. Parents and Head Start staff at all levels work in partnership to ensure that infants, toddlers, and preschool-aged children achieve appropriate school readiness outcomes, through delivering responsive, comprehensive, and research-based curriculum and analyzing program data, SCOE will identify and implement strategic professional development and program adjustments to continually improve School Readiness Outcomes.

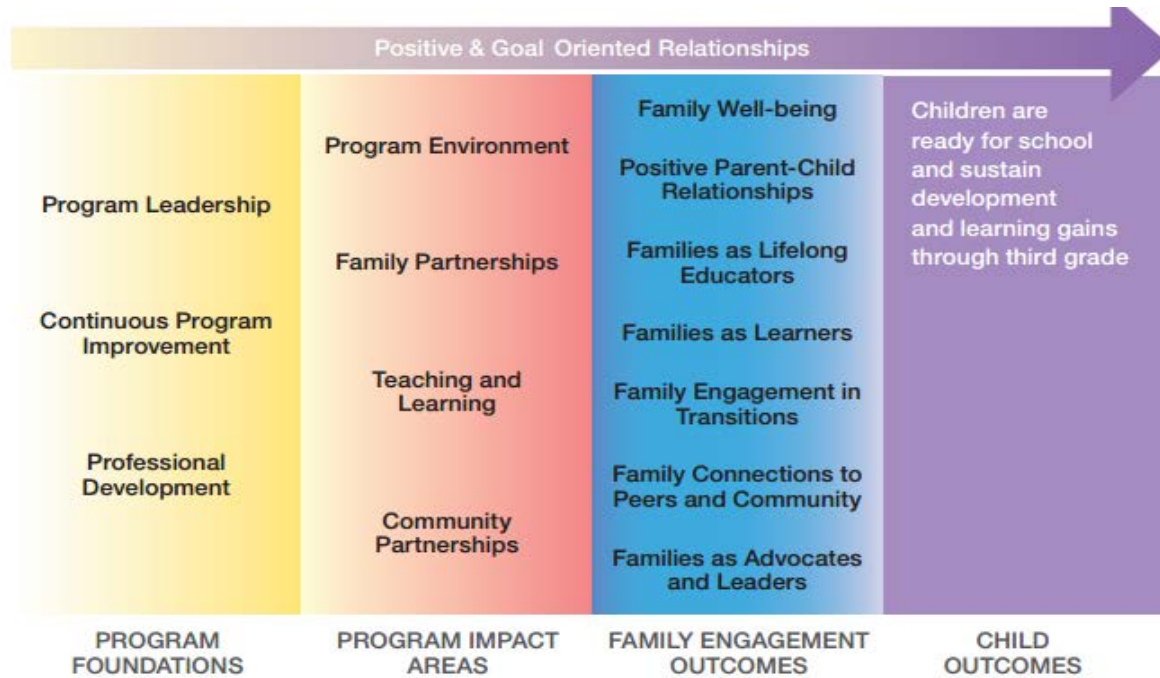
Grantee Operated and Delegate agencies will incorporate Grantee School Readiness Goals & Objectives into their program planning and will ensure the implementation of identified teaching and family practices as well as participation in professional development activities that support school readiness. Grantee Operated and Delegate agencies should utilize the Program Area Plans to ensure a comprehensive approach.

Head Start Early Learning Outcomes Framework:

	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication Literacy	Mathematics Development Scientific Reasoning	Perceptual, Motor, and Physical Development

The first five years of life is a time of wondrous and rapid development and learning. The Head Start Early Learning Outcomes Framework: Ages Birth to Five outlines and describes the skills, behaviors, and concepts that programs must foster in all children, including children who are dual language learners (DLLs) and children with disabilities.

Parent, Family, And Community Engagement Framework:



Families play a critical role in helping their children be ready for school and for a lifetime of academic success. The Head Start Parent, Family, and Community Engagement Framework supports engaging families in children's ongoing learning and development.

School Readiness Plan Goals and Objectives:

The Grantee's School Readiness goals and objectives are the following:



DOMAIN: APPROACHES TO LEARNING

School Readiness Goal: Children will demonstrate improved positive approaches toward learning, including improved attention skills.



DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT

School Readiness Goal: Children will demonstrate improved social behavior, emotion regulation, and emotional well-being.



DOMAIN: LANGUAGE AND LITERACY

School Readiness Goal: Children will demonstrate improved communication, language, and emergent literacy skills.



DOMAIN: COGNITION

School Readiness Goal: Children will demonstrate improved general cognitive skills.



DOMAIN: PERCEPTUAL, MOTOR AND PHYSICAL DEVELOPMENT

School Readiness Goal: Children will demonstrate improved perceptual, motor and physical development.



PARENT FAMILY AND COMMUNITY ENGAGEMENT

Family Engagement Goal: Families will increase their parent/child relationships to support readiness for school and life.

STANISLAUS COUNTY OFFICE OF EDUCATION
2018-2019 SCHOOL READINESS PLAN- INFANTS/TODDLERS AND PRESCHOOL

DOMAIN: APPROACHES TOWARDS LEARNING			
<p>Goal 1 of 5: Children will demonstrate improved positive approaches towards learning including improved attention skills.</p>			
<p>Objective: By Spring 2018, children will demonstrate increased capacity to develop strategies for sustaining self-control and regulation of feelings and behavior over time as measured below:</p>			<p>Objective: By Spring 2018, children will demonstrate an increased ability to regulate feelings and behaviors as measured below:</p>
<p>Young Infants (Birth-8.9 months): 70 % will be at the “Exploring Earlier” level or above in Measure ATL-REG 5</p>	<p>Older Infants (9 months to 17.9 months): 75% will be at the “Exploring Earlier” level or above in Measure ATL-REG 5</p>	<p>Toddlers (18 months to 36 months): 70% will be at the “Exploring Later” level or above in Measure ATL-REG 5</p>	<p>3 Yr Olds: 80% will be at the “Building Early” level or above in Measure ALT-REG 5.</p>
Effective Teaching Practices (Infant/Toddler):			Effective Teaching Practices (Preschool):
<ul style="list-style-type: none"> • Use the child’s name to get his or her attention (e.g., say, “Look Mary” as you begin to speak). • Provide children with time, space, and a variety of interesting materials for play. • Provide many opportunities for children to make choices. (e.g., “Do you want this book (show book) with animals or this book with cars?”) • Provide opportunities for problem solving skills. (e.g., Effective redirections: example: “ I understand you want Carlos’ toy, he is playing with it right now, would you like to join us and play with blocks or playdough?”) • Support children’s efforts during challenging tasks. (e.g Putting puzzles together: Help them with hints such as colors-turn around pieces or look at pictures.) • Limit directions to one step at a time for toddlers; reinforce the directions visually by demonstrating the activity, by using pictures, or by using picture and word cues. • Respond to children’s explorations and discoveries with enthusiasm and encouragement rather than providing rewards such as stickers or prizes. 			<ul style="list-style-type: none"> • Establish and practice consistent routines. • Use clear simple language to communicate which behaviors are acceptable. (e.g, say, “Pat Tamika’s arm gently”). • Have children generate ideas for solving problems. • Express enthusiasm for children’s ideas and encourage them to try solution. • Provide well defined boundaries for preschool children who need support in order to focus. • Use Conscious Discipline Breathing Techniques and “I Love You Rituals” with children. • Provide a safe place for children to self-regulate their feelings and behaviors.
Family Practices (Infant/Toddler):			Family Practices (Preschool):
<ul style="list-style-type: none"> • Model positive relationships with your child through communication and respect.(Example: Eye contact, child’s level, use of child’s first name, polite language such as thank you, please etc., Accept child’s conversation and emotions) • Develop rituals for challenging routines (e.g., separation- make sure you say good bye before you leave your child, transition from play to meal time). • Respond to your child’s cues through actions, words, and facial expressions. • Minimize exposure to excessive stress and help your child when he or she becomes over/under stimulated. • Use encouraging words with your child to continue working through a problem. Give them assistance if needed so they don’t give up. • Model empathy which is the ability to understand what another person is feeling (e.g., say, “you’re crying because you miss your grandma, are you feeling sad?”). 			<ul style="list-style-type: none"> • Establish home rules and daily routines. • Use books, puppet play and family discussions to identify and reinforce social skills. • Establish a safe place at home for children to self-regulate their feelings and behavior. • Have play dates with relatives or neighbors to practice positive social skills. • Model taking deep breaths, counting to five or doing relaxation exercises when situations are stressful.
Professional Development Activities:			
<ul style="list-style-type: none"> • Provide on- site training, technical assistance, and mentoring to designated delegates including strategies that support DLL’s. • Provide training and coaching on Creative Curriculum. • Provide training and coaching utilizing Program for Infant & Toddler Care (PITC). • Provide training on Desired Results Developmental Profile (DRDP). 			

DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT

Goal 2 of 5: Children will demonstrate improved social behavior, emotion regulation, and emotional well-being.

Objective: By Spring 2018, children will demonstrate increased competency and cooperation in interactions with peers as measured below:

Young Infants: 80% will be at the “Responding Later” level or above in Measure SED 4

Older Infants: 80% will be at the “Exploring Earlier” level or above in Measure SED 4

Toddlers: 80 % will be at the “Exploring Later” level or above in Measure SED 4

3 Yr Olds: 80% will be at the “Building Earlier” level or above in Measure SED 4

Effective Teaching Practices (Infant/Toddler):

- Engage in experiences that help infants and toddlers understand how to interact with others (e.g., play peek-a-boo).
 - Acknowledge children’s positive interactions (e.g., comment as two children interact, “you touched Larry’s face very gently”).
 - Model cooperative, responsive, and respectful behaviors (e.g. “ Thank you Carlos for putting the toys away”)
 - Minimize transitions and wait times. Learning experiences such as washing hands- using finger plays can be a way of transition.
 - Acknowledge children’s emotions - describe what you see (e.g., say, “you’re smiling and your eyes are opened wide, you’re happy!”).
- Enrich social and emotional language in children by using self/parallel talk related to interactions between peers (e.g., say, “Alex invited Lily to play by handing her a block”).

Effective Teaching Practices (Preschool):

- Minimize transitions and wait time.
- Use descriptive language to help children make sense of conflict.
- Promote problem solving strategies with children.
- Use puppets during role play situation.
- Provide a safe-place for children to regain self-control of emotions.
- Implement deep breathing techniques (post Conscious Discipline icons).
- Acknowledge child’s emotions.
- Encourage cooperative interactions by suggesting turn taking, sharing and modeling cooperation.

Family Practices (Infant/Toddler):

- Sing/recite familiar family finger plays that promote connection.
- Use verbal, touch and eye contact while completing regular routines such as diaper changing, feeding, or dressing.
- Be your child’s first playmate. Model sharing, trading, taking turns and tell your child verbally the skill you are demonstrating. (e.g. an adult may say “I want my teddy bear to sit next to me”).
- Reinforce desired behaviors by telling your child what *to do* instead of what *not to do* (e.g., Instead of saying, “Don’t take your brother’s toy”, say instead, “You want that toy from your brother - ask him if you can play with it when he’s done”).

Family Practices (Preschool):

- Provide opportunities for children to help at home (e.g., set the table or fold the laundry).
- Practice deep breathing techniques (consistent with school).
- Establish age-appropriate expectations.
- Allow children a chance to work out difficulties for themselves if no one will be hurt, but be prepared to offer support if needed.
- Coach children to use assertive (not aggressive) language (e.g., say, “Carlos, tell him “It’s my turn now”).

Professional Development Activities:

- Provide on- site training, technical assistance, and mentoring to designated delegates including strategies that support DLL’s.
- Provide training and coaching on Creative Curriculum.
- Provide training and coaching on Center on the Social and Emotional Foundations for Early Learning (CSEFEL) and Conscious Discipline.
- Provide training and coaching utilizing Program for Infant & Toddler Care (PITC).
- Provide training on Desired Results Developmental Profile (DRDP).

DOMAIN: LANGUAGE AND LITERACY

Goal 3 of 5: Children will demonstrate improved communication, language, and emergent literacy skills.

Objective: By Spring 2018, children will demonstrate increased use of reciprocal communication and conversation as measured below:

Young Infants: 70% will be at the “Exploring Earlier” level or above in Measure LLD 4

Older Infants: 75% will be at the “Exploring Earlier” level or above in Measure LLD 4

Toddlers: 75% will be at the “Exploring Middle” level or above in Measure LLD 4

Objective A : By Spring 2018, children will engage in back-and-forth communication that develops into increasingly extended conversations as measured below:

3 Yr Olds: 80% will be at the “Exploring Later” level or above in Measure LLD 4

Effective Teaching Practices (Infant/Toddler):

- Read, sing and use finger plays interactively with children on a daily basis. (e.g. “I am going to wash your face”).
- Use self-talk, parallel talk, repetition and extension to model use of language (e.g. During diaper change: Talk about what you are doing “ I am going to change your diaper so you can feel better”).
- Help children expand language by asking questions, rephrasing, and adding words (e.g. If child says “red apple” adult may say “ You have one red apple”).
- Learn about communication styles of the families.
- Give children feedback on their use of nonverbal gestures, body language, facial expressions, and vocalizations (e.g. “ I see you are holding your spoon and looking at the food- you are hungry”).
Use child-directed language (e.g., slower pace, higher pitch, repetition, etc.).

Effective Teaching Practices (Preschool):

- Use self-talk and parallel talk, repetition and extension and ask open-ended questions.
- Plan specific experiences where children will be encouraged to talk and use their communication skills.
- Follow children interests and find opportunities to have conversations.
- Provide opportunities for children to have social conversations (e.g., games with turn taking opportunities).
- Model and give children opportunities to tell and retell stories, individually and in groups.
- Give story stems. Suggest funny and interesting “what if” scenarios. (e.g., “what would happen if we had no cars?”).

Family Practices (Infant/Toddler):

- Be attentive and responsive to child’s expressions, verbalizations, and gestures (e.g. When the child says, “He goes” adult may say “ Yes, Carlos went to the museum with his aunt and uncle”).
- Use child-directed language (e.g., slower pace, higher pitch, repetition, etc.).
- Build on your child’s vocabulary by adding words. (e.g., If your child says “milk”, you can say, “Oh, you want milk? I’ll put some in your cup”).
- Share your family’s communication style with your child’s teacher.
- Model appropriate communication skills (e.g., taking turns, eye contact, speech volume, and using polite words).
- Provide your child many opportunities to hear and use language (e.g., narrate your daily activities).

Family Practices (Preschool):

- Rephrase what the child says and then add more.
- Talk to children about what they are doing/interested in.
- Ask questions to expand their discussion.
- Read books and ask children to respond to questions/comments.
- Facilitate conversations with children that lead to them respond at least 3 times.
- Ask children to tell you what they did today.
- Model appropriate conversation skills (e.g., taking turns, eye contact, speech volume, and using polite words).

Professional Development Activities:

- Provide on- site training, technical assistance, and mentoring to designated delegates including strategies that support DLL’s.
- Provide training and coaching on Creative Curriculum and the Head Start Early Learning Outcomes Framework.
- Provide training and coaching utilizing Program for Infant & Toddler Care (PITC).
- Provide training on Desired Results Developmental Profile (DRDP).
- Provide individualized coaching to Family Child Care Providers.
- Provide individualized coaching to staff.
- Provide training and coaching on Center on the Social and Emotional Foundations for Early Learning (CSEFEL) and Conscious Discipline.

DOMAIN: LANGUAGE AND LITERACY

Goal 3 of 5: Children will demonstrate improved communication, language, and emergent literacy skills.

Objective B: By Spring 2018, children will demonstrate and increasing awareness of the sounds that make up language as measured below:

Objective C: By Spring 2018, children will demonstrate progress toward fluency in speaking English as measured below.

3 Yr Olds: 75% will be at the “Building Earlier” level or above in Measure LLD 8

3 Yr Olds: 80% will be at the “Developing English” level or above in Measure ELD 2

Effective Teaching Practices (Preschool):

- Clap or tap rhythm sticks to mark the syllables in children’s names as you say them.
- Play games that focus on alliteration (initial sounds). For example, have children think of words that begin with the same sound as another child’s name.
- Draw children’s attention to the phonemes in spoken words during daily routines. (e.g., dismiss children to go to lunch by saying, “If your name begins with the ‘M’ sound like Matthew, you may go to lunch”).
- Read stories that have rhyming and repetition such as “The Very Hungry Spider” and pause at repetitive words to allow the children to complete the sentence.
- Play with sounds by adding new verses to a familiar song.
- Serve as a good speech model for children. Speak slowly and model correct grammar.

Effective Teaching Practices (Preschool):

- Learn some key words or phrases in the child’s home language.
- Notice which phrases a child uses (“Hey,” “OK,” “Mine,”) and help the child build from those phrases (“Hey you,” “I’m OK,” “That’s mine”).
- Be alert to children beginning to use English very softly, perhaps rehearsing what they want to say.
- Provide time for children to think about what they want to say.
- Scaffold communication by combining English words with some type of body gesture or visual cue to illustrate the meaning of the words.
- Expand and extend any effort that a child makes to use English (e.g., when a child says “car”, you might say, “Yes, that is a racing car”).
- Create small groups for book reading.
- For children who are at the beginning stages of learning English, ask closed-ended questions and offer some options for response (e.g., “Would you like to paint or would you like to build?”).

Family Practices (Preschool):

- Play a clapping game with your child as they are sounding out words.
- Sing songs and rhymes with your child and point out words that sound the same.
- Encourage your child to play with words and to make up his/her own rhymes.
- Read books that include rhyming and repetition, encouraging children to guess the rhyming words that will be used next.
- Respond to a child’s incorrect pronunciation and grammar by modeling the correct language. Repeat their words with more complete, grammatically accurate, or expanded talk (e.g., when a child says, “He goed,” say, “Yes, Marcus went to the museum with his aunt and uncle”).

Family Practices (Preschool):

- Invite parents and family members to share some of their cultural practices (e.g., cooking, music, dance, craft activities). Take pictures of the presentations and place in photo album.
- Encourage parents to continue to use the home language during family activities.
- Engage children in conversations during everyday activities such as walking in the neighborhood or shopping at the supermarket.
- Read books in the child’s home language.
- Bring pictures and objects from home to school. Children are more likely to talk about things they know and that are familiar to them. Children are also more likely to engage in dramatic play if objects similar to what they see used at home are included in the classroom.

Professional Development Activities:

- Provide on- site training, technical assistance, and mentoring to designated delegates including strategies that support DLL’s.
- Provide training and coaching on Creative Curriculum and the Head Start Early Learning Outcomes Framework.
- Provide individualized coaching to Family Child Care Providers.
- Provide individualized coaching to staff.
- Provide training and coaching on Center on the Social and Emotional Foundations for Early Learning (CSEFEL) and Conscious Discipline.
- Provide training on Desired Results Developmental Profile (DRDP).

DOMAIN: COGNITION			
Goal 4 of 5: Children will demonstrate improved general cognitive skills.			
Objective: By Spring 2018, children will demonstrate an increased understanding of number and quantity as measured below:			Objective A: By Spring 2018, children will demonstrate an increased capacity to describe and record observations, gather information, and share ideas with others as measured below:
Young Infants: 80% will be at the “Responding Later” level or above in Measure COG 3	Older Infants: 80% will be at the “Exploring Earlier” level or above in Measure COG 3	Toddlers: 80% will be at the “Exploring Later” level or above in Measure COG 3	3 Yr Olds: 70% will be at the “Exploring Later” level or above in Measure COG 10
Effective Teaching Practices (Infant/Toddler):			Effective Teaching Practices (Preschool):
<ul style="list-style-type: none"> • Provide materials that are safe for infants and toddlers to explore by using all of their senses. As children explore, identify number quantity (e.g., “You have two blocks”). • Model sorting and classifying. For example: provide opportunities for children to practice- e. g., prompt and model “Let’s pick up all the toys that are trucks.” • Sing/recite finger plays and read books that focus on numbers and counting. • Encourage children to use comparison vocabulary. • Count objects using one-to-one correspondence (touching item as you count). • Using everyday situations as opportunities to count. Talk aloud as you count to solve problems. For example, you might say, “I wonder how many glue sticks we need to put out so everyone at the table can have one? Let’s count the children to find out”. • Practice counting in ways that involve multiple learning styles and representations. Involve the senses as children touch, hear the spoken number, see the numeral, or physically move their bodies. • Model counting strategies. Touch or point to each object as you count slowly, stating the number name. Show how to keep track of the object counted. For example, you might physically move the objects toward you as you count each one. 			<ul style="list-style-type: none"> • Encourage children to use all their senses to observe everyday objects. • Conduct in-depth investigations using living things, objects and materials from the local environment. • Encourage children to communicate their discoveries in multiple ways (draw, dictate, write, take photos, make models or graph findings). • Use collections of natural objects to help children learn more about the environment (e.g., children might collect rocks, shells, leaves or pinecones and group them by characteristics such as size, color, shape or texture). • Support children as they practice scientific inquiry by using scientific terms like observe, hypothesize, predict and estimate. • Encourage children to practice scientific inquiry by taking nature walks, collect items of their interest and talk about it. Add books to the environment to enhance their knowledge in the subject, extend experiences in different areas, for example if they are interested in leaves add them in different places (e.g., art, science, and block area). Compare leaves from the local area to other places, show pictures of different leaves etc. • Use materials in your sensory table to measure and make comparison. For example when children debate about who found the biggest leaf, encourage them to compare by laying them side by side or placing one on top of the other.
Family Practices (Infant/Toddler):			Family Practices (Preschool):
<ul style="list-style-type: none"> • Use household items to talk about number quantity. • Sort everyday items in the household (e.g., socks, toys). • Count items during every day routines (e.g., while climbing stairs, during clean up, when serving food). • Model sorting and classifying games with toddlers by gathering items that people use together, (e. g., sock/shoe, flowers/vase, coat/hat) • Count objects one-by-one with your child. • Sing/recite finger plays and read books that focus on numbers and counting like ‘Five Little Monkeys’. 			<ul style="list-style-type: none"> • Go on nature walks. Use a magnifying glass to observe lady bugs, worms, grasshoppers and other living things. Talk with children about their discoveries. • Go on a “litter hunt” and talk about appropriate places for various types of litter (e.g., recycling bin or trash can). • Talk with children about what they observe throughout the day. • Observe shadows during different times of the day. Talk about how they are alike and different. • Provide discarded items for children to take apart and find out what is inside or how they work (e.g., radios, clocks or telephones). Remove the electrical cord and other unsafe parts before children explore.
Professional Development Activities:			
<ul style="list-style-type: none"> • Provide on- site training, technical assistance, and mentoring to designated delegates including strategies that support DLL’s. • Provide training, coaching & mentoring on Creative Curriculum and the Head Start Early Learning Outcomes Framework. • Provide training and coaching utilizing Program for Infant & Toddler Care (PITC). • Provide training on Desired Results Developmental Profile (DRDP). • Provide individualized coaching to Family Child Care Providers and staff. 			

DOMAIN: COGNITION:

Goal 4 of 5: Children will demonstrate improved general cognitive skills.

Objective B: By Spring 2018, children will demonstrate increased abilities to add and subtract small quantities of objects as measured below:

3 Yr Olds: 80% will be at the “Exploring Later” level or above in Measure COG 4

Effective Teaching Practices (Preschool):

- Use everyday situations to illustrate addition and subtraction (e.g., when a child leaves the dramatic play area, you might say, “We had 3 children in the dramatic play area, John went to play in the block area. How many children are left?”).
- Provide a variety of materials to help children develop an understanding of quantity. Offer items such as keys, bottle caps, or cubes for children to count and compare.
- Model counting strategies. Touch or point to each object as you count slowly, saying the name of the number.
- Encourage children to tell ‘how many’ stories (e.g., They might tell how many children are on the climber or how many markers they have after their friend gave them more or put some away).
- Encourage children count using rhymes and verses and in ways that involve children physically (e.g., children can touch their heads, shoulders, knees, and toes as they count so that they can practice one-to-one correspondence).
- Model correct counting. As you count, demonstrate how to keep track of objects or people you have counted (e.g., “we have five boys with us this morning”-and count. “we have four boys with us this afternoon” and count, continue saying that one boy left early...and now we have four boys). You can also record the answers using numerals and words.
- Provide story problems that involve adding and subtracting. Use the numbers 1-5 and remember to emphasize the vocabulary that indicates the actions (e.g., take away).

Family Practices (Preschool):

- Use everyday items such as small toys, cereal, keys, etc. to ask questions about how many and sort items into different groups.
- Use words like more, less, same as, at least.
- Count everyday items in their environment. For example, how many cars are parked in the driveway or how many steps does it take to get to your room.
- Let your child help set the table and talk about how many plates, forks or other items you will need for each person.

Professional Development Activities:

- Provide on- site training, technical assistance, and mentoring to designated delegates including strategies that support DLL’s.
- Provide training and coaching on Creative Curriculum and the Head Start Early Learning Outcomes Framework.
- Provide individualized coaching to Family Child Care Providers.
- Provide individualized coaching to staff.
- Provide training and coaching on Center on the Social and Emotional Foundations for Early Learning (CSEFEL) and Conscious Discipline.
- Provide training on Desired Results Developmental Profile (DRDP).

DOMAIN: PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

Goal 5 of 5: Children will demonstrate improved perceptual, motor and physical development.

Objective: By Spring 2018, children will demonstrate increased precision, strength, coordination and efficiency when using muscles of the hand for play and functional tasks as measured below:

Young Infants: 80 % will be at the “Responding Later” level or above in Measure PD HLTH 4	Older Infants: 85 % will be at the “Exploring Middle” level or above in Measure PD-HLTH 4	Toddlers: 80% will be at the “Exploring Later” level or above in Measure PD-HLTH 4	3 Yr Olds: 80% will be at the “Building Earlier” level or above in Measure PD HLTH 4
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Effective Teaching Practices (Infant/Toddler):	Effective Teaching Practices (Preschool):
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| <ul style="list-style-type: none"> • Encourage children to feed themselves using appropriate utensils (e.g. Place cheerios on high chair table for child to grasp with full hand). • Offer activities that strengthen infants’ and toddlers’ hand grasp (e.g., transferring an object from one hand to another, pulling scarves from a hole cut in a box). • Engage children in activities that encourage them to move their fingers individually (e.g., finger plays, pointing to pictures). • Provide activities that strengthen the hand grasp and release of toddlers (e.g., using squirt bottles, medicine droppers, using clothes pins, handling play dough). | <ul style="list-style-type: none"> • Provide activities that strengthen the hands and fingers (e.g., droppers, hole punchers, playdough, scissors). • Provide variety of materials for children to use when drawing and painting. • Include activities that require using 2 hands together (e.g., tearing paper, opening/closing containers). • Provide activities that support eye–hand coordination such as lacing, pegs in holes, cutting with scissors and stringing beads. |
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Family Practices (Infant/Toddler):	Family Practices (Preschool):
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| <ul style="list-style-type: none"> • Practice eating with child size utensils at mealtime. • Use a Kleenex box to stuff with material for the children to pull out. • Provide cooking activities with dough like materials (masa, playdough, cookies) and have children use their hands to squeeze, roll, pinch, and shape the dough. • Hold out objects and allow your infant to reach out and grasp for the item. • Play a game of holding objects and then letting them drop. | <ul style="list-style-type: none"> • Provide a variety of household containers for children to open and close (e.g., jars with lids, boxes, plastic containers with lids). • Involve children in cooking activities (e.g., mixing, stirring). • Engage children in self-care activities such as handwashing, dressing or scraping plates. • Provide a variety of writing tools such as crayons, markers and pencils. • Provide a variety of items for children to stack. (e.g., paper rolls, cans, boxes, etc.). |
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Professional Development Activities

- Provide on- site training, technical assistance, and mentoring to designated delegates including strategies that support DLL’s.
- Provide training and coaching on Creative Curriculum and the Head Start Early Learning Outcomes Framework.
- Provide training and coaching utilizing Program for Infant & Toddler Care (PITC).
- Provide training on Desired Results Developmental Profile (DRDP).
- Provide individualized coaching to Family Child Care Providers and staff.
- Provide training and coaching on Center on the Social and Emotional Foundations for Early Learning (CSEFEL) and Conscious Discipline.

Parent Family and Community Engagement: Positive Parent Child Relationships

Goal 6 of 6: Families will increase their parent/child relationships to support readiness for school and life.

Objective 1: By Spring 2018, 85% of parents will indicate that they have the skills necessary to support the social emotional needs of children as measured by Family Outcomes Survey Area #2 (Parent-Child Relationships).

Effective Family Engagement Practices:

- Actively engage families in interactions with their children.
- Focus on family and child strengths as an entry point into relationships and conversations about children.
- Promote attachment.
- Facilitate and/or coordinate evidence-based parenting education opportunities for parents individually and in groups, individualizing for culture, gender, and age, as appropriate.
- Support parents (or link parents to supports) to address challenging child behaviors in positive, developmentally appropriate ways and access resources as necessary.
- Work with other program staff to support ongoing interactive activities between parents and their children at home and in the community.
- Talk with families about their vital role in their children's development and learning.
- Support expectant families in making connections between their actions.
- Offer learning materials for children and parents that reflect families' cultures.
- Encourage family members to visit, observe and volunteer in the program.
- Encourage parent participation in the assessment process (i.e collaborate with providers on observation) in order to increase and understanding of child development practices.
- Encourage parents to support creative learning and development with their children daily.
- Encourage parents to support learning by making time for unhurried play, making eye contact during routines, smiling while talking with their child and singing songs to children regularly.

Professional Development Activities

- Family Service Worker (FSW) Trainings/Technical Assistance
- Individual/Group Planning with Parents/Families
- Abriendo Puertas
- Parent Café's
- Parent Workshops/Trainings