

EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

Performance Target (Goal)	Milestones (Activities)	Evaluation Tool/Method	Person(s) Responsible	Timetable for Completion
1304.21  (a) Child Development and Education Approach for All Children  (b) Child Development and Education Approach for Infants and Toddlers  (c) Child Development and Education for Preschoolers				

EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

Performance Target (Goal)	Milestones (Activities)	Evaluation Tool/Method	Person(s) Responsible	Timetable for Completion
<p>1304.21(a)(1)(i)</p> <p>(a) Child development and education approach for all children</p> <p>(1) In order to help children gain the social competence skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, grantee and delegate agencies' approach to child development must:</p>	<ul style="list-style-type: none"> <li>✓ Offer a variety of developmentally appropriate activities and experiences for individual, small and large groups</li> <li>✓ Encourage and foster independence</li> <li>✓ Promote self esteem through descriptive praise and encouragement</li> <li>✓ Create opportunities for decision making, problem solving and working together</li> <li>✓ Use a variety of strategies for building relationships with all children and adults</li> </ul>	<p>Creative Curriculum, STEP Literacy, work samples, Lesson Plans, Individualized Child Outcome Summary, Progress/ Observation Notes</p> <p>EHS: Ages &amp; Stages Social Emotional, Individual Planning Worksheet</p>	<p>Classroom Staff, Parents</p>	<p>Ongoing</p>

EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

Performance Target (Goal)	Milestones (Activities)	Evaluation Tool/Method	Person(s) Responsible	Timetable for Completion
<p>1304.21(a)(1)(i)(ii)(iii)</p> <p>(i) Be developmentally and linguistically appropriate, recognizing that children have individual rates development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles</p> <p>(ii) Be inclusive of children with disabilities, consistent with their Individualized Family Services Plan or Individualized Education Plan</p>	<ul style="list-style-type: none"> <li>✓ To develop an individualized plan for each child</li> <li>✓ Adapt and adjust accordingly curriculum, instruction and materials to meet individual needs</li> <li>✓ Teaching home visit activity will reflect the needs of each child</li> <li>✓ An IEP will be developed for each child with a documented disability and lesson plans will utilize individual goals and objectives from IEP/IFSP</li> <li>✓ Will make adaptations and modifications to ensure that all children can be involved in a meaningful way in all classroom activities</li> </ul>	<p>Progress/Observation Notes, Lesson Plans, developmental screenings, Parent-Teacher Conference Form, HS Information Form, Individual Child Outcome Summary, work samples, Family Tradition Form</p> <p>IEP/IFSP, Parent/Teacher Conference Form, developmental screening tool, therapist evaluation, SS Classroom Observation Tool</p>	<p>Teacher, Assistant Teacher, Classroom Aide, Home Visitor, parent</p> <p>Teacher, Assistant Teacher, Family Advocate, parent, Therapist, SS Manager/Assistant, Home Visitor</p>	<p>Ongoing</p> <p>Ongoing</p>

EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

Performance Target (Goal)	Milestones (Activities)	Evaluation Tool/Method	Person(s) Responsible	Timetable for Completion
<p>1304.21(a)(iii)</p> <p>Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition</p>	<ul style="list-style-type: none"> <li>✓ Classrooms are set up in well defined learning centers with materials that reflect culture, language and ethnicity of children and their families</li>   <li>✓ Classrooms are labeled in English as well as any other primary language spoken in the homes of children specific to each classroom</li> </ul>	<p>Classroom observations, STEP Literacy, Family Traditions Form</p>	<p>Site Supervisor, Education Managers, Teachers, Assistant Teachers, Classroom Aides</p>	<p>Ongoing</p>

EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

Performance Target (Goal)	Milestones (Activities)	Evaluation Tool/Method	Person(s) Responsible	Timetable for Completion
<p>1304.21(a)(iv)(v)</p> <p>Provide a balanced daily program of child-initiated and adult-directed activities; including individual and small group activities; and</p>	<ul style="list-style-type: none"> <li>✓ Will design schedule to include a balance of large and small group activities and free play</li> <li>✓ Together with parents identify learning opportunities in the home; including how to adapt activities and household routines in response to children’s interests, strengths and needs</li> <li>✓ provide opportunities for every child to use the toilet facilities whenever necessary and positively reinforce their efforts</li> <li>✓ Encourage parents to share information regarding progress of toilet training</li> </ul>	<p>Posted daily schedule with icons, lesson plans, classroom observations, Parent-Teacher Conferences, Individual Child Outcome Summary</p> <p>Daily routine, home visits, Individual Planning Sheet, Individual Child Outcome Summary, Progress/Observation notes, Running Record</p>	<p>Education Staff, Home Visitor, Parents</p> <p>All staff, parents</p>	<p>Ongoing</p> <p>Ongoing</p>

EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

Performance Target (Goal)	Milestones (Activities)	Evaluation Tool/Method	Person(s) Responsible	Timetable for Completion
<p>1304.21(b)(2)(ii)</p> <p>(i) Supports the emerging communication skills of infants and toddlers by providing daily opportunities for each child to interact with others and to express himself or herself freely</p>	<ul style="list-style-type: none"> <li>✓ Staff will use descriptive language during routine activities</li> <li>✓ Engage children in the use of verbal and nonverbal methods of communication</li> <li>✓ Read stories, sing songs, recite rhymes and encourage children to hold and manipulate books</li> <li>✓ Implement a curriculum which supports language</li> </ul>	<p>Lesson plans, classroom observation</p> <p>Lesson plans, classroom observation</p> <p>Lesson plans, daily schedule</p> <p>Creative Curriculum, STEP Literacy</p>	<p>Education staff</p> <p>Education staff</p> <p>Education staff</p> <p>Teacher, Assistant Teacher</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

Performance Target (Goal)	Milestones (Activities)	Evaluation Tool/Method	Person(s) Responsible	Timetable for Completion
<p>1304.21(b)(3)(ii)</p> <p>(ii) Creating opportunities for fine motor development that encourages the control and coordination of small, specialized motions, using the eyes, mouth, hands, and feet</p>	<p>✓ Staff provide activities and materials that involve grasping, dropping, touching and mouthing</p>	<p>Lesson plans, Individual Planning Worksheet, classroom materials</p>	<p>Education staff</p>	<p>Ongoing</p>
	<p>✓ Staff provide opportunities to develop hand-eye coordination</p>	<p>Lesson plans, Individual Planning Worksheet</p>	<p>Education staff</p>	<p>Ongoing</p>
	<p>✓ Provide opportunities for infants and toddlers to interact</p>	<p>Transition Plan, Lesson plans, Individual Planning Worksheet</p>	<p>Teacher, Assistant Teacher</p>	<p>Ongoing</p>

EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

Performance Target (Goal)	Milestones (Activities)	Evaluation Tool/Method	Person(s) Responsible	Timetable for Completion
<p>1304.21©(1)</p> <p>© Child development and education approach for preschoolers.</p> <p>(1) Grantee and delegate agencies, in collaboration with the parents, must implement a curriculum that:</p>	<p>✓ Is based on sound child development principles</p> <p>✓ Is inclusive of developmentally appropriate indoor and outdoor activities</p> <p>✓ Is responsive to a system for observing and documenting children’s progress in all areas of development</p>	<p>Creative Curriculum, STEP Literacy</p> <p>“</p> <p>“</p>	<p>Education/Special Services Coordinator, Education Managers, Education Advisory Committee, parents</p> <p>“</p> <p>“</p>	<p>Ongoing</p> <p>“</p> <p>“</p>

EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

Performance Target (Goal)	Milestones (Activities)	Evaluation Tool/Method	Person(s) Responsible	Timetable for Completion
<p>1304.21©(1)(i)</p> <p>(i) Supports each child’s individual pattern of development and learning</p>	<p>✓ Opportunities provided for both teacher-directed and child-directed activities</p>	<p>Lesson plans, Individual Child Outcome Summary</p>	<p>Teacher, Assistant Teacher</p>	<p>Ongoing</p>
	<p>✓ Recognize and respond to children’s individual interests and learning styles</p>	<p>Lesson plans, Individual Child Outcome Summary</p>	<p>Teacher, Assistant Teacher</p>	<p>Ongoing</p>
	<p>✓ Plan activities that enable children to develop emerging skills</p>	<p>Lesson plans, Individual Child Outcome Summary</p>	<p>Teacher, Assistant Teacher</p>	<p>Ongoing</p>

EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

Performance Target (Goal)	Milestones (Activities)	Evaluation Tool/Method	Person(s) Responsible	Timetable for Completion
<p>1304.21©(1)(ii)</p> <p>(ii) Provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate literacy, numeracy, reasoning, problem solving and decision-making skills which form a foundation for school readiness and later school success;</p>	<ul style="list-style-type: none"> <li>✓ Implement extension activities</li> <li>✓ Support play</li> <li>✓ Utilize materials which will promote problem solving and encourage creativity</li> <li>✓ Encourage children to interpret and represent their experiences and ideas</li> </ul>	<p>Lesson plans, STEP Literacy</p> <p>Lesson plans, classroom daily schedule</p> <p>Classroom materials, lesson plans</p> <p>Writing area, art area, writing materials in all learning centers</p>	<p>Teacher, Assistant Teacher</p> <p>Education staff</p> <p>Education Managers, Teacher, Assistant Teacher</p> <p>Education staff</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

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Performance Target (Goal)	Milestones (Activities)	Evaluation Tool/Method	Person(s) Responsible	Timetable for Completion
<p>1304.21©(1)(iii)</p> <p>(iii)Integrates all educational aspects of the health, nutrition, and mental health services into program activities;</p>	<ul style="list-style-type: none"> <li>✓ Educate children about physical and dental examinations, before they occur</li>   <li>✓ Provide opportunities for learning through dramatic play</li>   <li>✓ Provide books, pictures, videos and special guests to provide health information</li> </ul>	<p>Lesson plans, classroom materials, teacher resource materials</p> <p style="text-align: center;">“</p> <p>Classroom materials, teacher resource materials</p>	<p>Teacher, Assistant Teacher</p> <p style="text-align: center;">“</p> <p style="text-align: center;">“</p>	<p>Ongoing</p> <p style="text-align: center;">“</p> <p style="text-align: center;">“</p>

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Performance Target (Goal)	Milestones (Activities)	Evaluation Tool/Method	Person(s) Responsible	Timetable for Completion
<p>1304.21©(1)(iv)</p> <p>(iv) Ensures that the program environment helps children develop emotional security and facility in social relationships;</p>	<ul style="list-style-type: none"> <li>✓ Provide an environment of acceptance for each child</li>   <li>✓ Show respect for children’s feelings and ideas</li>   <li>✓ Facilitate opportunities for children to develop social skills</li>   <li>✓ Model effective communication and conflict resolution skills</li> </ul>	<p>Classroom daily schedule, label classroom in any languages spoken by children in the classroom, Individual Child Summary</p> <p>Positive Behavior Intervention Manual, lesson plans</p> <p>Positive Behavior Intervention Manual, lesson plans</p>	<p>Teacher, Assistant Teacher</p>  <p>All staff</p> <p>Education staff</p> <p>All staff</p>	<p>Ongoing</p>  <p>“</p>  <p>“</p>  <p>“</p>

EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

Performance Target (Goal)	Milestones (Activities)	Evaluation Tool/Method	Person(s) Responsible	Timetable for Completion
<p>1304.21©(1)(v)</p> <p>(v) Enhances each child’s understanding of self as an individual and as a member of a group</p>	<ul style="list-style-type: none"> <li>✓ Provide a cubby space for each child</li> <li>✓ Display photos and drawings of children and their families</li> <li>✓ Provide activities that allow children to express their feelings</li> </ul> <p>Model respect and help children demonstrate their respect for others</p>	<p>Classroom environment</p> <p>Lesson plans, Classroom environment</p> <p>Lesson plans, Positive Behavior Intervention Manual, Individual Child Outcome Summary</p> <p>Lesson Plans</p>	<p>Education staff</p> <p>“</p> <p>“</p> <p>“</p>	<p>Ongoing</p> <p>“</p> <p>“</p> <p>“</p>

EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

Performance Target (Goal)	Milestones (Activities)	Evaluation Tool/Method	Person(s) Responsible	Timetable for Completion
<p>1304.21©(1)(vi)</p> <p>(vi) Provides opportunities or success to help develop feelings of competence, self esteem, and positive attitudes toward learning; and</p>	<ul style="list-style-type: none"> <li>✓ Encourage and allow children to do as much for themselves as they can</li>   <li>✓ Intervene to expand and extend the children’s experiences</li>   <li>✓ Challenge children to work at the edge of their capability</li>   <li>✓ Help children acknowledge their own and others progress</li> </ul>	<p>Lesson plans, Individual Child Outcome Summary</p> <p>Lesson plans, Daily Classroom Schedule</p> <p>Individual Child Outcome Summary, Progress/ Observation notes, Work samples</p> <p>Lesson plans</p>	<p>Education staff</p> <p>“</p> <p>“</p>	<p>Ongoing</p> <p>“</p> <p>“</p>

EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

Performance Target (Goal)	Milestones (Activities)	Evaluation Tool/Method	Person(s) Responsible	Timetable for Completion
1304.221©(1)(vii)  (vii) Provides individual and small group experiences both indoors and outdoors	✓ Classroom space is organized into learning centers	classroom observation, lesson plans	Education Managers, Site Supervisors, Education staff	Ongoing
	✓ Plan for small and large group activities	Lesson plans	Teacher, Assistant Teacher	“
	✓ An outdoor play area is available for both individual and shared activities	Classroom observations, lesson plans	Site Supervisor, Education Managers, Teacher, Assistant Teacher	“
	✓ Initiate outdoor group and individual activities	Lesson plans, Individual Child Outcome Summary	Teacher, Assistant Teacher	“

EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

Performance Target (Goal)	Milestones (Activities)	Evaluation Tool/Method	Person(s) Responsible	Timetable for Completion
<p>1304.21©(2)</p> <p>(7) Staff must use a variety of strategies to promote and support children's learning and developmental progress based on the observations and ongoing assessment of each child</p>	<ul style="list-style-type: none"> <li>✓ Regular and continual observation and recording of children's behavior and progress</li> <li>✓ Knowledge of each child's capabilities and needs</li> <li>✓ Parents are involved in the ongoing process</li> </ul>	<p>Progress/observation Notebook</p> <p>Assessments, Individual Child Outcome Summary, lesson plans</p> <p>Lesson plans, Individual Child Outcome Summary, Teacher Home Visit Summary, Assessments</p>	<p>Education staff</p> <p style="text-align: center;">“</p> <p>Teacher, Assistant Teacher, parent, Family Advocate</p>	<p>Ongoing</p> <p style="text-align: center;">“</p> <p style="text-align: center;">“</p>

EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

Performance Target (Goal)	Milestones (Activities)	Evaluation Tool/Method	Person(s) Responsible	Timetable for Completion
1304.21 (a) Child Development and Education Approach for All Children (b) Child Development and Education Approach for Infants and Toddlers (c) Child Development and Education for Preschoolers				

EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

Performance Target (Goal)	Milestones (Activities)	Evaluation Tool/Method	Person(s) Responsible	Timetable for Completion
<p>1304.21 (a)(3)(ii)</p> <p>(ii) Planning for routines and transitions so that they can occur in a timely, predictable and unrushed manner according to each child's need.)</p>	<ul style="list-style-type: none"> <li>✓ design a schedule to minimize the amount of time that children spend making transitions.</li>   <li>✓ daily routine/schedule will be posted on wall with icons.</li>   <li>✓ provide warning to children prior to transitions which are individualized so that all children understand them</li>   <li>✓ provide and follow a consistent routine.</li> </ul>	<p>daily schedule, lesson plan book, classroom observation, Transition Plan</p> <p>daily schedule, classroom observation</p> <p>classroom observation, Transition Plan, lesson plan</p> <p>daily schedule, lesson plan, classroom observation</p>	<p>Classroom Staff</p> <p>Classroom Staff</p> <p>Teacher, Assistant Teacher</p> <p>Teacher, Assistant teacher</p>	<p>daily, program year</p> <p>daily, program year</p> <p>daily, program year</p> <p>daily, program year</p>

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**EDUCATION AND EARLY CHILDHOOD DEVELOPMENT**

Performance Target (Goal)	Milestones (Activities)	Evaluation Tool/Method	Person(s) Responsible	Timetable for Completion
<p>1304.21(a)(1)(i)</p> <p>(a) Child development and education approach for all children</p> <p>(1) In order to help children gain the social competence ,skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, grantee and delegate agencies' approach to child development and education must:</p>	<ul style="list-style-type: none"> <li>✓ offer a variety of developmentally appropriate activities and experiences for individual, small and large groups</li> <li>✓ encourage and foster independence</li> <li>✓ promote self esteem through descriptive praise and encouragement</li> <li>✓ create opportunities for decision making, problem solving and working together</li> <li>✓ use a variety of strategies for building relationships with all children and adults</li> </ul>	<p>Creative Curriculum, STEP Literacy, lesson plan, work samples, Individualized Child Outcome Summary, progress/observations</p> <p>EHS: Ages &amp; Stages Social Emotional, Individual Planning Worksheet</p>	<p>Classroom Staff, Parent</p>	<p>Ongoing</p>



	✓feed infants on demand	Infant Food Record	Aide	Ongoing
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**EDUCATION AND EARLY CHILDHOOD DEVELOPMENT**

Performance Target (Goal)	Milestones (Activities)	Evaluation Tool/Method	Person(s) Responsible	Timetable for Completion
1304.21 (a)(2)(i)(ii)  (2) Parents must be:  (i) Invited to become integrally involved in the development of the program's curriculum and approach to child development and education;  (ii) Provided opportunities to increase their child observation skills and to share assessments with staff that will help plan the learning experiences; and	<ul style="list-style-type: none"> <li>✓ encourage parent involvement as members of the Education Advisory Committee</li> <li>✓ provide opportunities at parent meetings, home visits, and schedule planning meetings for input</li> <li>✓ collaborate with parents with plans which will support all child outcome domains</li> <li>✓ each week a parent will review and have the opportunity to give input on lesson plans</li> <li>✓ provide every parent with education information on child development at parent meetings, home visits, Family Involvement Day, Parent-Teacher Conferences</li> </ul>	<p>Education Advisory Committee Minutes</p> <p>Parent Meeting Agenda, Parent Meeting minutes, Teaching Home Visit Report, Home Activity Plan, sign-in sheets</p> <p>Individual Child Outcome Summary, Teaching Home Visit Report, Head Start Information Form, Home Activity Plan, Home Visit Summary Form, lesson plans</p> <p>developmental screenings, behavioral screenings, Head Start Information Form, progress/observation notes, Individual Child Outcome Summary, EHS Parent Teacher</p>	<p>Education/ Special Services Coordinator</p> <p>Teacher, Assistant Teacher, Family Advocate, Home Visitor</p> <p>Family Advocate, Classroom Staff, Home Visitor</p> <p>Family Advocate, Teacher, Assistant Teacher, Home Visitor</p>	<p>Quarterly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>



## EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

Performance Target (Goal)	Milestones (Activities)	Evaluation Tool/Method	Person(s) Responsible	Timetable for Completion
<p>1304.21(a)(1)(i)(ii)(iii)</p> <p>(i) Be developmentally and linguistically appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles</p> <p>(ii) Be inclusive of children with disabilities, consistent with their Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) (see 45 CFR 1308.19);</p> <p>(iii) Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition</p>	<p>✓to develop an individualized plan for each child</p> <p>✓adapt and adjust accordingly curriculum, instruction and materials to meet individual needs</p> <p>✓teaching home visit activity will reflect the needs of each child</p> <p>✓an IEP will be developed for each child with a documented disability and lesson plans will utilize individual goals and objectives from IEP/IFSP</p> <p>✓will make adaptations and modifications to ensure that all children can be involved in a meaningful way in all classroom activities</p> <p>✓classrooms are set up in well defined learning centers with materials that reflect culture, language and ethnicity of children and their families</p> <p>✓classrooms are labeled in English as</p>	<p>progress/observations, lesson plans, developmental screenings, parent/teacher conference form, HS Information Form, Individual Child Outcome Summary, work samples, Family Tradition Form</p> <p>IEP/IFSP, parent/teacher conference form, developmental screening tool, therapist evaluations, SS Classroom Observation Tool</p> <p>classroom observations, STEP Literacy, Family Traditions Form</p>	<p>Classroom Staff, Home Visitor, Parent</p> <p>Teacher, Assistant Teacher, Family Advocate, Parent, Therapist, SS Manager/Asst., Home Visitor</p> <p>Site Supervisor, Education Managers, Classroom Staff</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

	well as any other primary language spoken in the homes of children specific to each classroom			
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**EDUCATION AND EARLY CHILDHOOD DEVELOPMENT**

Performance Target (Goal)	Milestones (Activities)	Evaluation Tool/Method	Person(s) Responsible	Timetable for Completion
<p>Performance Target (Goal) 1304.21(a)(1)(iv)(v)</p> <p>(iv) Provide a balanced daily program of child-initiated and adult-directed activities, including individual and small group activities; and</p>	<p>✓ will design schedule to include a balance of large and small group activities and free play</p>	<p>Posted daily schedule with icons, lesson plans, classroom observation, parent-teacher conference, Individual Child Outcome Summary</p>	<p>Classroom Staff, Home Visitor, Parents</p>	<p>Ongoing</p>
<p>(v) Allow and enable children to independently use toilet facilities when it is appropriate and when efforts to encourage toilet training are supported by the parents</p>	<p>✓ together with parents identify learning opportunities in the home; including how to adapt activities and household routines in response to children's interest, strength and needs.</p>	<p>daily routine, home visits, Individual Planning Sheet, Individual Child Outcome Summary, Progress/ Observation notes, Running Record</p>	<p>Classroom Staff, Parents</p>	<p>Ongoing</p>
	<p>✓ to provide opportunities for every child to use the toilet facilities whenever necessary and positively reinforce their efforts</p>	<p>observation/ progress notes</p>	<p>Classroom Aide</p>	<p>Ongoing</p>
	<p>✓ encourage parents to share information regarding progress of toilet training</p>	<p>Daily Classroom Checklist, NY State Daycare Licensing Regulations</p>	<p>Teacher, Asst. Teacher, Classroom Aide</p>	<p>Ongoing</p>
	<p>✓ be attentive to emotional needs of each child</p>		<p>All staff</p>	<p>Ongoing</p>
	<p>✓ provide a safe and secure</p>			

	environment for infants and toddlers ✓offer age appropriate choices to all infants and toddlers			
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1304.21(b)(i)(iii)  (iii) Opportunities for each child to explore a variety of sensory and motor experiences with support and stimulation from teachers and family members	✓ reposition infants regularly and make changes to the environment regularly to ensure that new materials are being offered	lesson plans, Individualized Planning Worksheet, Daily Schedule	All staff	Ongoing
	✓change developmentally appropriate objects, increasing stimulation to infants and toddlers	lesson plans, progress notes	Teacher, Asst. Teacher, Classroom Aide, parent/guardian	Ongoing
	✓work individually with each child to encourage movement	lesson plans, Individual Planning Worksheet	Teacher, Asst. Teacher	Ongoing
	✓interactive activities should be inclusive of diapering and feeding	lesson plans, Individualized Planning Worksheet	Teacher, Asst. Teacher	Ongoing
	✓encourage infants and toddlers to make sounds, smell, taste (use all senses)	lesson plans, progress notes		
		lesson plans, daily	Teacher, Asst. Teacher	Ongoing

		schedule	All staff	Ongoing
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**EDUCATION AND EARLY CHILDHOOD DEVELOPMENT**

Performance Target (Goal)	Milestones (Activities)	Evaluation Tool/Method	Person(s) Responsible	Timetable for Completion
1304.21(b)(2)(i) (2) Grantee and delegate agencies must support the social and emotional development of infants and toddlers by promoting an environment that:  (i) Encourages the development of self-awareness, autonomy, and self-expression; and	✓ treat each child as an individual	lesson plans, Individual Planning Worksheet	Teacher, Asst. Teacher, Classroom Aide	Ongoing
	✓ be responsive to child's success	progress/observation notebook	All staff	Ongoing
	✓ encourage self-awareness	lesson plans, MVCAA Positive Behavior Intervention Manual	All staff	Ongoing
	✓ awareness of the ages and stages and the development of the individual child	Denver, observations, Ages & Stages, Ages & Stages SE	All staff	Ongoing
	✓ develop and provide developmentally appropriate plans for each child	Denver, observation, lesson plans, Ages & Stages, Ages & Stages SE	Teacher, Asst. Teacher	Ongoing

**EDUCATION AND EARLY CHILDHOOD DEVELOPMENT**

Performance Target (Goal)	Milestones (Activities)	Evaluation Tool/Method	Person(s) Responsible	Timetable for Completion
<p>1304.21(a)(3)(i)(A)</p> <p>Grantee and delegate agencies must support social and emotional development by:</p> <p>(i)Encouraging development which enhances each child’s strengths by:</p> <p>(A)Building Trust</p>	<p>✓create a classroom which is a place where children and families feel welcome, safe and comfortable</p> <p>✓staff speak calmly to children and demonstrate consideration and warmth to all children</p> <p>✓use a variety of strategies for building relationships with children daily</p> <p>✓implement daily routine consistently</p> <p>✓greet children upon arrival, address children by name and communicate with children at eye level</p>	<p>daily schedule posted at eye level with icons/written word</p> <p>MVCAA Head Start - Positive Behavior Intervention Manual</p> <p>“</p> <p>“</p> <p>”</p>	<p>Teacher, Assistant Teacher</p> <p>Classroom Staff</p> <p>Classroom Staff</p> <p>Classroom Staff</p> <p>Classroom Staff</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

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EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

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1304.21(a)(3)(i)(B) (B)Fostering independence	✓convey acceptance of individual differences, culture, gender, abilities, language and sensory needs	“	Classroom Staff	Ongoing
	✓encourage self-help skills: brushing teeth, washing hands, wiping spills, setting table, dressing self and clean up	”	Classroom Staff	Ongoing



	problem-solving, beginning with defining the problem and emotions involved			
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**EDUCATION AND EARLY CHILDHOOD DEVELOPMENT**

Performance Target (Goal)	Milestones (Activities)	Evaluation Tool/Method	Person(s) Responsible	Timetable for Completion
<p>1304.21(c)1)            (i) Supports each child's individual pattern of development and learning</p>	<ul style="list-style-type: none"> <li>✓ Creative Curriculum is implemented in all classrooms</li> <li>✓ lesson plans are reviewed and signed by a parent</li> <li>✓ parental input on curriculum is encouraged and utilized</li> <li>✓ children are observed and progress is documented in all areas of development</li> <li>✓ teacher directed and child directed activities are planned</li> <li>✓ group activities and opportunities to play alone are offered</li> <li>✓ activities are planned which support individual interests and learning styles</li> </ul>	<p>Creative Curriculum</p> <p>lesson plans</p> <p>lesson plans, Individual Child Outcome Summary</p> <p>progress/observation notes, Assessments, Individual Child Outcome Summary</p> <p>lesson plans, Individual Child Outcome Summary</p> <p>lesson plans</p>	<p>Teacher, Assistant Teacher,</p> <p>Teacher, Assistant Teacher, guardian</p> <p>Teacher, Assistant Teacher, parent/guardian</p> <p>Teacher, Assistant Teacher, parent/guardian</p> <p>Teacher, Assistant Teacher, parent/guardian</p>	<p>ongoing</p> <p>weekly</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>weekly</p> <p>lesson plans</p>

		lesson plans, Individual Child Outcome Summary	Teacher, Assistant Teacher, parent/guardian	
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**EDUCATION AND EARLY CHILDHOOD DEVELOPMENT**

Performance Target (Goal)	Milestones (Activities)	Evaluation Tool/Method	Person(s) Responsible	Timetable for Completion
130421.(a)(3)(i)(E)  (E)Supporting and respecting the home language, culture and family composition of each child in ways that support the child's health and well being; and	<ul style="list-style-type: none"> <li>✓classroom environment will include: pictures, books and materials reflective of children and families in the classroom</li> <li>✓labeling of materials in the classroom (all languages spoken must be reflected, a minimum of two must be in each classroom)</li> <li>✓whenever possible, staff will speak language of children in the classroom</li> <li>✓learn keywords of other cultural backgrounds</li> <li>✓encourage community people or family members to visit the classroom</li> <li>✓be respectful of each family's uniqueness when planning</li> <li>✓staff will utilize materials in the</li> </ul>	<ul style="list-style-type: none"> <li>Iters/Ecers, Lesson Plans, observation/ progress notes,</li> <li>STEP Manual</li> <li>community resources</li> <li>Family Tradition Form, ethnic meals, Teaching Home Visit</li> <li>Teacher resource</li> </ul>	<ul style="list-style-type: none"> <li>Education Leadership team, Site Supervisor, Teacher, Assistant Teacher, Classroom Aide, Family Advocate, Cooks</li> <li>"</li> <li>"</li> <li>"</li> <li>members of the community, family members</li> <li>Teacher, Assistant Teacher</li> <li>Education Program</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>"</li> <li>"</li> <li>"</li> <li>"</li> <li>"</li> <li>"</li> </ul>

	teacher resource center to support diversity of children and families	materials	Assistant, Teacher, Assistant Teacher	
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**EDUCATION AND EARLY CHILDHOOD DEVELOPMENT**

Performance Target (Goal)	Milestones (Activities)	Evaluation Tool/Method	Person(s) Responsible	Timetable for Completion
1304.21(a)(6) (6) In home-based settings, grantee and delegate agencies must encourage parents to appreciate the importance of physical development, provide opportunities for children’s outdoor and indoor active play, and guide children in the safe use of equipment and materials.	Provide ✓ visit once a week for no less than 1.5 hours, no less than 48 home visits per year	progress notes, home visit plan, Individualized Planning Worksheet	Home Visitor	Monthly
	✓peer group twice a month, minimum of 24 peer groups per year	Attendance, progress notes, observation notes, Peer Group Socialization Form	Home Visitor	Monthly
	✓review ages and stages with parents	Home Visit Plan	Home Visitor	Monthly
	✓model appropriate interaction and activities	home visit and peer group observation	Home Visitor	Monthly
	✓complete home visit plan with parent which will include physical development and gross motor education at least 1X per month. This will include bicycle and playground safety.	Home Visit Plan	Home Visitor	Monthly

## EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

Performance Target (Goal)	Milestones (Activities)	Evaluation Tool/Method	Person(s) Responsible	Timetable for Completion
<p>1304.21(a)(4)(i)</p> <p>(4)Grantee and delegate agencies must provide for the development of each child's cognitive and language skills by:</p> <p>(i) supporting each child's learning, using various strategies including experimentation, inquiry, observation, play and exploration;</p>	<p>✓all classroom learning centers are available to children &amp; planned for each day, utilizing a variety of materials which are rotated regularly</p> <p>✓lesson plans include activities which provide opportunities for children to explore and manipulate objects, draw conclusions, ask questions, use a variety of tools to investigate cause and effect and make predictions</p> <p>✓staff will support learning by asking open-ended questions</p>	<p>Lesson Plans, observation/ progress notes, work samples, Child Assessment Outcome, Individual Child Outcome Summary</p>	<p>Teacher, Assistant Teacher</p>	<p>Sept./Oct. &amp; ongoing as needed</p>

EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

Performance Target (Goal)	Milestones (Activities)	Evaluation Tool/Method	Person(s) Responsible	Timetable for Completion
<p>1304.21(a)(4)(iv)</p> <p>(iv) Supporting emerging literacy and numeracy development through materials and activities according to the development level of each child</p>	<ul style="list-style-type: none"> <li>✓planned weekly read aloud and daily story telling</li> <li>✓encourage writing through the use of journals &amp; experience stories</li> <li>✓provide a writing center in the classroom with a variety of writing materials</li> <li>✓all learning centers are equipped with writing materials and print</li> <li>✓plan activities that enhance one to one correspondence, sequencing and counting</li> <li>✓support the use of libraries, museums and other community resources</li> <li>✓provide STEP training to all education staff</li> <li>✓share with parents ways that the home environment encourages</li> </ul>	<p>STEP manual, Lesson Plans</p> <p>journals, Lesson Plans</p> <p>Lesson Plans</p> <p>“</p> <p>”</p> <p>“</p> <p>STEP manual, training evaluation</p> <p>Teaching Home Visit Summary, Individual Child Outcome</p>	<p>Education Leadership Team, Classroom Staff Parents</p> <p>“</p> <p>”</p> <p>“</p> <p>”</p> <p>“</p> <p>”</p> <p>“</p>	<p>Ongoing</p> <p>“</p> <p>”</p> <p>“</p> <p>”</p> <p>“</p> <p>”</p>

	literacy and numeracy  ✓encourage oral traditions through storytelling  family literacy activities will be incorporated into each parent meeting	Summary  STEP Manual  Family Literacy Curriculum	”  Classroom Staff	“  Monthly
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**EDUCATION AND EARLY CHILDHOOD DEVELOPMENT**

Performance Target (Goal)	Milestones (Activities)	Evaluation Tool/Method	Person(s) Responsible	Timetable for Completion
1304.21(a)(4)(ii)  (ii) Ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue;	<ul style="list-style-type: none"> <li>✓support exploration of art materials and demonstrate appreciation of each child’s self-expression</li> <li>✓engage in rhythmic activities, singing and the use of musical instruments</li> <li>✓stimulate imagination through drama and language rich activities</li> <li>✓encourage children to express their thoughts and emotions through dance and creative movement</li> </ul>	Lesson Plans, Work Samples, Individual Child Outcome Summary	Classroom Staff	Ongoing

## EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

Performance Target (Goal)	Milestones (Activities)	Evaluation Tool/Method	Person(s) Responsible	Timetable for Completion
<p>1304.21(c)(1)  (c)Child development and education approach for preschoolers.</p> <p>(1) Grantee and delegate agencies, in collaboration with the parents, must implement a curriculum (see 45 CFR 1304.3(a)(5) that:</p>	<ul style="list-style-type: none"> <li>✓select curriculum which is well grounded in its approach and methods and based upon developmental principles</li> <li>✓curriculum supports spontaneous learning</li> <li>✓curriculum is specific in goals and objectives for children’s development and learning that are achievable, but also challenging</li> </ul>	<p>Creative Curriculum, STEP Manual, Lesson Plans, Individual Child Outcome Summary, HS Information Form</p>	<p>Education Coordinator, Education Managers, Teachers, Assistant Teachers, Parents, Education Advisory Committee</p>	<p>Annual Review</p>

## EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

Performance Target (Goal)	Milestones (Activities)	Evaluation Tool/Method	Person(s) Responsible	Timetable for Completion
<p>1304.21(a)(5)(ii)</p> <p>(ii) Providing appropriate time, space, equipment, materials and adult guidance for the development of motor skills according to each child's developmental level; and</p>	<ul style="list-style-type: none"> <li>✓ weekly individualized planning</li> <li>✓ provide manipulative activities of increased complexity as the year progresses.</li> <li>✓ daily opportunities for children to draw, paint and sand/water play</li> <li>✓ during teaching home visits, parent/teacher conferences and parent meetings provide information on developmentally appropriate fine motor skills/activities</li> <li>✓ foster self-help skills</li> </ul>	<p>Lesson Plans, Individual Child Outcome Summary</p>	<p>Teacher, Assistant Teacher</p>	<p>Ongoing</p> <p>“</p> <p>”</p> <p>“</p> <p>”</p>

## EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

Performance Target (Goal)	Milestones (Activities)	Evaluation Tool/Method	Person(s) Responsible	Timetable for Completion
<p>1304.21(a)(5)(iii)</p> <p>(iii) Providing an appropriate environment and adult guidance for the participation of children with special needs</p>	<p>✓ adapt materials and equipment so that all children can share in activities</p> <p>✓ provide spaces that make play equipment and materials accessible to all children</p> <p>✓ adapt activities, make accommodations, and use other strategies that integrate children socially and enable them to participate in all activities, regardless of materials</p>	<p>classroom observation, SS observation, SS History Form, IEP, MVCAA IEP, Lesson Plan</p> <p>“</p> <p>”</p>		<p>Ongoing</p>

## EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

Performance Target (Goal)	Milestones (Activities)	Evaluation Tool/Method	Person(s) Responsible	Timetable for Completion
<p>1304.21(a)(1)(iv)</p> <p>Provide a balanced daily program of child-initiated and adult-directed activities; including individual and small group activities; and</p>	<ul style="list-style-type: none"> <li>✓ Will design schedule to include a balance of large and small group activities and free play</li> <li>✓ Together with parents identify learning opportunities in the home; including how to adapt activities and household routines in response to children's interests, strengths and needs</li> <li>✓ Provide opportunities for every child to use the toilet facilities whenever necessary and positively reinforce their efforts</li> <li>✓ Encourage parents to share information regarding progress of toilet training</li> </ul>	<p>Posted daily schedule with icons, lesson plans, classroom observations, Parent-Teacher Conferences, Individual Child Outcome Summary</p> <p>Daily schedule, home visits, Individual Planning Sheet, Individual Child Outcome Summary, Progress/Observation notes, Running Record</p>	<p>Education staff, Home Visitor, parents</p> <p>All staff, parents</p>	<p>Ongoing</p> <p>Ongoing</p>

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**EDUCATION AND EARLY CHILDHOOD DEVELOPMENT**

Performance Target (Goal)	Milestones (Activities)	Evaluation Tool/Method	Person(s) Responsible	Timetable for Completion
1304.21(a)(4)(iii)  (iii) Promoting interaction and language use among children and between children and adults; and	<ul style="list-style-type: none"> <li>✓ Provide opportunities for children to talk to one another</li> <li>✓ Respect children’s developing skills in English and in their home language</li> <li>✓ Use a variety of strategies for children to learn new and interesting vocabulary</li> <li>✓ Expand upon, rather than correcting children’s speech</li> </ul>	STEP Literacy, Creative Curriculum, lesson plans	Education staff	Ongoing

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**EDUCATION AND EARLY CHILDHOOD DEVELOPMENT**

Performance Target (Goal)	Milestones (Activities)	Evaluation Tool/Method	Person(s) Responsible	Timetable for Completion
<p>1304.21(a)(5)(i)</p> <p>(5) In center-based settings, grantee and delegate agencies must promote each child's physical development by:</p> <p>(i) Providing sufficient time, indoor and outdoor space, equipment, materials and adult guidance for active play and movement that support the development of gross motor skills;</p>	<ul style="list-style-type: none"> <li>✓ Physical space is arranged so that children have room for large motor activities</li> <li>✓ Provide safe structures for exploration and play</li> <li>✓ Encourage the use of riding, pushing and pulling wheeled toys</li> <li>✓ Provide supervision and guidance during all activities</li> </ul>	<p>ITERS?ECERS, Daily Classroom Checklist, Lesson plans, Daily Schedule</p>	<p>Education staff, Facility Manager, NYSOCFS</p>	<p>Ongoing</p>

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### EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

Performance Target (Goal)	Milestones (Activities)	Evaluation Tool/Method	Person(s) Responsible	Timetable for Completion
<p>1304.21(b)(3)(i)</p> <p>(3) Grantee and delegate agencies must promote the physical development of infants and toddlers by:</p> <p>(i) Supporting the development of the physical skills of infants and toddlers including gross motor skills, such as grasping, pulling, pushing, crawling, walking, and climbing; and</p>	<ul style="list-style-type: none"> <li>✓ Assist children when tasks become frustrating</li> <li>✓ Allow infants and toddlers to play with and explore objects in safe environment</li> <li>✓ Provide open and accessible indoor and outdoor space for children</li> </ul>	<p>Creative Curriculum, Lesson plans, ITERS, Daily Schedule</p>	<p>Education staff</p>	<p>Ongoing</p>

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