

**Stanislaus County Office of Education**  
**School Readiness Plan**  
**Programs: Early Head Start Home Based Programs**  
**Program Year: 2016-2017**

**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.

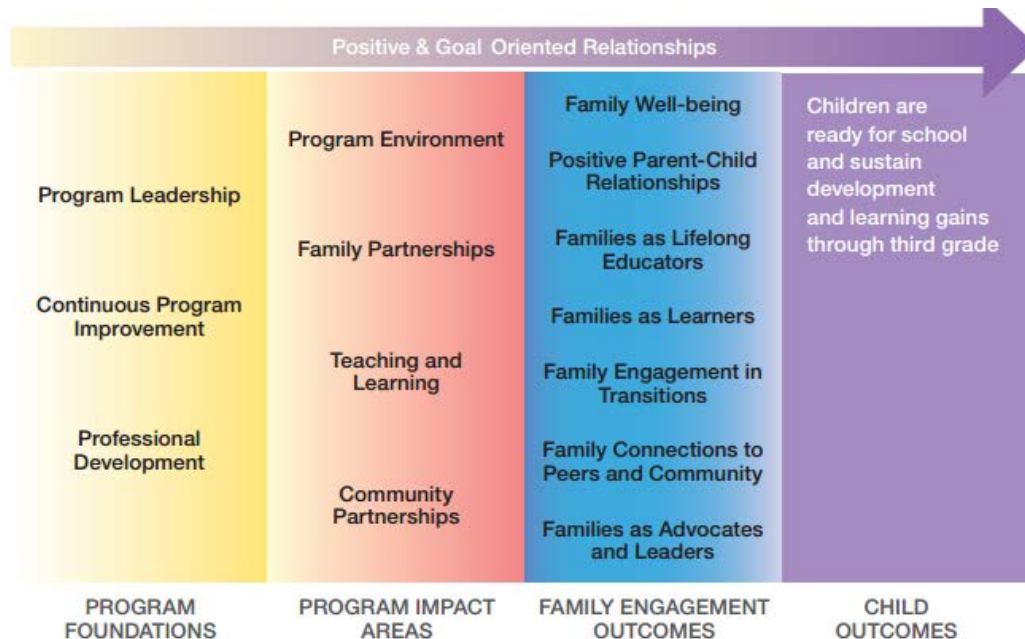
Grantee Operated and Delegate agencies will incorporate Grantee School Readiness Goals & Objectives into their program planning and will ensure the implementation of identified teaching and family practices as well as participation in professional development activities that support school readiness.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

## Head Start Early Learning Outcomes Framework 2015:

	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



## 2016-2017 SCHOOL READINESS PLAN- HOME BASED PROGRAMS

DOMAIN: APPROACHES TOWARDS LEARNING		
Goal 1 of 5: Children will demonstrate improved positive approaches towards learning including improved attention skills.		
Objective: By Spring 2017, children will demonstrate increased capacity to maintain focus and sustain attention with support as measured below:		
Young Infants (Birth-8.9 months): 80 % will be scored at a Level 2 (consistently meets criterion) in Cognitive Area, Strand A (Sensory Stimuli), Goal 1	Older Infants(9 months to 17.9 months): 80% will be scored at a Level 2 (consistently meets criterion) in Cognitive Area, Strand B (Object Permanence), Goal 1	Toddlers (18 months to 36 months): 80% will be scored at a Level 2 (consistently meets criterion) in Social Area, Strand A (Interaction with Familiar Adults), Goal 2
Growing Great Kids & AEPS Activities:		
<ul style="list-style-type: none"><li>GGK Plates &amp; Patterns ( Manual B-12 months)</li><li>GGK Peek-a-boo (Manual B-12 months)</li><li>AEPS reference Vol 3, pgs. 235 &amp; 237 “Teaching Suggestions”</li></ul>	<ul style="list-style-type: none"><li>GGK Pointing &amp; Naming (Manual 13-24 months)</li><li>GGK Concepts Under Construction (Manual 13-24 months)</li><li>AEPS reference Vol 3, Pgs. 240 &amp; 242 “Teaching Suggestions”</li></ul>	<ul style="list-style-type: none"><li>GGK Follow my Directions: Shape Game (Manual 25-36 months)</li><li>GGK Running &amp; Stopping (Manual 25-36 months)</li><li>AEPS reference Vol 3, pgs. 400 &amp; 402 “Teaching Suggestions”</li></ul>
Effective Learning Experiences:		
<ul style="list-style-type: none"><li>Use the child’s name to get his or her attention (e.g. say, “look Mary” as they begin to speak</li><li>Provide one or two toys or materials at a time for young infants, exchanging them when the child’s attention diminishes</li><li>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.</li></ul>	<ul style="list-style-type: none"><li>Use their child’s name to get his or her attention</li><li>Point out and talk about things in the environment at home and when interacting with your child during every day routines</li><li>Use encouraging words with your child to continue working through a problem. Give them assistance if needed so they don’t give up.</li><li>Break down directions into one step for your child. Model what you would like your child to do or say</li></ul>	
Professional Development Activities:		
<ul style="list-style-type: none"><li>Provide training and coaching on Growing Great Kids Curriculum and AEPS Assessment to fidelity.</li><li>Provide coaching through trainings and PLCs on the 6 Competencies for Home Visitors.</li></ul>		

<b>DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT</b>		
<b>Goal 2 of 5:</b> Children will demonstrate improved social behavior, emotion regulation, and emotional well-being.		
<b>Objective:</b> By Spring 2017, children will demonstrate increased competency and cooperation in interactions with peers as measured below:		
<b>Young Infants: 80%</b> will be scored at a Level 1 (Inconsistently Meets Criterion) in Social Area, Strand C (Interactions with Peers), Goal 1, Objectives 1.1, 1.2, 1.4	<b>Older Infants: 80%</b> will be scored at a Level 2 (consistently meets criterion) in Social Area, Strand C (Interactions with Peers), Goal 1, Objectives 1.1, 1.2, 1.3, 1.4	<b>Toddlers: 80 %</b> will be scored at a Level 2 (consistently meets criterion) in Social Area, Stand C (Interactions with Peers), Goal 1, Objectives 1.1, 1.2, 1.3, 1.4
<b>Growing Great Kids &amp; AEPS Activities:</b>		
<ul style="list-style-type: none"> <li>GGK Pillows, Paths and Piles (Manual B-12 months)</li> <li>GGK Simon Says (Manual B-12 months)</li> <li>AEPS reference Vol 3, pgs. 396 &amp; 397 "Teaching Suggestions"</li> </ul>	<ul style="list-style-type: none"> <li>GGK Copy Cats (Manual 13-24 Months)</li> <li>GGK Hide And Seek (Manual 13-24 Months)</li> <li>AEPS reference Vol 3, pgs. 420 &amp; 422 "Teaching Suggestions"</li> </ul>	<ul style="list-style-type: none"> <li>GGK Following by Leading (Manual 25-36 months)</li> <li>GGK Basic Games for Young Children (Manual 25-36 months)</li> <li>AEPS reference Vol 3, pgs. 420 &amp; 422 "Teaching Suggestions"</li> </ul>
<b>Effective Learning Experiences:</b>		
<ul style="list-style-type: none"> <li>Engage in experiences that help infants and toddlers understand how to interact with others (e.g., play peek a boo)</li> <li>Acknowledge children's positive interactions (e.g., comment as two children interact, "you touched Larry's face very gently"</li> <li>Model cooperative behavior</li> <li>Discuss and read books about friendships (e.g., how friend treat one another, the things they do for each other</li> <li>Use "I love you rituals" or familiar family finger plays that promote connection</li> <li>Use verbal and touch and eye contact while completing regular routines such as diaper changing, feeding, or dressing.</li> <li>Be your child's first playmate. Model sharing, trading, taking turns and tell the child verbally the skill you are demonstrating</li> </ul>		
<b>Professional Development :</b>		
<ul style="list-style-type: none"> <li>Provide training and coaching on Growing Great Kids Curriculum and AEPS Assessment to fidelity.</li> <li>Provide coaching through trainings and PLCs on the 6 Competencies for Home Visitors.</li> </ul>		

<b>DOMAIN: LANGUAGE AND LITERACY</b>		
<b>Goal 3 of 5:</b> Children will demonstrate improved communication, language, and emergent literacy skills.		
<b>Objective:</b> By Spring 2017, children will demonstrate increased interest in literacy as measured below:		
<b>Young Infants: 80%</b> will be scored at a Level 2 (consistently meets criterion) in Cognitive Area, Strand F (Interaction with Objects), Goal 1, Objectives 1.3, 1.4	<b>Older Infants: 80%</b> will be scored at a Level 2 (consistently meets criterion) in Fine Motor Area, Strand B (Functional Use of Fine motor Skills), Goal 4	<b>Toddlers: 80%</b> will be scored at a Level 2 (consistently meets criterion) in Cognitive Area, Strand G (Early Concepts), Goal 4
<b>Growing Great Kids &amp; AEPS Activities:</b>		
<ul style="list-style-type: none"> <li>• GGK Picture Storybook (Manual B-12 months)</li> <li>• GGK Scribble Doodles (Manual B-12 months)</li> <li>• AEPS reference Vol 3, pgs. 292 &amp; 294 "Teaching Strategies"</li> </ul>	<ul style="list-style-type: none"> <li>• GGK Scribble (Manual 13-24 months)</li> <li>• GGK Going to the Library (Manual 13-24 months)</li> <li>• AEPS reference Vol 3, pgs. 91 &amp; 93 "Teaching Strategies"</li> </ul>	<ul style="list-style-type: none"> <li>• GGK Color me a Story (Manual 25-36 months)</li> <li>• GGK Where, What and Why Story Telling (Manual 25-36 months)</li> <li>• AEPS reference Vol 3, pgs. 312 &amp; 314 "Teaching Strategies"</li> </ul>
<b>Effective Learning Experiences:</b>		
<ul style="list-style-type: none"> <li>• Encourage children to use senses to explore books</li> <li>• Encourage children to turn pages of the books</li> <li>• Invite children to "read" a story to an adult</li> <li>• Model using pictures as a guide to tell the story</li> <li>• Encourage child to attend to pictures when they are pointed to</li> <li>• Read, sing and do finger plays and rhymes</li> <li>• Use the symbols in the environment such as pictures and letters to create meaningful language</li> <li>• Point to the words as you read a book</li> <li>• Point to pictures and name them as you are reading a book</li> </ul>		
<b>Professional Development Activities:</b>		
<ul style="list-style-type: none"> <li>• Provide training and coaching on Growing Great Kids Curriculum and AEPS Assessment to fidelity.</li> <li>• Provide coaching through trainings and PLCs on the 6 Competencies for Home Visitors.</li> </ul>		

DOMAIN: COGNITION		
Goal 4 of 5: Children will demonstrate improved general cognitive skills.		
Objective: By Spring 2017, children will demonstrate an increased ability to explore people and objects to understand self, others, and objects.		
Young Infants: 80% will be scored at a Level 2 (consistently meets criterion) in Cognitive Area, Strand F (Interactions with Objects), Goal 1, Objective 1.4	Older Infants: 80% will be scored at a Level 2 (consistently meets criterion) in Cognitive Area, Strand E (Problem Solving), Goal 2	Toddlers: 80% will be scored at a Level 2 (consistently meets criterion) in Cognitive Area, Strand E (Problem Solving), Goal 4
Growing Great Kids & AEPS Activities:		
<ul style="list-style-type: none"><li>GGK Play Station (Manual B-12 months)</li><li>GGK The Hunt (Manual B-12 months)</li><li>AEPS reference Vol 3, pgs. 292 &amp; 294 “Teaching Suggestions”</li></ul>	<ul style="list-style-type: none"><li>GGK What’s in the Sack? (Manual 13-24 months)</li><li>GGK Who Owns This? (Manual 13-24 months)</li><li>AEPS reference Vol 3, pgs. 278 &amp; 280 “Teaching Suggestions”</li></ul>	<ul style="list-style-type: none"><li>GGK I Spy (Manual 25-26 months)</li><li>GGK Hide and Buzz (manual 25-36 months)</li><li>AEPS reference Vol 3, pgs. 287 &amp; 289 “Teaching Suggestions”</li></ul>
Effective Learning Experiences:		
<div><div><ul style="list-style-type: none"><li>Provide materials that are safe for infants and toddlers to explore by using all of their senses. As children explore objects, describe the characteristics (e.g. “your block is hard and smooth)</li><li>Provide opportunities for children to solve problems.</li><li>Play sorting and matching games with toddlers using materials that are familiar to the child</li><li>Provide opportunities for children to use different strategies to solve problems</li></ul></div><div><ul style="list-style-type: none"><li>Allow children to solve problems (retrieving a ball from under the table when chairs are in the way)</li><li>Give infants and toddlers an opportunity to explore safe items using their senses (taste, touch, smell)</li><li>Use items to stack and match up like items (paper towel rolls, small boxes, yogurt containers, different size bowls)</li></ul></div></div>		
Professional Development Activities:		
<ul style="list-style-type: none"><li>Provide training and coaching on Growing Great Kids Curriculum and AEPS Assessment to fidelity.</li><li>Provide coaching through trainings and PLCs on the 6 Competencies for Home Visitors.</li></ul>		

DOMAIN: PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT		
<b>Goal 5 of 5:</b> Children will demonstrate improved perceptual, motor and physical development.		
<b>Objective:</b> By Spring 2017, children will demonstrate the ability to use sensory information and body awareness to understand how their body relates to the environment as measured below:		
<b>Young Infants:</b> 80 % will be scored at a Level 2 (consistently meets criterion) in Cognitive Area, Strand B (Object Permanence), Goal 1	<b>Older Infants:</b> 80 % will be scored at a Level 2 (consistently meets criterion) in Gross Motor Area, Strand C (Balance and Mobility), Goal 1	<b>Toddlers:</b> 80% will be scored at a Level 2 (consistently meets criterion) in Gross Motor Area, Strand B (Balance in Sitting), Goal 2
Growing Great Kids & AEPS Activities:		
<ul style="list-style-type: none"> <li>GGK Sight Seeing (Manual B-12 months)</li> <li>GGK Kick Boxing (Manual B-12 months)</li> <li>AEPS reference Vol 3, pgs. 240 &amp; 242 "Teaching Suggestions"</li> </ul>	<ul style="list-style-type: none"> <li>GGK Push and Pull (Manual 13-24 months)</li> <li>GGK Obstacle Course (Manual 13-24 months)</li> <li>AEPS reference Vol 3, pgs. 137 &amp; 138 "Teaching Suggestions"</li> </ul>	<ul style="list-style-type: none"> <li>GGK Running and Stopping (Manual 25-36 months)</li> <li>GGK Kick Bag (Manual 25-36 months)</li> <li>AEPS reference Vol 3, pgs. 130 &amp; 132 "Teaching Suggestions"</li> </ul>
Effective Learning Experiences:		
<ul style="list-style-type: none"> <li>Offer activities that encourage infants to track an object with their eyes</li> <li>Say child's name from across the room and wait for them to turn to you</li> <li>Set up activities to allow children to maneuver around obstacles (for example, toys, furniture, people, etc.)</li> <li>Provide opportunities to allow toddlers to sit down in and get out of a child-sized chair</li> <li>Move an object from side to side, allowing your infant to visually follow it with his or her eyes</li> <li>Say your child's name from across the room and wait for him or her to turn and make eye contact with you</li> <li>Set up a small obstacle course (using pillows, shoes, etc.) and allow your child to walk/crawl over and around the items</li> <li>Give your toddler the opportunity to sit down in and climb out of a child-sized chair</li> </ul>		
Professional Development Activities		
<ul style="list-style-type: none"> <li>Provide training and coaching on Growing Great Kids Curriculum and AEPS Assessment to fidelity.</li> <li>Provide coaching through trainings and PLCs on the 6 Competencies for Home Visitors.</li> </ul>		



## Parent Family and Community Engagement: Positive Parent Child Relationships

**Goal 6 of 6:** Families will increase their engagement by building positive parent-child relationships with their child.

**Objective 1:** By Spring 2017, families will demonstrate increased understanding of strategies to support positive parent child relationships as measured by pre and post parent ratings completed on the Family Assessments and end of the year Parent Surveys.

### Effective Family Engagement Practices:

- Actively engage families in interactions with their children when children are present.
- Focus on family and child strengths as an entry point into relationships and conversations about children.
- Promote prenatal attachment with expectant families.
- 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 and the pre-natal effects.
- Offer learning materials for children and parents that reflect families' cultures.
- Encourage family members to visit, observe and volunteer in the program.

### Professional Development Activities

- Home Educator Trainings/Technical Assistance
- Individual/Playgroup Planning with Parents/Families
- Parent Workshops/Trainings
- PLCs
- Growing Great Kids Six Competencies for Home Visitors