

Head Start

Year Two Renewal Application



Milwaukee Public Schools FY18 Head Start Renewal Grant

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Section I. Program Design and Approach to Service Delivery

SUB-SECTION A: Goals

1. Program Goals, Measurable Objectives, and Expected Outcomes

a) Program Goals (see below)

b) Measurable Objective Description (see below)

Program Goals and Measurable Objective Description

Goal 1: The Milwaukee Public Schools (MPS) Head Start program will collaborate with community members such as parents, community representatives, and advisors to increase parent participation and empower them as leaders and advocates so that they can be a part of the Head Start decision-making process.

No changes have been made to Goal 1. However, the attendance rates listed in objective a. have been revised. Initially, when the FY19 objectives were set, prior to the end of FY18, they were set at an ambitiously increasing rate. After reviewing the final attendance outcome of FY18 and the current rate of attendance in FY19, the objectives have been revised to be reflective of the FY18 base rate of 10.5%.

Objective a) To increase parent participation, attendance of all duly elected representatives and/or alternates of the policy council will increase to 90% as measured by the in-kind report 4315 in ChildPlus by May 31, 2023.

- 30% ~~67%~~ participation by May 31, 2019
- 40% ~~73%~~ participation by May 31, 2020
- 50% ~~79%~~ participation by May 31, 2021
- 60% ~~85%~~ participation by May 31, 2022
- 70% ~~90%~~ participation by May 31, 2023

Progress: In FY18, the attendance at policy council meetings was at 10.5%. As of February 2019, attendance has increased to 23%. Although the original objective of 67% attendance in May 2019 will not be achieved, the MPS Head Start program has made great strides in increasing the attendance at the policy council meetings. Objectives have been adjusted to accurately reflect realistic and attainable increases. The May 2019 objective has been revised from 67% participation to 30%. It is expected that this objective will be met by May 2019.

Challenges: The policy council has faced challenges around consistently low attendance to meetings. For many years, the MPS Head Start program held Saturday policy council meetings which is now proving to be a challenge for parents. Demanding work schedules and Saturday community events have created conflicts in FY19. To address these challenges, a survey was conducted in September 2018 to collect information from parents, school representatives and

alternates regarding preferences on the days and times for regular meetings. Once decided, program bylaws will be updated to reflect the new meeting time for regular policy council meetings.

Objective b) The MPS Head Start program will create a targeted focus group to design parent center meetings in order to make meetings more relevant to stakeholders and increase parent engagement in monthly school-based meetings, as evidenced by increased participation with an anticipated growth of 10% each grant year.

Progress: At the end of FY18, there was a 13.3% parent participation rate at parent center meetings. As of January 2019, there was a 7% parent participation rate for parent meetings. To achieve that goal of 10% increase for each year, the enrollment, recruitment, selection, eligibility and attendance (ERSEA) coordinator, will continue to work with the established focus group to increase parent participation. The monthly focus groups have been held since the implementation in spring 2018. The ERSEA coordinator shared the focus group information to Head Start family partnership associates (FPAs) at the beginning of the school year to establish parent meeting topics for increased parent engagement. The district schedules parent center meetings in FY19 using the list of relevant topics generated from the monthly focus groups. These topics will appeal to families to increase family participation, which will be reflected in the outcome data for this objective.

Challenges: There is a slight concern that this objective will not be met. To overcome this, the FPAs will disseminate information by displaying parent meeting flyers in the school office, in the parent center, and outside the Head Start classrooms. In addition, copies of the flyers are sent home with Head Start students. FPAs will continue to communicate with parent coordinators, school secretaries and teachers regarding dates and topics of parent meetings. FPAs will meet and greet all parents at the school and hand out flyers at arrival and dismissal on their assigned school/site visit days. FPAs will conduct auto-dialer reminder calls to all Head Start families to remind them of parent meetings with the goal of increasing attendance and participation at monthly parent meetings.

Goal 2: The MPS Head Start program will reach out to the most vulnerable children and families to provide comprehensive services.

No changes have been made to Goal 2.

Objective a) The MPS Head Start program will create partnerships with early childhood community agencies to provide comprehensive services targeting large concentration areas of low-income and vulnerable families. By the end of five years, MPS Head Start will have developed a minimum of two partnerships with surrounding early childhood community agencies.

Progress: The MPS Head Start program continues to network with community agencies to provide comprehensive services to vulnerable families. In order to succeed in this objective, MPS filled a position for a Head Start enrollment assistant to focus solely on recruitment and community partnership effort. In addition, the Head Start leadership team plays an integral role in developing these partnerships and have been a part of co-planning and facilitating events such as Dental Day at Marquette and Preferred Dental to meet this objective.

Challenges: The MPS Head Start program continues to work to build community partnerships, which takes time. It is expected that dedicating an enrollment assistant and continuing efforts of Head Start staff will result in an increase in community partnerships. The Head Start staff will also establish a monthly recruitment calendar listing community sites for FPAs to assist with overall program recruitment.

Objective b) The MPS Head Start program will establish and participate in a joint event with an early childhood community agency. By the end of five years, MPS Head Start will have co-participated in a minimum of one event per year.

Progress: The MPS Head Start program has developed a partnership with the Next Door Foundation bookmobile for the 2018-2019 school year. This collaboration encourages and increases family literacy. The bookmobile has been scheduled to serve Head Start families three times during the 2018-2019 school year. The Head Start program will also seek to expand its partnerships with the community at large that includes the Milwaukee Public Library and Betty Brinn Children's Museum to make further progress to continue to reach this objective.

Challenges: Although this objective has been met, the MPS Head Start program strives to increase partnerships. The Head Start staff will establish a monthly recruitment calendar listing community sites for FPAs to assist with overall program recruitment. In addition, the Head Start program will hire and retain diverse family partnership associates to provide comprehensive services for Milwaukee families.

Goal 3: The MPS Head Start program will strengthen access to preventive dental services so that children can establish lifelong, healthy oral habits.

No changes have been made to Goal 3.

Objective a) The MPS Head Start program will ensure that Head Start children receive preventive dental services as measured by ChildPlus reporting.

- 70% receive an oral exam and sealant by May 31, 2019
- 75% participation by May 31, 2020
- 80% participation by May 31, 2021
- 85% participation by May 31, 2022
- 90% participation by May 31, 2023

Progress: The FY18 annual outcome was 74% for Head Start children to receive preventative dental service. As of February 2019, the outcome is at 22%. It is expected that the objective of 70% set for May 2019 will be achieved, as dental days have been scheduled for the remaining program period. MPS Head Start has implemented dental days for the 2018-2019 school year to provide Head Start students with preventive services that include oral exams and sealants. MPS Head Start continues to provide ongoing education and resources to parents and students on the importance of good oral practices. Students are also guided in for daily toothbrushing in the classroom with the classroom teachers.

Challenges: There were minor challenges with scheduling dental days at the beginning of the 2018-2019 school year. This was due to the local dental provider experiencing a staffing shortage. However, the MPS Head Start health coordinator has been successful in securing dental days for the beginning of March 2019 for all MPS Head Start sites.

Objective b) The MPS Head Start program will provide education to parents on the importance of dental care. Training and resources will be provided to parents to discuss the importance of dental hygiene and best oral practices. By May 31, 2023, a pre-and post-survey will be conducted to determine gained knowledge about the importance of dental hygiene.

Progress: The FY18 annual outcome was 74%. Increasing the numbers of families who have medical homes and families who accurately report their medical homes is a priority for the Head Start program. The MPS Head Start program provides ongoing education to parents on the importance of dental care. Training and resources were provided to parents to discuss the importance of dental hygiene and best oral practices.

Challenge: The main challenge for this goal is that many MPS Head Start students do not have a dental home. To address this issue, the Head Start staff provides continued support, guidance, education, community resources, and outreach to families to establish care with a dental provider for ongoing dental needs. MPS Head Start program health staff continues to assist parents in following up with dental providers for short and long-term dental care.

Goal 4: The MPS Head Start program will strengthen access to primary healthcare services for actively enrolled Head Start children to ensure their health and safety.

No changes have been made to Goal 4.

Objective a) The MPS Head Start program will assist children and families with establishing primary care services as measured by ChildPlus reporting. Students will receive a complete comprehensive physical exam, including immunizations, by May 31, 2023.

- 75% by May 31, 2019
- 80% by May 31, 2020
- 85% by May 31, 2021
- 90% by May 31, 2022
- 95% by May 31, 2023

Progress: The FY18 annual outcome for establishing primary care services was 69%. Currently, 34% of Head Starts students have received physical exams and received age appropriate immunizations as of February 2019. There is concern this objective will not be met by May 2019. To increase the rate for establishing primary care services, the MPS Head Start program continues to provide families with local community healthcare providers. These providers accept Medicaid and private pay with immediate openings with a primary care physician to ensure ongoing primary healthcare services for enrolled students. Additionally, MPS Head Start health staff continues to provide outreach and education to families.

Challenges: The Head Start staff continues to overcome a main challenge of this objective, which is that many enrolled Head Start students are not established with a primary care provider. To address this issue, MPS Head Start program health staff continues to provide education, resources and outreach to families to emphasize the importance of establishing with a primary care provider for ongoing healthcare to ensure health and safety.

Objective b) The MPS Head Start program will partner with community agencies to provide nutrition education to children and families. Knowledge gains will be measured through exit surveys.

Progress: The MPS Head Start program has partnered with the UW - Extension FoodWise program to provide nutrition education to Head Start children and families. An exit survey is being created to measure the knowledge gained of Head Start families at the conclusion of each session.

Challenges: There have been no challenges in meeting this objective.

Goal 5: The MPS Head Start program will ensure that all children have equitable access to comprehensive services so that appropriate supports will be provided for each child at their developmental level.

No changes have been made to Goal 5. However, Objective A has been revised to reflect that the mental health team will ensure that parents will be contacted within 45 school days of a student's being registered in the Head Start program; previously, it was expressed as when a student was enrolled in school.

Objective a) The MPS Head Start mental health team will ensure that parents of students who are initially registered in the Head Start program, will be contacted within 45 days if their child scored in the 90th percentile on the social-emotional (ASQ:SE-2) screener. The parent will be provided with information and/or consultation regarding this score. Data will be monitored by ChildPlus reporting. Follow-up is not required for those students who receive special education services unless otherwise indicated.

- 35% of identified children's families will be notified by May 31, 2019
- 45% by May 31, 2020
- 60% by May 31, 2021
- 75% by May 31, 2022
- 90% by May 31, 2023

Progress: The FY18 annual outcome was 67%. The Head Start program makes every attempt to follow up with students and families within 45 days of registration. Follow-up with student and families occurs via telephone contact, letter sent home with a student, or by mail. This objective has already been surpassed, as 71% follow up rate has been achieved.

Challenges: Although this objective has been met, there are challenges with parent follow-up for students who score in the 90th percentile within 45 days of registration include inconsistent documentation of follow-up or follow-up not occurring within 45 days due to more immediate needs that required supporting students, families and/or teaching staff. These immediate needs include attending all initial and re-evaluation special education meetings, providing resources to families, supporting students and/or teachers in classroom, following up on Mental Health Support for Request forms, submitting requests for student to be evaluated for special education, as well as ensuring ASQ & AcuScreen data is regularly collected and documented. To address these challenges, Head Start staff will schedule bi-monthly meeting times to pull ChildPlus reports of students within the 90th percentile on the ASQ:SE-2 screener. At this time, initial contact with parents will be made regarding their child's score. This follow-up contact will be immediately entered into ChildPlus. In addition, to address this challenge, the Head Start staff will seek support in creating an online form to enter ASQ & AcuScreen data that will be accessible to all Head Start staff. This will allow more time for follow-up with students with a 90% score of the ASQ:SE 2 screener.

Objective b) By May 31, 2023, MPS Head Start staff will maintain a 95% presence at initial special education evaluations and reevaluations of enrolled students as evidenced by ChildPlus reporting.

Progress: The FY18 annual outcome was 91%. The Head Start program's mental health staff, comprised of the mental health and disabilities coordinator and two mental health staff, makes every attempt to be present at initial special education evaluations and reevaluations of enrolled students. Currently, the MPS Head Start staff are maintaining a 93% presence at initial special education evaluations and reevaluations.

Challenges: Attendance of special education evaluations is an area of concern. To address this, the Head Start mental health staff are working on developing a communication system to ensure that Head Start staff are included in the scheduling of meetings. In addition, Head Start staff will designate one-main contact person in the Head Start program that will have the responsibility of connecting with special education staff at the school building and disseminating the information to the Head Start program Mental Health and Disabilities Service area.

Goal 6: The MPS Head Start program will ensure that all MPS Head Start students meet developmental expectations so that they will enter kindergarten ready to learn. (See Appendix A)

No changes have been made to Goal 6.

The following “Progress” and “Challenges” pertain to Objectives A - E listed below.

Progress: The MPS Head Start program is in the second year of implementing a new curricular program and will continue to monitor child outcome data to determine any necessary changes in the future. MPS Head Start students have made significant progress in each objective. Specific data for each objective is listed below.

Challenges: The implementation of a new curricular program comes with challenges in training staff and ensuring the instructional staff implement with fidelity. To address these challenges, the district is developing an action plan to ensure all Head Start teachers receive an overview training on the implementation of the Frog Street program. The district has also scheduled additional trainings for Head Start teachers who are new to the MPS Head Start program. To support the Head Start teaching staff, Head Start and district administrators provided an informational session to School Support Teachers (SSTs) to strengthen and align the levels of instructional support in Head Start classrooms. The MPS Head Start education coordinators provide ongoing instructional support in each Head Start classroom.

The Head Start education coordinators and management team have been trained to provide implementation training to Head Start instructional staff. Education coordinators use environmental and instructional checklists during classroom observations. These checklists have been modified to incorporate non-negotiable instructional components of Frog Street. The Head Start education coordinators along with the Head Start management team are working conjunctively with the district to develop and implement the Frog Street fidelity tool to be used for data collection.

Many students and families who have experienced trauma have entered the Head Start program. The MPS Head Start staff works diligently to train instructional staff in trauma-sensitive practices. The Frog Street curriculum includes Conscious Discipline, a trauma-informed, evidence-based social emotional program, to teach staff and children behavior management, discipline and self-regulation. The MPS district also offers trauma-sensitive training, and the Head Start program offers trauma training specific to pre-K students and staff. The MPS Head Start mental health and disabilities staff also offers training and direct support to teachers on responding to challenging behaviors in the classroom setting.

Objective a) Children in Head Start will use curiosity, persistence, and creativity in social and cultural contexts to extend their learning. Approximately, seventy-two percent of MPS Head Start

students will be proficient in the following sub-objectives by the end of the program year as evidenced by ongoing child assessment data that are aggregated and analyzed three times per year:

K3 children will be able to do the following:

- A. Persist with a difficult or non-preferred activity. (*P-ATL 7)
- B. Participate in various art activities (e.g., paint, sculpture, collage, masks). (*P-ATL 12)

K4 children will be able to do the following:

- C. Check to see whether a simple task has been completed without being asked. (*P-ATL 7)
- D. Describe a self-made art project (tell what it is about) to a child or adult. (*P-ATL 12)

The table below depicts the baseline percentage from FY18 as well as the increasing proficiency rates throughout the FY19 program year.

	FY18	Fall FY19	Midyear FY19
K3	64.06%	19.62%	42.36%
K4	74.64%	12.86%	30.83%

Objective b) Children will demonstrate self-regulation and personal sense of well-being and maintain secure relationships. Seventy-five percent of MPS Head Start students will be proficient in the following sub-objectives by the end of the program year as evidenced by ongoing child assessment data that are aggregated and analyzed three times per year.

K3 children will be able to do the following:

- A. Play without disrupting or destroying the work of others. (*P-SE 3)
- B. Comfort self by engaging in calming/soothing activities some of the time. (*P-SE 8)
- C. Describe his/her physical attributes (what I look like). (*P-SE 9)

K4 children will be able to do the following:

- D. Show the ability to compromise in conflict resolution. (*P-SE 5)
- E. Comfort self by engaging in calming/soothing activities some of the time. (*P-SE 8)
- F. Talk positively about a recent accomplishment. (*P-SE 10)

Progress: The table below depicts the baseline percentage from FY18 as well as the increasing proficiency rates throughout the FY19 program year.

	FY18	Fall FY19	Midyear FY19
K3	68.24%	23%	42.87%
K4	74.80%	11.04%	38.4%

Objective c) Children in Head Start will interpret meaning through listening, speaking, and acquiring concepts needed to become successful readers and writers. Seventy-three percent of MPS Head Start students will be proficient in the following sub-objectives by the end of the program year as evidenced by ongoing child assessment data that are aggregated and analyzed three times per year:

K3 children will be able to do the following:

- A. Ask questions to obtain information or assistance. [LC>(*P-LC 3)
- B. Use basic rules of grammar in speech (e.g., personal pronouns, plurals, position words). [LC>(*P-LC 5)
- C. Recognize matching and dissimilar sounds of consonants and vowels. [L>(*P-LIT 1)
- D. Ask adults to read printed information such as signs, labels, and advertisements. [L>(*P-LIT 2)
- E. Predict what word might come next in a familiar story some of the time. [L>(*P-LIT 5)

K4 children will be able to do the following:

- F. Adjust conversation to changes in topic. [LC>(*P-LC 2)
- G. Use past and future tenses (e.g., went, will go). [LC>(*P-LC 5)
- H. Say both syllables of a two-syllable word with distinct separation. [L>(*P-LIT 1)
- I. Recognize that a spoken word/speech can be written and read. [L>(*P-LIT 3)
- J. Predict what word might come next in a familiar story some of the time. [L>(*P-LIT 5)

Progress: The table below depicts the baseline percentage from FY18 as well as the increasing proficiency rates throughout the FY19 program year.

	FY18	Fall FY19	Midyear FY19
K3	65.41%	13.54%	36.27%
K4	72.2%	7.44%	30.89%

Objective d) Children in Head Start will develop cognitive skills to acquire knowledge to use in early mathematical concepts and scientific tools to extend their learning. Seventy percent of MPS Head Start students will be proficient in the following sub-objectives by the end of the program year as evidenced by ongoing child assessment data that are aggregated and analyzed three times per year:

K3 children will be able to do the following:

- A. Understand object position concepts (e.g., under, top, bottom, inside, behind). (*P-MATH 10)
- B. Repeat an alternating visual pattern (e.g., red/green/red/green). [MD>(*P-MATH 7)
- C. Ask “why” questions to learn more about a current/past event. [SR>(*P-SCI 2)
- D. Confirm observations with another child/adult. [SR>(*P-SCI 5)

K4 children will be able to do the following:

- E. Create an alternating visual pattern using art or play materials. [MD>(*P-MATH 4)
- F. Draw/talk about what living things need to survive (e.g., plants need water). [SR>(*P-SCI 3)
- G. Draw/talk about changes in her/himself over time. [SR>(*P-SCI 4)

Progress: The table below depicts the baseline percentage from FY18 as well as the increasing proficiency rates throughout the FY19 program year.

	FY18	Fall FY19	Midyear FY19
K3	60.87%	4.16%	26.92%
K4	69.27%	6.77%	27.24%

Objective e) Children will be able to effectively care for their own physical needs, use their small and gross motor skills, and integrate input from all sensory systems. Eighty-five percent of MPS Head Start students will be proficient in the following sub-objectives by the end of the program year as evidenced by ongoing child assessment data that are aggregated and analyzed three times per year:

K3 children will be able to do the following:

- A. Throw a ball a short distance with accuracy most of the time. (*P-PMP 2)
- B. Follow fire safety/fire drill rules without assistance. (*P-PMP 6)
- C. Build tall structures with blocks or other materials (e.g., ten blocks high). (*P-PMP 2)

K4 children will be able to do the following:

- D. Catch a ball thrown underhand from three to five feet most of the time. (*P-PMP 2)
- E. Cut with scissors along a straight line. (*P-PMP 3);
- F. Describe basic traffic safety rules without assistance. (*P-PMP 6)

Progress: The table below depicts the baseline percentage from FY18 as well as the increasing proficiency rates throughout the FY19 program year.

	FY18	Fall FY19	Midyear FY19
K3	76.01%	21.20%	54.75%
K4	73.53%	16.26%	45.39%

Goal 7:

The MPS Head Start program will build relationships with families and assist families with identifying their needs so that each family is able to support their child within the home, school and community setting.

No changes have been made to Goal 7.

Objective a): The family partnership associates’ professional capacities will be developed to increase intentionality when providing family services. The Head Start management team and the FPAs will be trained and become proficient in the relationship-based competencies (RBCs).

- By May 31, 2020, management and family partnership associates’ staff will gain a solid understanding of their roles and responsibilities in relation to the RBC framework.
- By May 31, 2023, family partnership associates’ staff will be trained in RBCs and effectively know the purpose and strategies use to engage with families and children.

Progress: The MPS Head Start program has been in monthly meetings with the Office of Head Start, Training and Technical Assistance, working on training material for the family partnership associate. The first RBC training session will occur on March 13, 2019 and the focus will be Parent, Family and Community Engagement Strategies are Systemic, Integrated and Comprehensive. These training sessions will occur monthly to ensure that all 10 RBCs are achieved.

Challenges: The program has experienced challenges due to hiring and retaining trained family partnership associates. To address these challenges, the Head Start program will hire and retain a diverse staff of family partnership associates to build relationships and provide support to MPS Head Start families. Newly hired FPAs will receive training from all service areas and will be provided with a mentor from the Office of Human Services for a smooth onboarding.

Objective b): The FPAs will increase their rate and quality of parent interactions through continuous case management and collaborative efforts taking place at the family's enrolled school.

Progress: FPAs have increased their amount of time in the schools from one to two days a week. During this time, they participate in a monthly activity in the classroom, which will allow them to have an open dialogue with families regarding their child's progress. FPAs will engage with families during drop off and pick up, and collaborate with the Head Start teachers, social worker, nurse, parent coordinator and principal. The FPAs work very closely with the school secretary regarding resolving attendance issues.

Challenges: The FPAs have experienced no challenges with collaborating with families inside of the schools and connecting with key stakeholders.

c) Demonstrate the Agency's Approach to Measuring Progress:

Goal 2 – *Measurable Objective selected:* a) The MPS Head Start program will create partnerships with early childhood community agencies to provide comprehensive services targeting large concentration areas of low-income and vulnerable families. By the end of five years, MPS Head Start will have developed a minimum of two partnerships with surrounding early childhood community agencies.

- i. *Activities or action steps to meet objective* – The MPS Head Start leadership staff will investigate and develop relationships with local early childhood agencies. Events, trainings, and/or workshops will be aligned to service areas and the Head Start PFCE.

Memoranda of Understanding will be created to reflect such efforts.

- ii. *Data, tools, or methods for tracking progress* – The method for tracking this data will be through internal documents such as Memoranda of Understanding, Excel spreadsheets, event flyers, and Google Docs.
- iii. *Expected outcomes* – The MPS Head Start program will develop and maintain mutually beneficial partnerships with local early childhood agencies in order to provide comprehensive services to large concentration areas of low-income and vulnerable families.
- iv. *Expected challenges* – Potential challenges may include ease of sharing information, developing authentic and meaningful events, and providing relevant events that accommodate varied family schedules and needs.

Goal 3 – *Measurable Objective selected*: The MPS Head Start program will ensure that Head Start children receive preventive dental services as measured by ChildPlus reporting.

- 70% receive an oral exam and sealant by May 31, 2019
 - 75% participation by May 31, 2020
 - 80% participation by May 31, 2021
 - 85% participation by May 31, 2022
 - 90% participation by May 31, 2023
- i. *Activities or action steps to meet objective* – Each child actively enrolled into the MPS Head Start program will receive a dental exam and preventive services provided by a qualified oral health professional. In addition to each child receiving daily fluoride through an adequate water supply and daily tooth brushing, MPS Head Start will provide each child who is actively enrolled with a toothbrush and fluoride

- toothpaste.
- ii. *Data, tools, or methods for tracking progress* – MPS Head Start will collect and track data through ChildPlus, which will allow for tracking of any necessary oral care follow-ups and further recommendations for oral care treatment. ChildPlus will also be used to store all dental exams for each child.
 - iii. *Expected outcomes* – MPS Head Start children will receive necessary preventive oral care services through facilitated access during dental days to meet the needs for good oral health. Children and families will receive resourceful information to establish care with a dentist for routine and follow-up services. This will include assisting children and families with accessing emergency and/or urgent oral health services if necessary.
 - iv. *Expected challenges* – MPS Head Start serves families that have limited access to clean, adequate fluoride water supply and limited oral health services provided through insurance companies. Having limited access to oral health services can delay necessary treatment for follow-up.

Goal 5 – *Measurable Objective A selected*: The MPS Head Start mental health team will ensure that parents of students who are initially registered for Head Start, will be contacted within 45 days if their child scored in the 90th percentile on the social/emotional (ASQ:SE-2) screener. The parent will be provided information and/or consultation regarding this score. Data will be monitored by ChildPlus reporting. No follow-up is required for those students who receive special education services unless otherwise indicated.

- 35% of identified children’s families will be notified by May 31, 2019
- 45% by May 31, 2020

- 60% by May 31, 2021
 - 75% by May 31, 2022
 - 90% by May 31, 2023
- i. *Activities or actions steps to meet objective* – Head Start staff will assist parents in completing the Ages & Stages Questionnaire: Social-Emotional, Second Edition (ASQ:SE-2) at the time of initial program registration. The ASQ:SE-2 will be collected from ASQ online and data entered into ChildPlus. Data will be monitored on a bi-weekly basis. The parent(s) of children scoring in the 90th percentile will be contacted and provided with screening information and resources. Contact will be via form letter and/or personal contact.
 - ii. *Data, tools, or methods for tracking progress* – The ASQ online version will automatically determine the correct ASQ protocol to use based on child’s date of birth. Each child’s protocol will be collected and data entered into ChildPlus. Data will be monitored on a bi-weekly basis; ChildPlus reports will be used.
 - iii. *Expected outcomes* – It is expected that by the end of May 31, 2023, 90% of enrolled families whose children scored at the 90th percentile/concern zone will be contacted and provided with consultation related to the screening outcomes and resources.
 - iv. *Expected challenges* – Potential challenges include both transiency of families and/or inability to contact via phone, mail, and/or home visits resulting in their not receiving the appropriate supports and/or resource information provided by the mental health team. In addition, some Head Start families leave the country, further complicating communication efforts.

Goal 12 – *Measurable Objective selected*: To ensure equal access to community resources, the

family partnership associates will provide resources based on the Family Needs Assessment at intake with 95% of their families as evidenced in ChildPlus.

- 55% completed by May 31, 2019
- 65% completed by May 31, 2020
- 75% completed by May 31, 2021
- 85% completed by May 31, 2022
- 95% completed by May 31, 2023

- i. *Activities or action steps to meet objective* – Family partnership associates (FPAs) will review the Family Needs Assessment at the time of enrollment and input the data into ChildPlus. FPAs will review the family outcome data, identify the needs of the family, and engage with families prior to the intake appointment regarding the outcome of the needs assessment. The family partnership associates will provide and review referrals and resources at the intake appointment.
 - ii. *Data, tools, or methods for tracking progress* – The method for tracking this data will be through ChildPlus reporting.
 - iii. *Expected outcomes* – It is expected that by the end of the school year, enrolled children and families with identified needs on the outcome data from ChildPlus will be supported with community resources to assist with families’ well-being.
 - iv. *Expected challenges* – Potential challenges include both transiency of families and/or inability to contact via phone, mail and/or home visits resulting in families not receiving the appropriate supports and/or resource information provided by the family partnership associate at the intake appointment.
- d)** To inform program goals creation, the administrative team reviewed the Head Start 2012

grant, continuation grant, program data, self-assessment, and community assessment.

Program data were reviewed to prioritize goals and outcomes for the program. The Head Start administrative team incorporated the Plan-Do-Study-Act cycle to assist in reviewing the data and monitoring the changes of programmatic practices. Through this process, a structure is put in place to develop and monitor successes within the program. (See Attachment #)

2. Head Start defines school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning in life. The Head Start approach to school readiness means that children are ready for school, families are ready to support their children's learning, and schools are ready for children. This is done through guidance and the principles of the Wisconsin Model Early Learning Standards (WMELS). WMELS is a general guide to help early care and education professionals as well as parents to observe a continuum of development recognizing that children are unique and develop at individual rates. The standards reflect attention to all the domains of a child's learning and development. WMELS domains are directly aligned to the Head Start Early Learning Outcomes Framework (HSELOF). As a requirement of the Head Start performance standards, the MPS Head Start program has created school-readiness goals with the HSELOF and state early learning standards (WMELS) as guides. The MPS Head Start school-readiness goals are directly aligned to both documents. The MPS early childhood classroom teachers also use WMELS benchmarks to guide their instruction as well as inform their use of standards-based report cards. The Head Start program developed school-readiness goals in conjunction with classroom teachers and the district early childhood learning manager to ensure that students are ready to succeed in kindergarten. Through the use of standards-based

report cards, parents are informed of the standards and the progress their child is making on the developmental continuum. The district-wide use of standards-based report cards provides parents with continuity of information from Head Start to early childhood classrooms. When developing school-readiness goals, the committee reviewed past years' district-wide data to determine aspirational, yet realistic goals. These goals were identified as areas of need to be strengthened to help Head Start students be successful within the MPS early childhood program. (See Attachment #)

3. The MPS Head Start Policy Council members were invited to attend a meeting to create and provide feedback on the proposed Head Start goals. Policy council members attended a goal-writing session. The discussion focused especially in the areas of school-readiness goals, transition planning, enrollment and recruitment, and parent participation during policy council meetings. In addition to the policy council meetings, parents and community members were invited to several grant-writing sessions to discuss and share their input on program goals. At the policy council meeting and grant writing sessions, all stakeholders came to a consensus on all program goals. The MPS Head Start Policy Council convened to review and approve the program goals for the 2019 - 2023 grant proposal. The policy council's school board member liaison shared the information with the MPS Board of School Directors (the MPS governing body) and communicated the feedback to the policy council. The goals were reviewed and approved unanimously by the district's Student Achievement and School Innovation (SASI) Committee as well as the full MPS Board of School Directors. (See Attachment #)

SUB-SECTION B: Service Delivery

1. Service and Recruitment Area

- a) The city of Milwaukee has been identified as the service and recruitment area for the proposed program operations. According to the 2017 U.S. census, Milwaukee is a city of 594,833 residents and more than 257,810 households. Our service area focuses on recruiting children and families from underserved areas, including families below the poverty level. The 2017 Head Start Community Assessment indicates that this service area has high concentrations of youth, child poverty, government support for low-income households, high mobility among impoverished residents, single-parent families, and high incarceration rates in Milwaukee inner-city neighborhoods.
- b) The data in the following paragraph provide evidence that shows a struggle and demonstrates that the city of Milwaukee is the area of the greatest need. Milwaukee's Head Start neighborhoods comprise of very young residents—over 33,230 children under age 5 and 83,000 youths ages 5 through 17. Total youths under the age of 25 comprise 43% of all residents in the Head Start neighborhoods. The neighborhoods served by MPS Head Start programs are among the most racially diverse in the state and on the city's north side have the state's greatest concentrations of African Americans. According to the 2017 Head Start Community Assessment, the staggering concentration of poverty among children in Milwaukee limits the resources that can be arranged to help families and children in need, particularly as Milwaukee Public Schools has faced state cutbacks for the past few years on its education funding. The American Community Survey (ACS) in 2011–2015 population estimates show Head Start neighborhoods with a total resident population that is 51% African

American (non-Hispanic), 21% Hispanic, 21% white (non-Hispanic), 4% Asian, and about 0.6% American Indian. There are an estimated 15,100 families in Milwaukee County with children under 5 years of age living in poverty according to the ACS (2011–2015). These families are most heavily concentrated in the MPS Head Start neighborhoods, where 73% reside. Over 54,000 households in the Head Start neighborhoods qualified for Supplemental Nutrition Assistance Program (SNAP) to help with their food costs. The federal government's Supplemental Security Income (SSI) program, which provides cash (for basic needs of food, clothing, and shelter) for the aged and individuals with disabilities who have little or no income, reached about 17,300 households. Average cash payments were estimated at about \$9,932 a year for households receiving SSI in the Head Start neighborhoods. The data also showed that about one-third of the families receiving food assistance were living together with one or more additional families in a household. Only an estimated 7,800 households received monthly cash assistance from the TANF (Temporary Assistance for Needy Families) program, and average cash payments were under \$4,000 a year, according to ACS.

The data from the Head Start Community Assessment and the American Community Survey indicate that specific neighborhoods/zip codes such as 53204, 53205, 53206, 53208, 53210, 53212, and 53215 throughout the City of Milwaukee are the areas of greatest need. The data indicates risk factors such as income inequality, educational achievement gaps between children of wealth and children of poverty, high incarceration rates among families. The MPS Head Start Community Assessment indicates high incidence of drug usage and/or arrests, high incidence of violence, and

families lacking housing opportunities. Head Start program sites will continue to be located in the targeted zip codes.

- c) MPS Head Start has no delegate agencies and/or child care partners.

Challenges: Some of the challenges with services and recruitment have been competition with local preschools that offer parent incentives, and competition between K4 board-funded seats within the district that provide full-day options and seat availability at various MPS sites. In addition, a child's participation in the MPS Head Start program may not be feasible depending on the child's individualized education program (IEP) service time. Other challenges include, conflicting availability for working parents in the half-day sessions and families moving out of the service area or leaving the country. To address these challenges, Head Start staff collaborated with the district to recruit children during the Kindergarten Enrollment Fair in February 2018. Head Start staff participated in the bus campaign that traveled to targeted zip codes identified in the Head Start Community Assessment plan in efforts to recruit children. Head Start staff distributed informational literature throughout the community and sent postcards to households with children turning three. In addition, Head Start staff requested schools to advertise for Head Start in their buildings using school marquees. A Head Start recruitment plan was reviewed with the policy council, which gave feedback about adding additional recruitment locations to reach families such as foster care agencies, health clinics, refugee centers, and the Hmong Community Center. Implementing full-day K3 programming has allowed for additional special education children to participate in our program.

2. Needs of Children and Families

- a) According to the United States census population estimate from January 2017,

Milwaukee is a city of more than 594,000 residents and more than 257,000 households.

The number of persons under the age of 5 is 7%. The city's poverty rate is approximately 27%, which is above the national rate of 12.7%. A variety of data sources, including the 2017 Head Start Community Assessment, indicate the following significant factors impacting Milwaukee families: poverty, single-parent families, inadequate housing, limited employment opportunities, and factors contributing to poor health (high lead, asthma, weight, etc.). Using the Head Start Community Assessment, there are an estimated 15,100 families in Milwaukee County with children under five years of age living in poverty. There are 33,230 children under the age of five living within the MPS Head Start neighborhoods. The neighborhoods served by Milwaukee Public Schools Head Start programs are among the most racially diverse in the state: 51% of the children are African American, 21% Hispanic, 21% white, 4% Asian and about 0.6% American Indian. Many families speaking languages other than English reside in MPS Head Start neighborhoods: 60,799 children ages five and below speak Spanish or Spanish Creole; 7,136 speak Hmong; and 1,684 speak African languages. In the 2016-2017 school year, the Department of Public Instruction estimated that 19,264 homeless children were enrolled in Wisconsin's public schools. A total of 4,576 homeless youths were enrolled in MPS in the 2016-2017 school year, or 24% of the state's total. At any given time, more than 2,000 children are in foster care in Milwaukee County. In the 2015 - 2016 school year, 5,296 MPS students in three-, four- and five-year-old kindergarten were identified with a primary disability. District data indicate that of the eleven disabilities defined by the Individuals with Disabilities Education Act, the disabilities most identified among the early childhood MPS student population included speech and language impairments 42%; significant development delay 16%; autism 8%; and

intellectual disability 5%.

b) The problems of poverty are pervasive in MPS Head Start neighborhoods for children and adults. According to the American Community Survey (2012–2016), there are an estimated 13,524 families in the city of Milwaukee with children under 5 years of age living in poverty. The survey also estimates that 41% of all children under age 18 are living in poverty in Milwaukee neighborhoods, more than 127% greater than the 18% child poverty rate for the state of Wisconsin. These families are most heavily concentrated in the MPS Head Start neighborhoods, where 73% reside. The 2017 Head Start Community Assessment indicates that the following significant factors impact Milwaukee children: poverty, single-parent families, inadequate housing, limited employment opportunities, and factors contributing to poor health (high lead, asthma, weight, etc.).

Residents Living in Poverty

Populations in Poverty by Age	MPS Head Start Neighborhoods	City of Milwaukee	Milwaukee County	State of Wisconsin
Under age 18	55,015	65,376	73,571	229,085
% in poverty	48%	42%	32%	18%
18 to 64 years	37,559	44,594	50,274	157,415
% in poverty	30%	25%	19%	12%
65 years and over	4,708	7,512	12,051	63,112
% in poverty	15%	14%	11%	8%

Children from low-income families in Milwaukee face many disparities related to health and healthcare. The 2016 Health of Wisconsin Report Card, a study that examines health improvement and health disparities across the state, concluded that “Wisconsin is failing in its

efforts to promote health for children and young adults who are African American or Native American.” Large disparities in health have been noted along socioeconomic, racial and geographic lines. One indicator of the overall health of a community is its infant mortality rate. This was the third worst infant mortality rate of reporting states for African American infants in Wisconsin (Wisconsin Department of Health Services, 2016). According to the 2016 Milwaukee Health Report, the infant mortality rate for those individuals of lower socioeconomic status was 11.9%.

Other health conditions affecting overall childhood well-being in Milwaukee include asthma, lead poisoning, and early childhood tooth decay. The city of Milwaukee ranked fifth in the United States in the 2016 annual ranking of cities as most challenging to live in with asthma. Children less than five years old have the highest rate of repeat emergency room visits and hospitalization due to uncontrolled asthma. Children incur many missed school days, and parents miss work due to children’s uncontrolled asthma. Nearly 14% of Milwaukee Public Schools students have asthma (Infinite Campus, 2016).

According to the Centers for Disease Control and Prevention, one in three children is obese or overweight before their fifth birthday. These children are more likely to have serious health problems, including high blood pressure, high cholesterol, and Type 2 diabetes. Children in Milwaukee face both potential for food insecurity and the risk of obesity - common problems for children living in poverty. According to the MPS 2016-2017 District Report Card, the number of students receiving free or reduced-price lunches continues to grow. The rate of free or reduced-priced lunches was over 90% for 106 schools, representing 57% of the district. Nearly 75% of all school sites had free or reduced-priced lunch rates over 80% (Milwaukee Public Schools, 2016). Nutritional concerns for children in poverty include undernourishment related to poor dietary

habits and limited nutritional education as well as obesity.

The 2012-2016 American Community Survey indicates that the city of Milwaukee is the fifth poorest city in the nation with 29.4 % of people living in poverty and 43.3% of children living in poverty. Wisconsin’s unemployment rate was 7.1% ranking twentieth in the U.S. The data provided are indicative of the many social service needs for Head Start-eligible children and their families in the city of Milwaukee. Wisconsin Works (W-2) replaced Aid to Families with Dependent Children (AFDC) in September 1997. Wisconsin Works provides employment preparation services, case management, and cash assistance to eligible families. Worthy to note: With the state’s new policies related to Temporary Assistance for Needy Families (TANF), Food Share and other public supports, the impact on families will need to be monitored for any potential negative impact, that is, drug-testing policy, time-limits being reduced for supports. Families are faced with many housing challenges: the increasing cost of rent, rising numbers of foreclosures, cuts in federal housing programs, and reduction in public-housing options. The largest provider of affordable housing is the Housing Authority of the City of Milwaukee. According to the Milwaukee Housing Trust Coalition in the 2019 report “Status of Affordable Housing in Milwaukee”, the Housing Authority manages 9,575 affordable housing units with over 4,000 households on waiting list”. Historically, the waiting list has remained closed for approximately two years, leaving families that need of housing assistance in limbo.

The 2016–2017 Program Information Report (PIR) report indicates that the needs of MPS Head Start children maintain the status quo in the areas of health, education, disabilities, and family resources:

Children		13–14	14–15	15–16	16–17
	Number of children with no health insurance	107	46	19	35

	Diagnosed disability	226	246	255	254
	Dental home established	502	361	397	737
	Overweight or obese	542	480	298	467
	Asthma	272	293	297	226
	Acuscreen or ASQ:SE-2 follow-up needed	417	333	252	204
Families					
	Less than high school graduate	450	456	448	433
	Unemployed parent(s)	648	585	616	541
	Single-parent families	1,118	1,094	1,135	1,057
	Housing assistance need	12	146	335	68
	English as a second language need	83	132	141	157
	Homeless	72	92	70	77
	Parenting education need	243	378	359	263
	Health education need	326	548	442	305

c) According to the MPS Head Start Community Assessment conducted in 2017, there are four types of child care that may be used as subsidy programs: state-licensed group centers, state-licensed family providers, county-certified family providers, and child care programs run by public school districts. In Wisconsin, state-licensed family providers may care for no more than 8 children at a time, while state-licensed group centers may serve 9 children or more at a time. County-certified family providers may care for no more than 3 children under the age of seven and may have no more than 6 children in care including their own children under age seven.

About half of the state-licensed group child care centers in Milwaukee County and 80%

of the state-licensed family providers were located in the Head Start zip code neighborhoods as of November 2016. Eighty percent of the child care slots approved for state-licensed group centers and 53% of slots approved in state-licensed family centers in Milwaukee County are located in the Head Start neighborhoods. Most (85%) of county-certified family providers also live in the Head Start zip codes.

Competition from private schools and non-MPS charter schools contributes heavily to the district's enrollment challenges. Private school enrollment in Milwaukee stimulated by the Milwaukee Parental Choice Program (MPCP) - grew from 25,270 students in 2004 to 36,383 students in 2017. Non-MPS charter schools have also played a role in enrollment competition. (See Attachment #) Acelero Learning's Head Start seat total is 479, and its Early Head Start is 112. The Next Door Foundation has 965 Head Start seats. Milwaukee Public Schools have zero Choice school sites have been: 2014-2015 -112 sites; , 2015-2016 -117 sites; and 2016-2017 121 choice schools. Interesting to note that the first recorded numbers for Choice sites was for 1990-1991 with six sites.

Parents may place their children in the care of neighbors, friends, or relatives and receive Wisconsin Shares Child Care Subsidy support if the provider has been certified by Milwaukee County as meeting minimum state requirements.

As of November 2016, Milwaukee County had certified 176 family child care providers with capacity to serve 522 children, and 85% of the providers were located in the Head Start zip codes. In 2014, Milwaukee County had certified child care capacity for 880 children.

In 2009, when the Wisconsin Shares program enrollments and funding were at their peak, there were 510 state-licensed group centers in Milwaukee County with slots approved for

31,031 children. In 2016, there were 434 licensed group centers with slots for 28,421 children. The number of state licensed family providers dropped by over 50% from 1,014 centers in 2009 to 465 in 2016. The decline in state-licensed child care centers in Milwaukee County has taken place in the Head Start neighborhood zip codes where the majority of the Wisconsin Shares eligible families reside. There were 319 licensed group centers in the Head Start neighborhoods with slots for 19,025 children in 2009. Seven years later in 2016, there were 229 group centers with slots for 14,891 children. The number of licensed family providers in the Head Start neighborhoods dropped in half in the last seven years from 865 providers (with a capacity of 4,078 slots) in 2009 to 372 providers (with 2,989 slots) in 2016.

There have not been any changes in this section since the application submitted in FY18.

3. Proposed Program Option(s) and Funded Enrollment Slots

- a) MPS Head Start provided full- and half-day K3 programming in the 2018-2019 school year. The MPS Head Start program will continue to provide full- and half-day sessions to three-year-olds five days per week during the 2018–2019 school year and gradually add additional full-day K3 until full implementation is achieved in 2021. The full-day sessions operate on a Monday-Friday weekly calendar, and follow the same schedules and hours of operations at the school site the Head Start classroom is housed in. The half-day sessions operate on a Monday–Friday weekly calendar. Scheduling is as follows:

Session 1: 7:35 a.m.–10:35 a.m.

Session 2: 11:30 a.m.–2:30 p.m.

Days and times for the three-year-old children are aligned to the rest of the school district

and meet the needs of state statutes regarding mandatory school days. The half-day and full-day programming provide options for parents. The full-day programming is popular for many of our working families that struggle to find child care options midday. The availability of full- and half-day programming is appealing for a variety of family circumstances and living situations in the Milwaukee community. The MPS Head Start program will ensure compliance of ratio in the classrooms by monitoring attendance weekly in all classrooms. The ratios consist of 2 adults to 15 children in half-day K3 programs, 2 adults to 17 children in full-day K3 programs, and 2 adults to 20 children in K4 programs.

- b) If requesting a locally designed program option....NA
- c) The Head Start program will provide center-based options to accommodate the needs of the parents and community. Utilizing the center-based option, the program can meet the needs of a larger population of students. The Head Start program is embedded within a larger organization-Milwaukee Public Schools- and therefore employs certified licensed teachers in early childhood in every classroom.
- d) Funded enrollment changes....NA

Challenges: There have been challenges with Head Start seats. Specifically, half-day programming leads to workday disruption for families needing to transport to and from school. Another challenge for working parents finding quality child care centers that provide transportation. Head Start has addressed these challenges by providing families with additional resources for quality child care centers throughout the city of Milwaukee. MPS provides transportation for students to child care centers, which accommodates working parents and their schedules. To address these challenges, Head Start staff collaborated with the district to recruit

children during the Kindergarten Enrollment Fair in February 2019. Head Start staff participated in the bus campaign that traveled to targeted zip codes identified in the Head Start Community Assessment plan in efforts to recruit children. Head Start staff distributed informational literature throughout the community and sent postcards to households with children turning three. Head Start staff requested schools to advertise for Head Start in their buildings using school marquees. As Head Start program, a recruitment plan was reviewed with policy council, which gave feedback to add additional recruitment locations to reach families, such as foster care agencies, health clinics, refugee centers, and the Hmong Community Center. Implementing full-day K3 programming has allowed for additional special education children to participate in our program.

4. Centers and Facilities

- a) The MPS Head Start program will not be adding or deleting any new sites or changing the current service area. However, in the 2018-2019 school year, the program implemented full-day K3 conversion for the sites listed below and will gradually add full-day K3 programming until full implementation is achieved in 2021.

Full-Day K3 Conversion Sites for 2018–2019	Current Half-Day Seats 2017–2018	Full-Day Seats
Congress	90	85
Hayes	30	34
Dr. King	30	17
Lincoln	60	68
Longfellow	0	17

- b) Describe any minor renovations and repairs....NA
- c) Describe any facilities activities....NA

There have not been any changes in this section since the application submitted in FY18.

5. Eligibility, Recruitment, Selection, Enrollment, and Attendance

a) The MPS Head Start program has an extensive marketing and recruitment plan that is reviewed by the policy council, which provides feedback and strategies for implementation. This plan allows the MPS Head Start program to ensure that services are provided to those in greatest need. This plan allows the program to diversify its marketing/advertisement strategies, which will include the using city bus tail banners, citywide billboards, and lawn signs; canvassing the neediest areas; attending recruitment at community events, health clinics, WIC locations, and agencies; and attending recruitment and transition planning meetings with families enrolled in local birth-to-three programs. The Head Start staff has sent postcards to households with two- to four-year-olds in the Milwaukee area. Citywide advertisement will take place at the Department of Motor Vehicles, on Pick 'n Save grocery store receipts, and via media outlets.

- i. One unique effort that has been incorporated is accommodating the parents with conveniently located registration sites. Head Start staff are able to do registrations at the nearest Head Start school, the main Head Start office, or the district office. Challenges have been in realizing that some recruitment efforts have not been worthwhile; for example, some of the recruitment events were not conducive to the program's targeted population. However, the Head Start program targets specific recruitment places throughout the city to enroll those families struggling with homelessness through visiting shelters and speaking with key staff to disseminate information. The Head Start program has visited Milwaukee Women's Center, Milwaukee Rescue Mission, Guest House, Sojourner Family Peace Center, and the Salvation Army Emergency Lodge for women, men and children. To reach culturally and linguistically diverse families, the Head Start

program has worked with the International Learning Center and Lutheran Social Services. These outreach programs assist and provide families with the following: foster care support, housing options, homelessness resources, resources for individuals who require mental health and/or disability information as well as special education referrals, and specialized services for refugees and immigrants. The Head Start program recruits children with disabilities from various early childhood agencies and children leaving the Birth- to-3 Program. In partnership with the MPS evaluation team and the Head Start program staff provide the families of children identified as having a disability with Head Start enrollment information.

- b) The Head Start program is dedicated to ensuring positive outcomes for participating children and families. A significant predictor of positive student outcomes is student attendance. According to Attendance Works (2014), a national and state initiative that promotes the importance of attendance and student success, “If children don’t show up for school regularly, they miss out on fundamental reading and math skills and the chance to build a habit of good attendance that will carry them into college and careers.” Over the past two years, per MPS Data Warehouse reports, the Head Start program has maintained attendance percentages higher than those of the MPS district attendance percentage. The Head Start program has exhibited higher attendance percentages than the district with the exception of January 2016. Although Head Start attendance percentages trend higher than those of the district’s, Head Start attendance percentages have demonstrated a repeated tendency to decline in the second half of the school year, specifically for the months of January through May in comparison to the months of

September through December.

- A flowchart process is used to strengthen the program's procedures related to improved attendance. The attendance flowchart details the process that the FPAs utilize to identify low and irregular attendance and engage families in the process to improving student attendance.
- For a child demonstrating chronic absenteeism or other vulnerability, a one-on-one meeting will be scheduled between the FPA and parent to discuss obstacles to regular school attendance and to make a plan of action and/or support what the family needs to improve the child's attendance.
- The family partnership staff will work with appropriate service areas when it is determined that a child and family need supports.
- The family partnership staff will continue to monitor individual attendance on a weekly basis.

MPS Head Start families face systemic barriers that play a part in absenteeism. According to the report "Chronic Absenteeism in the Nation's Schools" by the U.D. Department of Education, "many students experience tremendous adversity in their lives - including poverty, health challenges, community violence, and difficult family circumstances - that [makes] it difficult for them to take advantage of the opportunity to learn at school."

<https://ed.gov/datastory/chronicabsenteeism.html>) For families experiencing homelessness, resources are provided via the district's Homeless Education Program, which involves potentially offering transportation options to improve attendance. Identifying the barriers to attendance can indicate the appropriate solutions. The MPS Head Start program is always proactively finding ways to identify and resolve these systemic barriers to chronic attendance

issues.

Challenges: The MPS Head Start program continuously strives to recruit and enroll students. Some challenges to recruiting and maintaining students have included competition with local preschools that offer parent incentives and competition between K4 board-funded seats within the district that provide full-day options and seat availability at various MPS sites. In addition, a child's participation in the MPS Head Start program may not be feasible depending on the child's individualized education program (IEP) service time. Additional challenges include conflicting availability for working parents in half-day sessions and families moving out of the service area or leaving the country. Some challenges to attendance include transportation, such as buses running late, which may result in children not attending school. The basic needs of families tend to take precedence over school participation. To address these challenges, the MPS Head Start program collaborates with the MPS Transportation Department regarding availability and various other concerns. The MPS Head Start program identifies and collaborates with struggling families to address barriers and refers them to appropriate community resources.

6. Education and Child Development

a) Curriculum

- i. In 2017, the Milwaukee Public Schools Head Start program adopted the Frog Street curriculum, a comprehensive, research-based program that integrates instruction across developmental domains and early learning disciplines. Also used by the MPS Head Start program is the Second Step early learning program to enhance social-emotional learning. The Second Step program is evidence-based and teaches self-regulation and social-emotional skills, ensuring that children are leaving our program ready for kindergarten.

- ii. The quality and effectiveness of the Frog Street Pre-K (FSPK) integrated curriculum and instructional resources is evidenced in the FSPK theoretical base using the most current research in the field of early learning, including brain development research. The program is rooted in a deep knowledge of child development and empowers teachers to know not only what to teach but also the how and why of instructional strategies. FSPK was specifically designed to meet current early childhood standards within the learning disciplines. A series of nine themes provides instruction for nine domains: social and emotional development, language and communication, emergent literacy, mathematics, science, social studies, fine arts, physical development, and technology. Because the brain learns through patterns and connections, a thematic approach is best suited for our younger learners (Sousa, 2008). Research has consistently shown that children in integrated programs demonstrate academic performance equal to, or better than, children in discipline-based programs. In addition, children are more engaged in school and less prone to attendance and behavior problems (Drake & Reid, 2010.) Children learn by active engagement with their environment and through social engagement with other human beings. Multiple complex and concrete experiences are essential for meaningful learning and teaching (Caine & Caine, 1991). FSPK provides all teacher dialogue and instructional materials in both English and Spanish. Literature and oral stories feature adaptations from English into Spanish rather than a direct translation in order to preserve the instructional content. Many stories originated in Spanish and were sensitively adapted into English. In addition, the curriculum features authentic stories from Hispanic

culture by authors Isabel Campoy and Alma Flor Ada. Research has shown that there is a clear link between appropriate bilingual materials and curriculum and children's academic achievement (Oakes & Saunders, 2002).

FSPK curriculum encompasses a wide body of research-based practices and brain-based research to encourage the social and emotional, physical, language, and cognitive development of a child. FSPK was designed to assist school districts and Head Start programs to accelerate student achievement and promote progress toward school-readiness goals. The curriculum and instructional materials also include products with the primary purpose of accelerating, remediating, and re-focusing instruction to meet the individual needs of students.

- iii. The FSPK curriculum is directly aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five. Each instructional activity is aligned to the framework within the pages of the teacher manuals. A series of five themes provides instruction for all HSELOF domains: Social and Emotional Development; Language and Literacy; Cognition; Approaches to Learning; and Perceptual, Motor, and Physical Development. Each instructional activity is aligned to the framework within the pages of the teacher manuals. Head Start Early Learning Outcomes Framework learning goals are prominently listed at the top of each lesson within the teachers' guides to assist teachers as they formatively monitor/assess students' learning. For example, through various literacy-based activities, students are encouraged to express their creativity and imagination throughout the day, meeting the HSELOF goal of P-LC1, "child attends to communication and language from others."

The Second Step early learning program teaches three- and four-year-old students core social-emotional and self-regulation skills. Students will be taught skills for: learning, empathy, emotion management, problem solving, friendship skills, and transitioning to kindergarten. These skills directly align to the HSELOF social-emotional and approaches to learning domains. For example, a HSELOF goal P-ATL1 states, “child manages emotions with increasing independence”. The Second Step program teaches students to identify their feelings as well as to identify and learn ways to manage strong emotions allowing children to meet the Head Start indicator “expresses emotions in ways that are appropriate to the situation”. 6.a.iv. FSPK curriculum training provides in-depth training of instructional materials and lesson implementation that will ensure that the MPS curriculum is being used with fidelity. Learning goals of implementation training include the following:

- Component knowledge and application for classroom use
instructional strategies aligned to Wisconsin Model Early Learning Standards with modeling and rehearsal for classroom applications
- Literacy strategies aligned to the MPS Comprehensive Literacy Plan with modeling and rehearsal for classroom application
- Lesson planning and implementation
- Independent practice through learning centers
- Differentiated instruction
- Online resources for planning and instruction

Teacher training fosters learning opportunities based on brain

development research and best practices in early childhood. MPS staff has been trained in a train-the-trainer model to support instructional staff implementing the FSPK curriculum. In addition, instructional staff has been trained in use of the Frog Street fidelity tools. Head Start staff and instructional coaches will monitor and provide feedback on the implementation and professional development of instructional practices.

b) Home-based programs....NA

c) The MPS Head Start program will use four tools to screen and measure children's progress: the Galileo Pre-K Assessment System, Acuscreen, PALS, and the Ages & Stages Questionnaire: Social-Emotional, Second Edition (ASQ: SE-2). The Galileo Pre-K Assessment System is an online database designed to assist teachers and administrators in the ongoing collection and analysis of children's progress in all of its domains. Teachers use this system to enter Acuscreen data. Following the completion of the Acuscreen developmental screener, teachers must develop short-term plans based on the results of the screening as well as the evaluation of each child's current needs, interests, and abilities.

Wisconsin State Statute 118.016(1) requires that an early literacy screener be administered to all K4–grade 2 students. Phonological Awareness Literacy Screening (PALS) provides a comprehensive assessment of young children's knowledge of the important literacy fundamentals that are predictive of future reading success. PALS-PreK is used to learn what students currently know and what they are ready to learn next and can also be used to identify strengths and needs in the K4 program curriculum. Areas assessed include name writing, alphabet knowledge, beginning sound awareness, print

and word awareness, rhyme awareness, and nursery rhyme awareness. PALS will be given in fall and spring for all K4 MPS Head Start students following the MPS testing window.

ASQ:SE-2: At the time of registration, parents will be asked to complete the ASQ:SE-2, a reliable behavioral screener that asks questions eliciting answers that may indicate potential concerns a parent may have with their child's social and emotional development, communication skills, and/or indicators for autism in young children. All screeners and assessments are provided in English and in Spanish. In the case that a family speaks a language other than English or Spanish, the ASQ:SE-2 will be administered with families using an interpreter. The district will use an interpreter service, which enables the program to effectively communicate in over 200 languages. In the case that a child speaks a language other than English or Spanish, the Acuscreen will be administered by qualified bilingual staff, contractors, or consultants.

- d) Parents and family members will be asked to complete the social-emotional screener for their children at the time of registration. Results of screenings will be shared with families during parent-teacher conferences and home visits, and an individualized child development plan will be created.

The MPS Head Start program will host multiple parent orientations that allow families to gain necessary program information, receive information regarding staggered start and transitions to school, and learn about the screening tools and adopted curriculum and instructional materials.

Families will also be encouraged to volunteer in each Head Start classroom, which provides parents with the opportunity to gain new skills and further develop skills they

already possess. It also provides an opportunity for families to see the curriculum and instructional materials in action. Volunteer services provided by parents may include activities such as reading to children, preparing materials for the classroom, creating art projects with the children, working in small groups, assisting with family-style dining, or chaperoning on field trips.

The MPS Head Start staff will provide parents with the opportunity to learn about the Frog Street curriculum in detail, ask questions, and interact with the materials during a policy council meeting. Parents will be reminded of the resources to support the connection between home and school, such as access to the educational materials on the Frog Street portal.

The MPS Head Start program will offer training sessions during the school year for parents. These sessions will provide training in program governance, Head Start program Performance Standards, parenting, education, health, and nutrition. These opportunities include attendance at the National Head Start Parent Conference, participation at a Nurturing Parent Workshop, and training in special education topics.

- e) For programs serving AIAN children....NA

There have not been any changes in this section since the application submitted in FY18.

7. Health

- a) The MPS Head Start program will provide each actively enrolled student with their own toothbrush and fluoride toothpaste to promote good oral health. MPS Head Start staff will assist each student with brushing at least once a day. The Head Start health team will ensure that each student receives a dental exam and preventive treatment as served by an oral healthcare professional. The MPS Head Start health team will assist children and

families with resources for establishing with a dental provider for long-term oral health needs and follow-up. This information will be evidenced by ChildPlus reporting.

The MPS Head Start health team will meet the nutritional needs of each student by identifying their nutritional status through medical records review and parental reporting and by identifying dietary/modification needs and food allergies. The MPS Head Start health team will verify nutritional needs and confirm them with the child's healthcare provider. New or additional dietary requirements will be shared with the Nutrition Services Department for accommodation appropriateness. Nutritional needs will be shared with the classroom teacher, school nurse, and district Nutrition Services.

In order to communicate effectively, the MPS Head Start staff will provide services in children's and families' primary language using the district interpretation language line and/or bilingual staff. Written resources are offered in multiple languages. Community resources are offered via an agency's ability to provide services in the family's primary language and/or cultural perspective as well as addressing the child's developmental needs.

- i. The MPS Head Start health team will ensure that each student is up-to-date with their physical exams, including immunizations, hemoglobin, and lead levels. This information will be evidenced by ChildPlus reporting.

The MPS Head Start health team will conduct hearing and vision screenings for each student enrolled. The results of these screenings will be given to parents and guardians. Follow-ups for failed hearing screens will be conducted by the MPS Audiology Department. A list of local providers will be given to parents/guardians for any child who fails their vision screening to ensure that

appropriate follow-up is completed by an ophthalmologist.

The MPS Head Start health team will complete a mental health referral for any child identified as needing support in speech, language, and/or developmental delay.

Update: The MPS Head Start program continues to provide families with local community healthcare providers. These providers accept Medicaid and private pay with immediate openings for establishing care with a primary care physician to ensure ongoing primary healthcare services for enrolled students. Additionally, MPS Head Start health staff provides outreach and education to families. MPS Head Start is implementing dental days for the 2018-2019 school year to provide Head Start students with preventive services that include oral exams and sealants. The MPS Head Start program provides ongoing education and resources to parents and students on the importance of good oral practices. Students are guided for daily toothbrushing in the classroom with the classroom teachers.

Challenges: Many enrolled Head Start students are not established with a primary care provider, as discussed above under Goal 4, Objective A.

- ii. Mental health staff provides resources to promote social-emotional wellness for children, families, and staff using various strategies. Consultation, collaboration and subsequent strategic supports while provided to individuals can also involve multiple parties, for example, parent, child, and/or staff. Staff consultation and mental health support are provided in a number of ways. Generally, a) mental health is synonymous with well-being and tips are provided in the MPS Head Start's weekly *Highlights* newsletter, and b) mindfulness professional

development is provided by the district and the program for staff and students. Consultation is provided to staff, family, and/or child when an identified need is brought to mental health staff through the completion of the Mental Health Request for Support (MHRS) form. The MHRS form is utilized by all staff. Examples of providing consultation include the following: (a) FPAs complete the form when a family shares a concern the mental health team needs to follow through with, such as concerns with child behaviors or potential speech delays, housing, or clothing needs; (b) staff will reach out to the mental health team for resources that they need personally or for classroom needs, such as a student with challenging behaviors or needing resources for personal needs.

Mental health consultation and collaboration include supporting teachers and students with the adopted curriculum that utilizes Conscious Discipline®, which has a focus on establishing effective classroom management and positive learning environments as well as fostering well-being thus increasing student social and emotional learning skills and while reducing challenging behaviors. Teachers are also able to request consultation and supports.

Parents are offered consultation and supports generally with information from Early Childhood Learning and Knowledge Center (ECLKC) or the Centers for Disease Control (CDC). Specific consultation and supports are provided to parents when they notify MPS of specific needs such as housing, clothing, and resources for their child.

Contacting and collaboration with families can occur prior to their child's enrollment into the Head Start program. This may include referring the parent to

programs within the community; for example, to Penfield Children's Center for in-home services for children with challenging behaviors, to resources such as ECKLC and the ASQ:S-E2 information sheet for developmental information.

These are samples of resources. Additional consultation and supports provided to parents prior to enrollment also include a one-to-one assistance, referral to and follow-up support of the special education process, and meeting parents on their child's first day of attendance to ease the transition into early childhood.

Upon completion of the Ages & Stages Questionnaire: Social-Emotional, Second Edition (ASQ:SE-2) screener for a child, contact offering consultation and/or resources (program, district, and/or community) is made to parent(s) whose child scores within the 90th percentile and higher, as this screener identifies potential concerns with a child's social-emotional development or communication delays and/or flags for behaviors associated with autism spectrum disorder.

To support children, parents are offered consultation and support when working with the teacher and school-based teams collectively when there is a need. Part of this consultation and support may be in assisting the parent in the transition between regular and special education environments, requesting and/or supporting the Response to Intervention (RtI) process for their child and/or providing community resources.

Children are supported via the family and teacher as well as individually. Support materials that are provided to promote self-regulation and improve social-emotional skills include community referrals and visual supports made specifically for a child.

No changes have been made to this goal, but an update has been made to align to the measurable objective for goal 5: following up on a particular percentile range of ASQ:SE-2, changing it from 80% to 90%.

Challenges: One challenge is the inability to connect with a family regarding a student's ASQ:SE-2 score if Head Start does not have the family's current contact information. The MPS Head Start program addresses this challenge by utilizing the public school's database, connecting with a family's emergency contacts, or inquiring with a student's teacher to obtain the family's most current contact information.

8. Family and Community Engagement

- a) The MPS Head Start program will establish strong, active relationships with every family enrolled in Head Start. The Head Start program is motivated to create and maintain a culture where every interaction is positive and cultivates relationships with students, families, and the community. City-wide welcome centers are provided by the district for families to register their children. These MPS Welcome Centers provide assistance with registration, transportation information, scheduling bilingual services testing, specialized service referrals, and parent concerns. In order to communicate effectively with children and families, MPS Head Start staff will provide services in their primary language utilizing the district interpretation services and/or bilingual staff.

Prior to the child's entering school, the family partnership associates (FPA) team will complete a face-to-face intake appointment with every family enrolled in the MPS Head Start program. FPAs will complete intake appointments at the school the child will be attending. During the intake, the FPA will complete the Family Partnership

Agreement, review the MPS Head Start Program Parent Handbook, complete the Family Needs Assessment, review missing physical and/or dental exams records, provide resources for health/dental providers, discuss needs identified on the needs assessment, and distribute the welcome letter. FPAs will also provide a tour of the school and classroom and provide the parent with an opportunity to meet the teacher. The information will be tracked in ChildPlus.

The MPS Head Start program will continue to emphasize male engagement by focusing on strengthening and supporting fathers and father figures. As their child's primary teachers, fathers and father figures will feel empowered to promote children's learning and development. The program will be focused on supporting fathers who may be in need of support in the areas such as employment, financial literacy, child support services, employment retention and driver's license acquisition.

- b) Families play a vital role in their child's learning and development. The MPS Head Start program will work with families to ensure that they have the necessary resources to be equal partners in supporting their children at home and in school.

When families and Head Start staff collaborate, students will be more successful, and the entire community will benefit. To build trusting relationships, Head Start staff will survey families for their input to determine interests and needs and will prioritize activities to increase parent engagement. Activities, such as dining with dads, muffins with moms, school-based literacy and math events, and a daddy-daughter dance, will be implemented and parent trainings will be provided to strengthen home and school partnerships. This will be done in collaboration with the school-based parent coordinator and the Head Start FPA. Additionally, Head Start families receive

curricular resources through parent portals, and they participate in parent trainings as outlined in the program's Training and Technical Assistance system, monthly parent meetings, and district-wide trainings in, for example, English as a Second Language (ESL) classes and General Education Development (GED) courses. Also, families are encouraged to volunteer in the classroom and on field trips.

As a district, MPS offers families diverse learning opportunities that are available for all multilingual and multicultural learners. The cultural and linguistic diversity of the families served is one of the greatest assets in the program. The program strives to create quality environments that respect, reflect, and accommodate diversity.

- c) The MPS Head Start program has investigated various research-based parenting curriculums. The program supervisor and coordinators met with the Training and Technical Assistance early childhood specialist to discuss and review the Head Start Compendium of Parenting Interventions and to review costs, culturally relevant practices, and accessibility. The MPS Head Start program has communicated with The Parenting Network's education program manager to discuss program options and designed an implementation plan. In conjunction with the mental health and disabilities coordinator, The Parenting Network's education program manager initiated parent sessions focusing on positive parenting using the Triple P curriculum. In order to meet to a wide range of parent needs, the MPS Head Start program will offer the curriculum at several different Head Start sites at a variety of times. The sessions will encompass seminars, opportunities for small-group discussions, pre- and post-survey evaluations and one-on-one support and coaching.
- d) The MPS Head Start program uses many strategies for family partnership services.

i. The FPA will conduct a family assessment twice a year, with a preliminary assessment being completed at registration and ongoing initial follow-up during intake. The FPA will call the family and inform them that they have been accepted into the Milwaukee Public Schools Head Start program. The FPA will set up an intake appointment within 7 calendar days of the date of acceptance to complete an intake appointment at the school the child will be attending. During the intake appointment, the FPA will review the following documentation with the parent:

- Family Partnership Agreement
- Family outcomes data from Child Plus;
- MPS Head Start program Parent Handbook for current school year
- Head Start program Parent Handbook checklist
- Marquette University School of Dentistry flyer and dental provider/accepted insurance
- Health and dental forms
- Free and low-cost clinics in Milwaukee
- Welcome letter
- Missing medical/dental/lead/hematocrit/hemoglobin/immunization final notice
- Resources to address the Family Needs Assessment
- Follow-up contact appointment.

After completing the intake appointment, the FPA will provide the parent with a start date for school. The MPS Head Start program uses the following procedures

for conducting the family assessment and family partnership process that is aligned to the Parent, Family, and Community Engagement Framework. The FPA will provide ongoing case management service to support the health, safety, and well-being of the children on their caseload and provide engagement opportunities and support to families via crisis management, home visits, weekly contact, monitoring of services compliance, documentation, and advocacy.

- ii. The completion of family partnership goals and provided resources will be tracked for each family using ChildPlus reporting and internal documents such as Excel and Google Docs. The FPAs will be able to effectively build relationships and follow up with parents regarding progress towards their goals utilizing home visits, phone contacts, parent/teacher conferences, parent meetings, and attendance at school functions. Due to significant caseload volume, FPAs will be supported in building effective relationships through administrative support (both district- and program-level); monthly caseload review and check-in meetings; and bi-weekly staff meetings in order to foster excellent time management and organizational skills.
- e) The MPS Head Start program holds partnerships with agencies including but not limited to UW–Extension, Preferred Dental Group, and Chef Joe. These partnerships respond to a variety of family and student needs, including healthy lifestyles, dental services, and nutrition. As the MPS Head Start program continues to review Family Needs Assessments and receive feedback on the services each partnership provides, changes will be made to address challenges such as scheduling, difficulties providing services to so many locations throughout the city, and additional identified needs of

families. To address these challenges, the MPS Head Start program will continue to add community partners that can address changing needs, being mindful of the location of services and remaining sensitive to the challenges that families face.

- i. A follow-up family assessment will be completed at the end of the school year for each enrolled family. Once a child is accepted into the MPS Head Start program, the family will be assigned an FPA. The FPA will review the family assessment at the intake appointment with the parent prior to completing the Family Partnership Agreement.

Challenges: Some challenges in family and community engagement are due to hiring and retaining trained family partnership associates. Additional challenges include completing such a large number of intakes at the start of the school year, with so many children starting at the same time, and getting parents to schedule and keep intake appointments. The Family Needs Assessment is being completed at application/registration, and families provide limited information since a previous relationship has not been established. In place of the Family Needs Assessment, the MPS Head Start program established the Family Needs Identifier to be completed during application/registration.

To address these challenges, the Head Start program will continue to hire, retain, train, and support a diverse staff of family partnership associates to build relationships and provide support to MPS Head Start families. Professional development will focus on supporting well-being as well as management of caseloads. For the first week of school, the MPS Head Start program will move to group intake sessions at each assigned school for Head Start families. Establishing flexible work schedules for the FPAs will allow more availability for meeting with parents before and after work hours to complete individual intake appointments. Welcome letters will be

mailed to families prior to the intake appointments as soon as the FPA is assigned to the Head Start family. The Marquette University School of Dentistry flyer will be removed from the intake packet and will, instead, be given to families at the time of registration. The Family outcomes data from ChildPlus will not be available at intake as the FPA will complete the Family Needs Assessment at intake.

9. Services for Children with Disabilities

- a) The MPS Head Start program ensures that all children with disabilities have full access and opportunity to be engaged in program services and activities that promote social and emotional development, language and literacy skills, and cognition development. Information used to guide full participation of all children are Head Start Early Learning Outcomes Framework (HSELOF), Individuals with Disabilities Education Act (IDEA), Americans with Disabilities Act (ADA), Head Start Community Assessment, curriculum that provides strategies to support individualized learning, Wisconsin Model Early Learning Standards (WMELS), Department of Public Instruction (DPI), and Head Start resources located on Early Childhood Learning and Knowledge Center (ECLKC). Within the learning environment, resources and information provided in the noted resources ensure that teachers/staff are able to create engaging classroom environments where developmentally appropriate equipment, physical space, and materials are accessible to all children.

Developmental screeners are provided in both English and Spanish. In the case that a family speaks a language other than English or Spanish, the ASQ:SE-2 will be administered with families using an interpreter service that enables the program to effectively communicate in over 200 languages. By using the data gathered from the

parent-completed screener, Ages & Stages Questionnaire: Social-Emotional, Second Edition (ASQ:SE-2), Head Start staff gains a parent's perspective on his/her child's development in the areas of social/emotional/behavioral and communication development as well as behavioral indicators of an autism spectrum disorder.

Developmental screeners provide information that indicate whether a child is within developmentally appropriate limits, is in areas to be monitored, or potentially is at risk for delays. Head Start staff collaborates with families, teachers, MPS staff, and special education evaluation teams to ensure that children with disabilities receive their special education services in the least restrictive environment.

b) The Head Start program is part of the public school system in Milwaukee, which is the Local Education Agency (LEA), where work is done collaboratively with special education teams and Head Start teachers. ChildPlus and Infinite Campus provide data needed to monitor and support each child. Head Start staff will ensure that the individualized needs of children with disabilities are met through the following:

- Head Start staff will support the use of evidence-based curriculum that allows for differentiation of and specialized instruction to support the child's individualized education program (IEP) goals;
- Head Start will support the special education team in writing appropriate goals that are developmentally appropriate, functional, and measurable.
- Head Start staff will ensure that environments, materials, and accessibility are developmentally, culturally and linguistically appropriate.
- Head Start staff will provide resources that will support parent involvement in their child's IEP, provide disability information, ensure that parents are aware of their

rights in the special education process, and support the family in the acquisition of skills to advocate for their child.

- Head Start staff will attend and participate in 95% of initial special education evaluation and reevaluation meetings to support a parent's understanding of the special education process.
- Head Start staff will notify parents when their child receives a score in the 90th percentile on the ASQ: SE-2. Resources and/or consultation will be provided and documented in ChildPlus.
- Upon parent and/or teacher request, Head Start staff will provide additional resources, such as referral to community-based resources, support and/or advocacy regarding a child's IEP, and collaboration between parents and schools in the development of interventions (for example, behavior plans, social academic intervention groups, check-in/check-out), to support the need of the identified child.
- Upon request from the initial evaluation team, Head Start staff will assist in obtaining parental consent for a continuation of the special education process or identified specialized services.
- As directed or upon request, Head Start staff will present/train district evaluation teams on Head Start performance standards that require our collaboration.
- Upon request, Head Start mental health staff will assist the special education evaluation team by assisting in the creation of individualized functional and developmentally appropriate goals for children when needed; and
- Head Start mental health staff will provide health and/or screening information to the special education evaluation teams, especially when health or screening

information may impact the evaluation team compositions for example, high lead levels may require a nurse.

There have not been any changes in this section since the application submitted in FY18.

10. Transition

- a) The MPS enrollment assistant will continue to reach out to ERSEA coordinators of Early Head Start programs to continue to develop partnerships and offer MPS services for those families wanting to attend the MPS Head Start program. The MPS Head Start program will continue to support networking options for families that may wish to utilize the comprehensive services provided by MPS Head Start.
- b) Transition is an important part of the MPS Head Start program. It is the program's intent to make this process smooth and worry-free for children and families. Each school will have a transition plan to support this ongoing process throughout the year. These plans focus on transitioning children into the Head Start program, from K3 to K4, and out of Head Start into kindergarten. Plans will be shared and discussed with parents each year. The focus of the second-semester education parent-teacher conferences and home visits is on providing families with various strategies for transitioning their children from the current program to the next. These transition home visits will be documented and entered into ChildPlus. Spring parent meetings at each site will focus on transitions as well. Resources and activities will be provided for families to participate in during the summer months in preparation for the next grade level.
 - Head Start parent newsletters will include information, strategies, and activities to support successful transitions from Head Start to kindergarten.

- The Head Start program provides a staggered start at the beginning of the school year for all Head Start children to help transition children to their new school community. Limited numbers of students attend each day for the first three days of school, and parents are invited and encouraged to attend. This gives teachers and children an opportunity to spend more time getting to know one another and easing anxiety.
 - Information is sent to all families entering the MPS Head Start program regarding staggered start as well as welcome letters from teachers, program information, and pedestrian safety and bus safety information.
- c) When families indicate their intention to exit the program, family partnership associates will work with families to provide resources using the ECLKC's Head Start Center Locator tool, identify another agency or early childhood program, and provide the information to each exiting family. Through this process, families will be able to make decisions regarding enrollment in early childhood programs outside of MPS to best perpetuate a continuum of educational services for each student.

Challenges: Challenges do arise, as Early Head Start agencies want to retain children for Head Start programming. Offering transition supports for children transitioning from other programs continues to be a work in progress. To address these challenges, the MPS Head Start program will continue to collaborate and build relationships with our neighboring agencies since MPS does not offer Early Head Start.

In addition, teacher turnover is a challenge in executing positive and supportive transitions. Availability for professional development outside of the school day is limited. Therefore, the education coordinators provide one-on-one support with teachers new to the Head Start program.

Due to the city's housing crisis, many families are forced to relocate frequently. This creates many individual transitions from one classroom to another. To address this issue, MPS adopted a common curriculum for all K3 and K4 students across the district. With a common program, classrooms have similar schedules, routines and curricular activities to assist with a smooth transition for all district K3 and K4 students.

11. Services to enrolled pregnant women

Not applicable

12. Transportation

- a) Transportation for MPS Head Start was started during the 2013-2014 school year and was made available to all Head Start students for schools within their region and who live more than one mile from their home school. As of February 9, 2018, 68% of Head Start students utilize transportation services daily. MPS currently has an approved transportation waiver on file for the exclusion of bus monitors on all buses and K4 child restraints. All buses are equipped with a mobile data tracking system which is a GPS tracking system. By providing transportation the program has seen an improvement in attendance from 84% to 90% with fewer students leaving Head Start due to lack of transportation.
- b) The MPS Head Start program will respond to families by providing bus tickets during times of hardship such as: unreliable vehicles, financial burdens, and dependence on third-party drivers. Accommodations will be made to families that have moved and would like not to transfer from a Head Start program. The Head Start staff will assist individual families to determine areas of need.

There have not been any changes in this section since the application submitted in FY18.

SUB-SECTION C: Governance, Organizational, and Management Structures

1. Governance

Structure

- a) The governing body of MPS Head Start is the Milwaukee Board of School Directors.

This group is ultimately responsible for legal and fiscal oversight. As a result of the school board being publicly elected, the MPS Head Start program meets the exception authorization as outlined in 642(c)(1)(D) of the Head Start Act. A member of the governing body attends regular policy council meetings and serves as a delegate to the board. The MPS Board of School Directors is provided with timely information via Head Start supervisors and monthly reports that include a full accounting of information that includes but is not limited to education, enrollment, finances, nutrition reports, and special education enrollment percentages. The policy council's school board member liaison shares information with the MPS Board of School Directors (the MPS governing body) and communicates feedback to the policy council.

- b) The Milwaukee Board of School Directors is a publicly elected body. All members are representative of the communities from which they are elected.

- c) The MPS Head Start program establishes a policy council early in the year to ensure a governing body that is run by parents of the Head Start program. The MPS Head Start Policy Council is in place to make decisions regarding the best interest of Head Start program and to ensure that parents have an opportunity, annually, to become a representative on the policy council. The MPS Head Start Policy Council representatives are elected by parents from each Head Start site, which ensures the diversity of representatives. The policy council is responsible for representing each site and

supporting program operations, including establishing policies to ensure that the program is responsive to its families.

Processes

Governing Body

- a) A member of the MPS governing body attends regular policy council meetings and serves as a liaison to the board. This school board representative ensures that the governing body is aware of all policy council decisions and key program information. The Milwaukee Board of School Directors is ultimately accountable for program oversight, management of federal funds, and decision making in areas that include but are not limited to establishing program goals, monitoring program performance through ongoing compliance oversight and correction by using data for continuous improvement, reporting significant incidents, and ensuring health and safety. Hiring and fiscal decisions are made and approved by the Milwaukee Board of School Directors.
- b) If applicable, describe and explain the responsibilities....NA

Policy Council

- c) The MPS Head Start Policy Council receives monthly information on the progress of the program through written reports such as coordinators' reports of each of service area, financial and nutrition reports, and any other pertinent information that needs to be discussed and shared. Each policy council member receives an agenda, detailed reports, and minutes. Data on school-readiness goals and other service-area information are shared on a monthly basis at a minimum. The governing body also participates in the self-assessment process to determine the effectiveness of the MPS Head Start program. The MPS Head Start Policy Council members were invited to attend a meeting to create

and provide feedback on the proposed Head Start goals. Policy council members attended a goal-writing session. The discussion focused especially in the areas of school-readiness goals, transition planning, enrollment and recruitment, and parent participation during policy council meetings. All attending members came to a consensus on all program goals.

The MPS Head Start Policy Council convened to review and approve the program goals for the 2019–2023 grant proposal. The goals were approved unanimously.

Parent Committees

- d) Policy council representatives will be elected by parent committees at each site and have voting rights on decision making. These representatives will lead and share policy council information at parent committee meetings. These meetings will be held monthly at each school site and will be facilitated by FPAs. These meetings will focus on various topics such as employment, education, housing, GED, ESL, and transitions. Parent surveys and needs assessments will be used to determine future topics. Each policy council representative is responsible for communicating parent committee concerns and suggestions to the policy council each month.
- e) The MPS Head Start program communicates with the policy council regularly. The policy council receives information on the progress of the program through written reports of each service area and monthly policy council meetings that include agendas and detailed minutes. At meetings, members share agenda items, announcements, and site and community-specific concerns.

Relationships

- a) The governing body and policy council members will receive training in: *Robert's Rules*

of Order, performance standards, roles and responsibilities, leadership and other trainings as requested by policy council members.

- b) The governing body is composed of individuals holding positions of public elections. As such they fall under the exception listed in 642(c)(1)(D) of the Head Start Act. Any individual who may have any conflict of interest will be reported to the Office of Head Start.
- c) The MPS Head Start program has by-laws that outline a means for meaningful consultation and collaboration in joint decisions. The program uses *Robert's Rules of Order* to ensure that effective parliamentary procedure is followed. The school board member acts as a liaison between the Milwaukee Board of School Directors and the policy council and ensures collaboration between the two bodies.

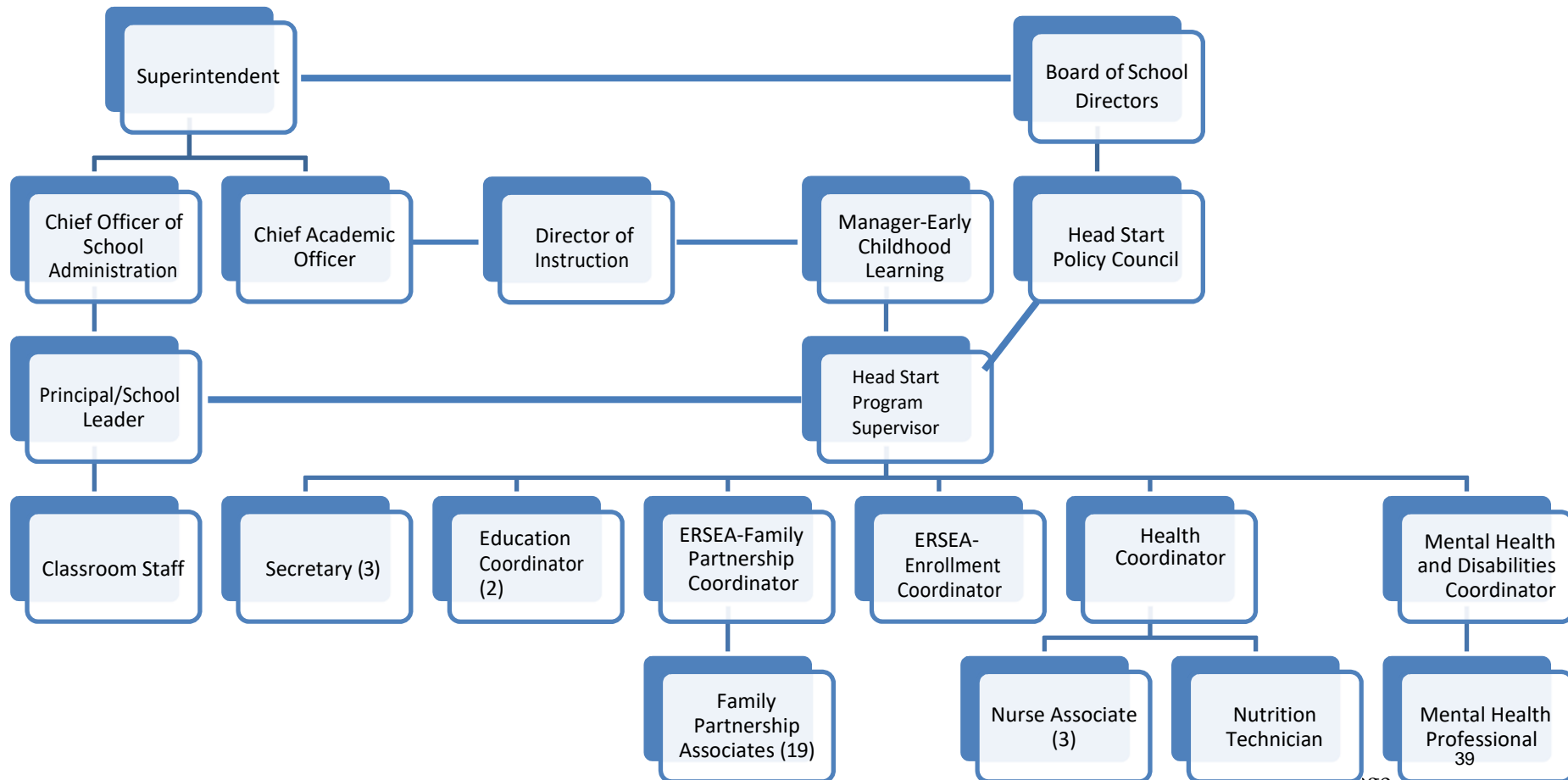
There have not been any changes in this section since the application submitted in FY18.

2. Human Resources Management

a) Head Start Program Organizational Chart 2019-2020



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- b)** The MPS Office of Human Resources has a process for hiring new employees. The process includes conducting background checks and checking references on all personnel who work with children. In addition, the Milwaukee Public Schools requires background checks for both consultants and contractors performing services for the district. The Office of Human Resources works in conjunction with the State of Wisconsin's Department of Justice through its Crime Information Bureau (CIB). MPS requires its contractors to use CIB to perform "name based" background checks. Background checks are required to be submitted no later than 10 days prior to the first date of the term of the employee's contract.
- c)** The MPS Head Start program provides orientation to new staff and ongoing support as needed. New FPAs receive training from all service areas and are provided with a mentor. The district assigns new teachers a mentor from the MPS Induction and Support office. Teachers are provided with support and professional development on a monthly basis during the New Educators Institute. School-based teacher supports are provided through building mentors such as implementers and school support teachers (SST).
- d)** As a support to all teaching staff, School Support Teachers (SSTs) will engage in the district-wide initiative of Transformational Coaching. SSTs will receive monthly training in this research-based coaching model and engage in daily coaching practices at each site. Transformational Coaching is designed to engage instructional staff in a coaching process that will improve their day-to-day practice in the classroom which will improve student performance.
- Head Start instructional staff, identified by several data sources including self-reporting, surveys, CLASS results, outcomes data, etc., will engage in coaching cycles with an

appointed Head Start coach. Coaching consultants will be reflective practitioners with successful teaching experience in early childhood, training in the implementation of the Frog Street curriculum, and reliability in the CLASS tool. These highly qualified coaches will work through coaching cycles for six to eight weeks in order to improve teacher-child interactions, fidelity of curriculum, or other identified area(s). After the coaching cycle has concluded, coaching and administrative staff will work together to determine next steps (for example, an additional coaching cycle, professional development) based on the level of individual need. Coaching data will be used to inform individual as well as programmatic professional development needs.

Instructional staff needing a higher level of support will participate in Professional Educator Effectiveness Resource (pEEr). Through the pEEr process, teachers receive rich opportunities for professional growth and improvement. Based on strengths and areas of necessary growth, intense interventions are provided to teachers in pEEr. Participants in pEEr engage in collaborative conversations and mentoring to shape practice. The Professional Educator Effectiveness Resource is the result of collaboration between the district and the Milwaukee Teachers' Education Association to support continuous improvement of teacher professional practice.

Teachers needing further intervention will receive a performance improvement plan (PIP) as an effort to assist the teacher with improving his or her practice. Goal statements are created with the school-based leader to target assistance, support and professional growth for the teacher. An action plan is also developed describing activities in which the teacher will engage to accomplish the goals. Additionally, the "Measurable By" portion of the PIP is used to describe the types of evidence of practice required to show progress and

success in meeting the goals. Finally, a timeline for completion of the goals provides an opportunity to set clear and attainable deadlines for success. The principal and teacher will meet initially to develop the PIP and periodically throughout the year to review progress that the teacher is making toward achieving the goals.

The MPS Head Start program reviews various data points such as ChildPlus, Infinite Campus, and performance monitoring conferences to inform the training and professional development of all staff. Training and professional development include bi-weekly meetings, webinars in skill-building, and ongoing education to build competencies. Individual staff professional development will be identified and supported through program and district trainings or workshops.

There have not been any changes in this section since the application submitted in FY18.

3. Program Management and Quality Improvement

- a) MPS has many strong systems in place to manage and monitor oversight of the program's operations. Current systems for planning and program implementation are embedded within standard operating procedures. All program planning is completed with the involvement of the entire management team and is reviewed by the MPS Head Start Policy Council and/or the Milwaukee Board of School Directors. All program oversight, correction, and assessment are completed with the involvement of the Head Start management team which encompasses: the manager of early childhood learning and Head Start program supervisor along with the coordinators in education, ERSEA, health, and mental health and disabilities service areas. In addition, the program oversight and corrections are shared and reviewed by the MPS Head Start Policy Council and/or the Milwaukee Board of School Directors. Thus, any corrective actions would be shared with

the chief academic officer, who would report to the superintendent.

The MPS district student information system, Infinite Campus, is used along with ChildPlus for record keeping, student and family information, and tracking health events. Reports for teachers and parents are also generated by Galileo Pre-K on student growth and development. The Classroom Assessment Scoring System (CLASS) tool is used to observe teachers and provide feedback to improve teacher-student interactions.

myTeachstone[®] is an online system for storing information on CLASS results for teacher quality and improvement. Also, education coordinators conduct classroom observations focused on the classroom environment and the fidelity of curriculum implementation.

Fiscal monitoring is conducted through the online MPS Integrated Financial Accounting System (IFAS). These systems, along with program information reports, the community assessment, and the self-assessment, all allow for comprehensive monitoring and reporting. Monitoring in MPS is also achieved through internal auditing to ensure that the program is achieving desired outcomes.

The MPS Head Start program continuously reviews, analyzes, monitors systems, and uses data to make informed decisions about any opportunities for improvement.

The MPS Head Start staff uses the Plan-Do-Study-Act cycle to make informed decisions. For program planning purposes, various assessment tools are used to promote effective teaching and health and safety practices. The data further inform professional development planning, materials for classrooms and continuous improvements within the program.

The MPS Head Start health team provides ongoing health and safety oversight for Head Start children through continuous communication with parents regarding medical

conditions, assisting families with accessing healthcare for both medical and dental needs. This is accomplished through meal monitoring, proper student-centered care planning, and ongoing health assessments. Health and safety inspections are conducted twice a year while daily safety checks are performed by the building engineer at each site. There are tracking/reporting systems in place. Regular monitoring of activities and services is completed in each of the following service areas: Child Development, Health, Mental Health, Disabilities, Nutrition, Family Partnerships, Transition, Community Partnerships, and Parent Involvement. Each coordinator in Head Start uses a tracking system to ensure program operations are being implemented properly.

ChildPlus and Infinite Campus are used to track student referrals for special education, students with disabilities and students who were referred for special education but did not meet eligibility.

The Head Start program makes use of monitoring tools to ensure that the needs of the children and parents in the Head Start program are being met, as well as ensuring that Head Start and MPS standards are in compliance at each school site. Classroom observations, conducted to ensure service delivery with consistent quality, include formal and informal observations, mental health observations, health and safety monitoring, and meal monitoring. Staff support and supervision are provided for non-teaching staff via a service-area coordinator who facilitates regular department meetings and one-on-one conferences. The one-on-one conferences are conducted to determine strengths and/or concerns to assist with professional growth and development.

The Head Start program supervisor oversees all reports and facilitates meetings to keep the lines of communication open between stakeholders.

b) The early childhood learning manager reviews the budget summary and expenditure reports weekly from IFAS and reviews reports to ensure that policies are followed and that the budget is in order according to the rules set in place by the Milwaukee Board of School Directors and the MPS Head Start policy council. The early childhood learning manager works collaboratively with the MPS Finance Department to monitor expenditures and maintain compliance. Current and updated financial data are used for timing of purchases.

c) The budget is developed based on the needs of services outlined in the Head Start Community Assessment. The policy council then approves the budget. After the budget is approved by the policy council, it is then submitted to the Milwaukee Board of School Directors for approval. There are written policies and procedures for the development of the budget along with a timeline.

All expenditures must be approved by both the early childhood learning manager and the senior director of the Department of Curriculum and Instruction. Vendor payments are submitted and paid on a weekly basis. A copy of all invoices and bills are kept in the Head Start office. Payroll records are reviewed regularly and compared with personnel and department records. The program maintains an efficient, effective reporting system that is clear and comprehensive. Fiscal reports are reviewed monthly at policy council meetings.

The MPS Head Start program has implemented a new practice-based coaching framework. Expert coaching focuses on CLASS dimensions and the fidelity of curriculum implementation. A variety of data are used to determine coaching needs such as: Classroom Assessment Scoring System (CLASS) scores, needs assessments,

requests for support, and school-readiness goals/child outcomes data. Some challenges include teacher turnover, a growing number of staff and limited Head Start management staff to support instructional practices in the classroom. Ongoing conversations are occurring to address what it takes to provide coaching supports for a broader audience and to maximize and sustain gains.

Milwaukee Public Schools organization’s fiscal management system and internal control environments to maintain effective control and accountability for grant funds, property, and other assets

MPS is entrusted with public and private resources and commensurately great responsibilities for educating Milwaukee children. The district ensures that high standards of business and ethical practices permeate throughout the activities surrounding the custody and use of these resources. Although not absolute, the district’s strong internal controls and balanced oversight are ensuring effectiveness and efficiency of district operations, reliability of financial reporting, and compliance with applicable laws and regulations.

Effective internal control is a built-in part of the district’s management process (that is, plan, organize, direct, and control). Internal control keeps MPS on course toward its objectives and the achievement of our mission, and it minimizes along the way. Established internal controls are promoting effectiveness and efficiency of operations, reducing the risk of asset loss, and helping to ensure compliance with laws and regulations. Strong internal controls are helping our district ensure the reliability of all financial reporting including local, state and federal funding.

The district’s internal controls are proactive, value-added, and cost-effective and address exposure to risk. Rules, Policies and Procedures of the Milwaukee Public Schools that define these controls, and related policies and procedures are available online for employees, funders and the general public at <http://mps.milwaukee.k12.wi.us/en/District/About-MPS/School-Board/Policies--Procedures.htm>. The comprehensive policy manual is organized into four sections - Administrative Policies, Administrative Procedures, Board Governance Policies and Board Rules - that provide the operating environment for the district to monitor performance and ensure effective communication of results. The policies and procedures cover topics such as code

of ethics, budget management, conflict of interest, contracts, separation of duties, and oversight of bank activity. Over time, internal controls have changed to reflect changes in our operating environment.

MPS manages and maintains five interrelated components to ensure that internal controls are effective: (1) operating environment, (2) risk assessment, (3) control activities, (4) information and communication, and (5) monitoring. All five internal control components are present to ensure that the district's internal controls are effective.

Operating Environment: The district maintains an effective control environment through its highly qualified staff. Employees understand their responsibilities and the limits to their authority, and they are knowledgeable, mindful, and committed to doing what is right and doing it the right way. They are committed to following an organization's policies and procedures and its ethical and behavioral standards.

Risk Management: The Rules, Policies and Procedures of the Milwaukee Public Schools establish the rules and operating procedures to be used to ensure that risk management strategies are in place. The Milwaukee Board of School Directors along, with the acting superintendent and his administration, regularly monitors adherence to district policies and procedures, fiscal controls, and expenditures.

MPS ensures the segregation of duties between the authorization of costs, the actual disbursement funds, and the process for claiming reimbursements from funders. Budget to actual reports are in place and used by grant administrators to monitor activity, thereby reducing risks tied to financial statement preparation. When needed, policies and procedures are updated to maintain effectiveness of internal control.

Control Activities: The administration is responsible for ensuring that internal controls are

established, properly documented, maintained and adhered to in each office, department, division and school to mitigate risk and maintain compliance. All MPS employees are responsible for managing internal controls.

Under the leadership of the chief financial officer, MPS employees in the Office of Finance review reports, statements, reconciliations, and other information for consistency and reasonableness. The ongoing reviews of performance provide a basis for detecting problems.

Senior staff members within the Office of Finance compare information about current performance to budgets, prior periods and other benchmarks established by the superintendent and Milwaukee Board of School Directors to measure the extent to which goals and objectives are achieved and to identify unexpected results or unusual conditions that require follow-up.

Review of reports, statements, reconciliations, and other information is documented as is the resolution of items noted for follow-up and/or system improvement.

The Integrated and Financial Accounting System (IFAS) is used by the district for approving, tracking and reporting of funds and expenditures. In addition to ensuring compliance with fiscal policies and procedures, IFAS supports the collection and maintenance of data on district assets. The system is password protected and includes data encryption and firewall protections along with input, output, and processing controls.

All employees are required to sign annually an Acceptable Use Policy that defines for employees the acceptable use of MPS network systems. Access to IFAS and other district network systems is limited to an employee's scope of duties, responsibilities and authority. Every transaction requires at a minimum two sets of approvals.

Information and Communication: The administration uses reliable and relevant information from both internal and external sources to inform practice, maintain appropriate controls and

communicate challenges and successes. Ensuring open and frequent communication across all levels of the organization is a critical strategy that MPS employees use to support effective grant management. The administration, school and program leaders, and employees use district network systems to communicate, share and analyze data, monitor progress, and alert others to potential problems and identified solutions.

Monitoring: Academics, grants, and finance staffs monitor each Head Start site to ensure that project goals, objectives, performance requirements, timelines, milestone completion, budgets, and other related grant requirements are met. Monitoring involves (1) collecting financial and program and performance reports and other grant information relative to each site, (2) analyzing the information, and (3) taking appropriate actions to resolve issues or concerns when noted.

At the same time, monitoring also provides opportunity for training and supporting the Head Start community in achieving the goals and objectives of Head Start programs, and it is often referred to as strategic monitoring. Monitoring uses many of the same tools as auditing and is meant to ensure that the MPS Head Start program is achieving the desired outcomes.

Development and Administrative Costs

MPS charges an indirect rate of 6.26%, excluding contracts.

Cost Allocation

Milwaukee Public Schools, Office of Academics, Department of Curriculum and Instruction, Head Start program has allocated all federal Head Start funds to support the Milwaukee Public Schools Head Start program. Milwaukee Public Schools has a federally negotiated indirect rate of 6.26%, which supports expenses incurred by the district. Head Start funding does not provide cost sharing for building, facilities, and maintenance.

Appendix A:
Frog Street Supplemental
Information



Frog Street Threes Correlated to the Head Start Learning Outcomes Framework Preschool



TEXTBOOK COMPANY: Frog Street Press, Inc.
Frog Street Threes Program
CORRELATION TO HEAD START EARLY LEARNING OUTCOMES For Children 36 to 48 months

Frog Street Threes Program Components: 9 Teaching Guides, Welcome Guide, Literature Library, Story Folders, Photo Activity Cards, Vocabulary Cards, Fernando the Puppet, Manipulatives, Music CDs

Head Start Early Learning Outcomes Framework	
Domain: Approaches to Learning	
Sub-domain: Emotional and Behavioral Self-Regulation	Frog Street Threes Teacher Guide Page References
Goal P-ATL 1. Child manages emotions with increasing independence.	TG3: 22 TG5: 4 TG9: 42 Welcome to Frog Street Threes: pp. 47, 48
Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.	TG1: 10 TG2: 20, 30, 32 TG3: 14, 32, 42 TG4: 34, 38 TG5: 42 TG6: 40, 42 TG7: 40 TG8: 40 TG9: 40
Goal P-ATL 3. Child appropriately handles and takes care of classroom materials.	TG1: 20, 21, 30, 40 TG2: 10, 30, 40 TG3: 40 TG4: 8, 18, 28, 30, 31, 38, 40 TG6: 40 TG7: 40, 41 TG8: 21, 40

	TG9: 40, 41
Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.	TG1: 4, 5, 10, 14, 15, 24, 25, 34, 35 TG2: 5, 15, 25, 35 TG3: 5, 15, 25, 35 TG4: 4, 5, 15, 25, 28, 34, 35 TG5: 5, 15, 25, 35 TG6: 5, 15, 25, 30, 35 TG7: 5, 10, 15, 25, 30, 35 TG8: 5, 10, 15, 25, 30, 35, 41 TG9: 5, 10, 11, 15, 25, 30, 35, 41 Welcome to Frog Street Threes: pp. 30, 31, 32
Domain: Approaches to Learning	
Sub-Domain: Cognitive Self-Regulation (Executive Functioning)	Frog Street Threes Teacher Guide Page References
Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.	TG1: 4 TG2: 42 TG4: 4, 34 TG5: 20, 30, 40 TG6: 20, 22, 30, 32 TG7: 20, 22, 30 TG8: 22, 30 TG9: 20, 22, 30
Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.	TG1: 21, 40, 41 TG2: 40 TG3: 11, 20 TG4: 16, 20, 34, 40 TG5: 20, 30, 40 TG6: 4, 20, 31 TG7: 4, 20, 31 TG8: 4, 31, 40 TG9: 4, 20, 31, 32

Goal P-ATL 7: Child persists in tasks.	TG1: 10, 20, 21, 31, 40 TG2: 10, 30, 31 TG3: 41 TG4: 10, 11 TG5: 10, 20 TG6: 10, 21, 22, 30, 31, 32, 38, 40 TG7: 10, 11, 20, 21, 31, 40, 41 TG8: 10, 20, 21, 22, 30, 41 TG9: 10, 11, 20, 21, 31, 40, 41
Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks.	TG1: 8, 12, 18, 22, 32 TG2: 42 TG3: 19 TG4: 11 TG7: 10, 21, 41 TG8: 10, 11, 41 TG9: 10, 11, 21, 40, 41
Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.	TG1: 10, 31 TG2: 20, 41 TG3: 41
Domain: Approaches to Learning	
Sub-Domain: Initiative and Curiosity	Frog Street Threes Teacher Guide Page References
Goal P-ATL 10. Child demonstrates initiative and independence.	TG3: 10, 11, 29, 31 TG5: 10, 21, 31, 38, 41 TG6: 10, 21, 22, 30, 32, 38, 41 TG7: 10, 20, 21, 22, 30, 32, 41 TG8: 10, 20, 21, 22, 30, 41 TG9: 10, 20, 21, 30, 41
Goal P-ATL 11: Child shows interest in and curiosity about the world around them.	TG1: 9, 11, 21, 30, 39 TG2: 31, 40 TG3: 41 TG5: 19

	TG6: 22, 32 TG7: 20, 21, 22, 32 TG8: 20 TG9: 0, 21
Domain: Approaches to Learning	
Sub-Domain: Creativity	Frog Street Threes Teacher Guide Page References
Goal P-ATL 12. Child expresses creativity in thinking and communication.	TG1: 21, 36, 40, 41 TG2: 11, 21, 30, 31 TG3: 30, 31, 39, 40 TG4: 10, 20, 21, 30, 40, 42 TG5: 21, 39, 40 TG6: 10, 11, 12, 39, 42 TG7: 40, 42 TG8: 9, 19, 22, 29, 40 TG9: 9, 19, 22, 29, 40
Goal P-ATL 13. Child uses imagination in play and interactions with others.	TG1: 11, 20, 30, 31 TG2: 10, 20, 21, 22, 30 TG3: 20, 40 TG4: 10, 20, 30, 40 TG6: 19, 21, 22, 40, 42 TG7: 19, 20, 21, 22, 30, 40, 42 TG8: 19, 20, 21, 30, 40, 42 TG9: 20, 21, 29, 30, 40
Domain: Social and Emotional Development	
Sub-Domain: Relationships with Adults	Frog Street Threes Teacher Guide Page References
Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.	TG2: 22 TG3: 14 TG6: 4 TG7: 4 TG8: 4 TG9: 4, 32

Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.	TG2: 40 TG4: 40 TG6: 4 TG7: 4 TG8: 4 TG9: 4
Domain: Social and Emotional Development	
Sub-Domain: Relationships with Other Children	Frog Street Threes Teacher Guide Page References
Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.	TG1: 4, 14, 24, 31, 34 TG2: 4, 14, 24, 31, 32, 34 TG3: 4, 12, 14, 24, 32 TG4: 4, 14 TG5: 4, 20 TG6: 4, 14, 20, 22, 30, 40 TG7: 4, 14, 30, 40 TG8: 4, 14 TG9: 4, 12, 14, 42
Goal P-SE 4. Child engages in cooperative play with other children.	TG1: 10, 20, 21, 29, 30, 41 TG2: 30 TG3: 29, 32, 42 TG4: 10, 11, 20 TG5: 11 TG6: 11, 20, 40 TG7: 11, 12, 40 TG9: 12
Goal P-SE 5: Child uses basic problem-solving skills to resolve conflicts with other children.	TG1: 31 TG2: 12 Welcome to Frog Street Threes: p. 32
Domain: Social and Emotional Development	
Sub-Domain: Emotional Functioning	Frog Street Threes Teacher Guide Page References

Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.	TG1: 16, 20 TG5: 14 TG9: 42 Literature Library: <i>How Do You Feel?, Sophie Wants a Turn, Sophie Rants and Raves, Sophie's Big Voice</i> Photo Activity Cards: #4 (happy), #5 (sad), #6 (angry)
Goal P-SE 7. Child expresses care and concern toward others.	TG1: 5, 15, 25, 35 TG2: 5, 14, 15, 21, 24, 25, 34, 35 TG4: 5, 14, 15, 25, 35 TG5: 5, 14, 15, 24, 25, 35 TG6: 5, 15, 24, 25, 35 TG7: 5, 15, 24, 25, 35 TG8: 5, 15, 24, 25, 35 TG9: 5, 15, 24, 25, 35, 42
Goal P-SE 8: Child manages emotions with increasing independence.	TG3: 22 TG5: 4 TG9: 42
Domain: Social and Emotional Development	
Sub-Domain: Sense of Identity and Belonging	Frog Street Threes Teacher Guide Page References
Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.	TG1: 6, 10, 20 TG2: 12
Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self	TG1: 20, 30 TG6: 10 TG7: 10 TG9: 32
Goal P-SE 11. Child has sense of belonging to family, community, and other groups.	TG1: 4, 12, 14, 22, 24, 29, 32, 34, 42 TG2: 4, 12, 14, 20, 21, 24, 34, 42 TG9: 32
Language and Literacy	

Domain: Language and Communication	
Sub-Domain: Attending and Understanding	Frog Street Threes Teacher Guide Page References
Goal P-LC 1. Child attends to communication and language from others.	TG1: 6, 10, 16, 26, 36, 38 TG2: 6, 12, 16, 21, 26, 30, 31, 36, 40, 41 TG3: 4, 6, 10, 24, 34 TG4: 6, 10, 14, 22, 30 TG5: 4, 31, 40 TG6: 40 TG7: 40 TG8: 40 TG9: 40
Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.	TG1: 10 TG2: 10, 40 TG3: 6, 10, 24, 38, 41 TG4: 6, 12, 22, 36 TG5: 11, 16 TG6: 11 TG7: 11
Sub-Domain: Communicating and Speaking	Frog Street Threes Teacher Guide Page References
Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation.	TG2: 11, 40, 41, 42 TG3: 12, 21, 32, 34, 36, 42 TG4: 24, 32, 36 TG5: 10, 12, 14, 16, 22, 24, 26, 32, 34, 42 TG6: 6, 10, 14, 16, 20, 24, 34, 42 TG7: 6, 14, 20, 24, 32, 34, 42 TG8: 6, 12, 16, 24, 34, 42 TG9: 6, 12, 14, 16, 20, 24, 34, 40, 42
Goal P-LC 4. Child understands, follows, and uses appropriate	TG1: 30, 31, 41 TG2: 4, 10, 20, 22, 26

social and conversational rules.	TG3: 4, 12, 22, 34, 36, 42 TG4: 10, 16, 22, 24, 32, 42 TG5: 12, 14, 16, 22, 24, 26, 31, 32, 34, 42 TG6: 6, 12, 14, 16, 20, 22, 24, 26, 32, 34, 42 TG7: 6, 10, 12, 14, 16, 22, 24, 32, 34, 42 TG8: 6, 12, 14, 16, 22, 24, 26, 32, 34, 42 TG9: 12, 14, 16, 22, 24, 26, 34, 42
Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.	TG1: 12, 22, 32, 41, 42 TG2: 21, 40 TG3: 12, 22, 36 TG4: 12, 16, 36 TG5: 12, 22, 30, 31, 32, 34, 42 TG6: 12, 14, 16, 22, 32, 34, 42 TG7: 12, 14, 16, 32, 34, 42 TG8: 12, 14, 16, 22, 32, 34, 42 TG9: 12, 14, 16, 22, 32, 34, 42
Sub-Domain: Vocabulary	Frog Street Threes Teacher Guide Page References
Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.	TG1: 18, 26, 28, 41 TG2: 6, 10, 16, 26, 30, 36, 40, 41 TG3: 16, 26 TG4: 30 TG5: 26 TG6: 10, 40 TG7: 22, 40 TG8: 30, 40 TG9: 30, 32, 40 Photo Activity Cards Vocabulary Cards
Goal P-LC 7. Child shows understanding of word categories and relationships among words.	TG1: 10, 20 TG2: 8, 18, 21, 28, 30, 31, 40, 41 TG3: 7 TG4: 26, 30, 32 TG5: 36

	TG6: 36 TG7: 36, 40 TG8: 30, 36, 40 TG9: 30, 36, 40
Domain: Literacy	
Sub-Domain: Phonological Awareness	Frog Street Threes Teacher Guide Page References
Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.	TG1: 5, 15, 25, 35 TG2: 5, 15, 25, 35 TG3: 5, 15, 25, 35, 42 TG4: 5, 15, 25, 35, 42 TG5: 5, 15, 22, 25, 35, 36, 42 TG6: 5, 6, 15, 25, 26, 32, 35, 36, 42 TG7: 5, 6, 15, 25, 26, 32, 35, 36, 42 TG8: 5, 6, 12, 15, 25, 26, 35, 36 TG9: 5, 6, 15, 22, 25, 26, 35, 36
Sub-Domain: Print and Alphabet Knowledge	Frog Street Threes Teacher Guide Page References
Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).	TG1: 5, 10, 15, 20, 25, 30, 31, 35, 40 TG2: 5, 10, 15, 20, 22, 25, 30, 35, 40 TG3: 5, 15, 16, 20, 25, 30, 35, 40 TG4: 5, 15, 20, 25, 30, 32, 35 TG5: 5, 6, 15, 20, 25, 26, 30, 35, 40 TG6: 5, 12, 15, 20, 25, 26, 30, 35 TG7: 5, 15, 20, 25, 26, 30, 35, 40 TG8: 5, 10, 15, 20, 25, 26, 30, 35, 40 TG9: 5, 10, 12, 15, 20, 25, 30, 35, 40
Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.	TG1: 5, 15, 25, 35 TG2: 5, 10, 15, 20, 25, 30, 32, 35 TG3: 5, 10, 15, 20, 25, 30, 35 TG4: 5, 10, 15, 25, 30, 35, 40

	<p>TG5: 5, 6, 10, 12, 15, 20, 21, 25, 30, 32, 35, 40</p> <p>TG6: 5, 10, 15, 20, 25, 30, 35, 40</p> <p>TG7: 5, 10, 15, 20, 25, 30, 35, 40</p> <p>TG8: 5, 10, 15, 20, 22, 25, 30, 35, 40</p> <p>TG9: 5, 10, 15, 20, 25, 30, 35, 40</p>
Sub-Domain: Comprehension and Text Structure	Frog Street Threes Teacher Guide Page References
Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.	<p>TG2: 10, 12, 16, 20</p> <p>TG3: 10, 20, 40</p> <p>TG4: 10, 12, 20, 30, 40</p> <p>TG5: 10, 12, 20, 22, 32</p> <p>TG6: 10, 19, 30, 40</p> <p>TG7: 10, 20, 30, 40</p> <p>TG8: 10, 12, 20, 22, 30, 32, 40</p> <p>TG9: 6, 10, 20, 30, 40</p> <p>Literature Library</p> <p>Story Folders</p>
Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.	<p>TG1: 6, 10, 16, 19, 26, 36, 40</p> <p>TG2: 6, 10, 16, 26, 32, 36</p> <p>TG3: 6, 10, 12, 22, 26, 30, 40</p> <p>TG4: 6, 10, 20, 30, 40</p> <p>TG5: 6, 36</p> <p>TG6: 30, 36, 40</p> <p>TG7: 12, 30, 36, 40</p> <p>TG8: 30, 36, 40</p> <p>TG9: 30, 36, 40</p> <p>Literature Library</p> <p>Story Folders</p>
Sub-Domain: Writing	Frog Street Threes Teacher Guide Page References
Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.	<p>TG2: 40, 42</p> <p>TG4: 10, 20, 26</p> <p>TG6: 10, 22, 30, 40</p> <p>TG7: 10, 22, 30</p>

	TG8: 9, 10, 20, 30 TG9: 10, 32
Cognition	
Domain: Mathematics Development	
Sub-Domain: Counting and Cardinality	Frog Street Threes Teacher Guide Page References
Goal P-Math 1. Child knows number names and the count sequence.	TG2: 9, 11, 30, 31, 39 TG8: 8, 11, 18, 21, 22, 31, 32, 38, 41, 42 TG9: 11, 18, 21, 22, 28, 31, 38, 41, 42
Goal P-Math 2. Child recognizes the number of objects in a small set.	TG2: 29, 32 TG3: 30, 31 TG7: 38 TG8: 8, 11, 18, 21, 22, 28, 31, 32, 38, 41, 42 TG9: 8, 11, 18, 21, 31, 38, 41, 42
Goal P-Math 3. Child understands the relationship between numbers and quantities.	TG2: 8, 18, 29 TG5: 28 TG8: 8, 18, 21, 22, 28, 31, 32, 38, 39, 42 TG9: 8, 11, 18, 21, 22, 28, 31, 38, 41
Goal P-Math 4. Child compares numbers.	TG5: 28 TG8: 18, 40, 41, 42 TG9: 41
Goal P-Math 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.	TG8: 21, 28, 31, 32, 38, 41 TG9: 11, 18, 21, 31, 32, 38, 41
Sub-Domain: Operations and Algebraic Thinking	Frog Street Threes Teacher Guide Page References
Goal P-Math 6. Child understands addition as adding to and understands subtraction as taking away from.	TG1: 29 TG9: 8, 28
Goal P-Math 7. Child understands simple patterns.	TG4: 8, 11, 18, 21, 22, 28, 31, 32, 38, 41 TG5: 8, 11, 12, 18, 21, 22

	TG7: 28, 32
Sub-Domain: Measurement	Frog Street Threes Teacher Guide Page References
Goal P-Math 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.	TG1: 8 TG2: 8, 10, 11, 18 TG5: 19 TG6: 19 TG7: 9, 12, 19 TG8: 29, 32, 40, 42
Sub-Domain: Geometry and Spatial Sense	Frog Street Threes Teacher Guide Page References
Goal P-Math 9. Child identifies, describes, compares, and composes shapes.	TG1: 28 TG2: 30, 38, 41, 42 TG3: 12, 18, 20, 21, 22, 28, 29 TG5: 29 TG6: 36 TG7: 41 TG8: 41 TG9: 41
Goal P-Math 10. Child explores the positions of objects in space.	TG1: 29 TG2: 28, 31, 32 TG3: 12, 21, 32 TG4: 40 TG5: 31, 39 TG6: 39 TG7: 39
Domain: Scientific Reasoning	
Sub-Domain: Scientific Inquiry	Frog Street Threes Teacher Guide Page References
Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).	TG1: 9, 11, 19, 21, 30 TG2: 11, 21 TG3: 10 TG4: 9, 19, 39

	TG5: 10, 20, 32 TG6: 41 TG7: 39, 41, 42 TG8: 11, 31 TG9: 20, 22, 31
Goal P-SCI 2. Child engages in scientific talk.	TG1: 21, 29, 30, 40 TG2: 19 TG3: 9, 12 TG4: 9, 39, 41, 42 TG5: 19 TG6: 32 TG7: 32, 39, 42 TG8: 9, 11, 19, 39, 42 TG9: 9, 19, 20, 22, 39, 42 Photo Activity Cards Vocabulary Cards
Goal P-SCI 3. Child compares and categorizes observable phenomena.	TG1: 11 TG2: 11, 21, 38 TG3: 21, 31, 32, 41 TG4: 30, 31, 41 TG5: 9 TG6: 32 TG7: 9, 11, 12, 32, 39, 41, 42 TG8: 9, 19, 29, 32, 39, 42 TG9: 9, 19, 20, 22, 29, 39, 42
Sub-Domain: Reasoning and Problem-Solving	Frog Street Threes Teacher Guide Page References
Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.	TG1: 40, 41 TG2: 9, 19 TG3: 9, 12 TG4: 29 TG5: 9, 29, 30 TG6: 9, 12, 29, 31

	TG7: 29, 31
Goal P-SCI 5. Child plans and conducts investigations and experiments.	TG1: 9, 21, 39, 40, 41 TG2: 9, 39, 42 TG3: 19, 39 TG4: 9, 12, 19, 29, 32, 41 TG5: 10, 29, 30, 32, 39 TG6: 9, 29, 31, 39 TG7: 29, 31
Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.	TG1: 19, 39, 40, 41 TG2: 9, 29, 32, 39, 42 TG3: 9, 11, 19, 21, 39 TG4: 9, 19, 29 TG5: 10, 12 TG6: 31 TG7: 11, 31
Domain: Perceptual, Motor, and Physical Development	
Sub-Domain: Gross Motor	Frog Street Threes Teacher Guide Page References
Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.	TG1: 10, 20 TG2: 22, 31, 41 TG3: 11, 21 TG4: 11, 21, 40, 42 TG5: 10, 20, 21 TG6: 9, 11, 12, 30, 31 TG7: 9, 10, 12, 30 TG8: 10, 12, 21, 41 TG9: 10, 11, 20, 30, 39, 40
Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people	TG1: 10, 11, 31, 40, 41 TG2: 11, 31, 41 TG4: 11, 21, 40 TG5: 10, 20, 21 TG6: 9, 11, 12, 22, 30, 31 TG7: 9, 10, 30 TG8: 10, 12, 21, 40, 41

	TG9: 10, 11, 12, 30, 39, 40
Sub-Domain: Fine Motor	Frog Street Threes Teacher Guide Page References
Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.	TG1: 10, 19, 20, 31, 40, 41 TG2: 19, 21, 30, 40, 41 TG3: 10, 11, 20, 21, 30, 31, 32 TG4: 21, 31, 40, 41 TG5: 10, 11, 20, 29, 30, 31, 40, 41 TG6: 10, 11, 20, 29, 31, 41 TG7: 10, 11, 20, 22, 29, 30, 31, 41 TG8: 10, 11, 12, 20, 21, 22, 30, 31, 41 TG9: 11, 20, 21, 30, 31, 41
Sub-Domain: Health, Safety, and Nutrition	Frog Street Threes Teacher Guide Page References
Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.	TG4: 16, 18, 20, 21, 40 TG7: 11
Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.	TG4: 26, 30, 31, 32
Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.	TG1: 11 TG4: 8, 10, 11, 19 TG7: 11, 21 TG8: 21, 31 TG9: 21, 31



Frog Street Pre-K Correlation to the Head Start Early Learning Outcomes Framework



TEXTBOOK COMPANY: Frog Street Press, Inc.
CORRELATION TO HEAD START EARLY LEARNING OUTCOMES

Head Start Early Learning Outcomes Framework	
Domain: Approaches to Learning	
Sub-domain: Emotional and Behavioral Self-Regulation	Frog Street Pre-K Teacher Guide Page References
Goal P-ATL 1. Child manages emotions with increasing independence.	T1: 24, 25, 26, 27, 28, 31, 33, 41, 45, 49, 51, 79, 99, 154; T2: 22, 25, 28, 34, 37, 40, 43, 46, 49, 61, 64, 94, 153; T3: 103, 105, 106, 112, 118, 141; T4: : 30, 34, 42, 43, 48, 51, 107, 108, 156; T5: 14, 28, 58, 85, 100, 121; T6: 28, 31, 34, 37, 45, 48, 60; T7: 28, 61, 73 79, 85, 94, 100, 111, 118, 142, 154; T8: 40, 63, 64, 100, 106, 112, 141, 145, 148, 151, 157; T9: 28, 46, 131, 137, 141, 144, 145, 159
Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.	TG1: 25, 26, 41, 45, 154; TG2: 43, 49, 61; TG3: 106, 118; TG4: 30, 34, 42, 48, 51; TG5: 14, 58; TG6: 28, 34, 48; TG7: 28, 94, 100, 118, 142; TG8: 40, 64, 100, 106, 112; TG9: 46, 137, 144, 145
Goal P-ATL 3. Child appropriately handles and takes care of classroom materials.	TG1: 27, 40, 41, 45, 69, 112, 118; TG2: 22, 34, 40, 58, 70, 82, 100; TG3: 40; TG4: 29, 30, 42, 46, 107, 108, 155, 156; TG5: 46, 100, 118; TG6: 99, 112, 159; TG7: 40, 58, 82; TG8: 28, 118, 154; TG9: 94, 154, 159
Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.	TG1: 27, 31, 49, 132, 133, 136, 157; TG2: 62, 63, 69, 85, 87, 99, 111, 116; TG3: 71, 107, 136, 159; TG4: 22, 24, 25, 26, 27, 30, 31, 46, 67, 69, 110, 111, 132, 133, 137, 138, 139, 141, 143, 144, 145; TG5: 73, 76, 83, 84, 130; TG6: 39, 41, 69, 73, 80, 81, 85, 101, 102, 103, 104, 105, 107, 108, 109, 123, 132, 133, 135; TG7: 25, 71, 75, 84, 111, 145, 146, 147, 159; TG8: 27, 75, 149, 151, 153, 157; TG9: 41, 81, 85, 103, 108, 110, 114, 115, 119, 120, 121, 123, 151
Sub-domain: Cognitive Self-Regulation (Executive Functioning)	
Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.	Conscious Discipline ® strategies for self-regulation are introduced in every Greeting Circle. Specifically, Disengage the Stress and Commit provide opportunities for children to develop self-regulation strategies. TG1: 26, 27, 28, 41, 45; 71, 94, 95, 100, 106, 112, 118, 130, 131, 136, 142, 150, 151; TG2: 22, 28, 30, 34, 40, 46, 58, 64, 94, 100, 106, 113, 136; TG3: 28, 34, 42, 64, 107, 108, 112, 118, 136, 142; TG4: 22, 28, 29, 76, 101, 112, 118; TG5: 22, 28, 34, 58, 82, 100, 112, 154; TG6: 28, 31, 34, 40, 45, 46, 64, 4,100, 112, 118, 130, 136, 142, 154; TG7: 28, 46, 64, 82, 94, 112, 130, 136, 154; TG8: 58, 63, 70, 82, 94, 100, 112, 141, 148, 154; TG9: 28, 34, 45, 46, 64, 70, 76, 82, 94, 112, 118, 130, 131, 136, 142, 143, 144, 145, 148, 154
Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.	TG1: 20, 21, 25, 27, 31, 33, 34, 37, 39, 43, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 94, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG2: 20, 21, 25, 27, 31, 33, 34, 37, 39, 43, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG3: 20, 21, 25, 27, 31, 33, 34, 37, 39, 43, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 130, 133, 135, 136, 139, 141, 145, 147, 151, 153, 157, 159 TG4: 20, 21, 25, 27, 31, 33, 34, 37, 39, 43, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 94, 96, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG5: 20, 21, 25, 27, 31, 33, 34, 37, 39, 43, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 94, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG6: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 70, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG7: 20, 21, 25, 27, 31, 33, 34, 37, 39, 43, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79,

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<p>Goal P-ATL 7. Child persists in tasks</p>	<p>TG1: 20, 21, 25, 27, 31, 33, 34, 37, 39, 43, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 94, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG2: 20, 21, 25, 27, 31, 33, 34, 37, 39, 43, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG3: 20, 21, 25, 27, 31, 33, 34, 37, 39, 43, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 130, 133, 135, 136, 139, 141, 145, 147, 151, 153, 157, 159 TG4: 20, 21, 25, 27, 31, 33, 34, 37, 39, 43, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 94, 96, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG5: 20, 21, 25, 27, 31, 33, 34, 37, 39, 43, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 94, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG6: 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 70, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG7: 20, 21, 25, 27, 31, 33, 34, 37, 39, 43, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 94, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 139, 141, 145, 147, 151, 153, 157, 159 TG8: 20, 21, 25, 27, 31, 33, 34, 37, 39, 43, 45, 49, 51, 56, 57, 61, 63, 64, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 94, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG9: 1, 85, 87, 92, 93, 94, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 20, 21, 25, 27, 31, 33, 37, 39, 53, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 135, 139, 141, 145, 147, 151, 153, 157, 159</p>
<p>Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks.</p>	<p>TG1: 27, 31, 49, 100, 106, 123, 131, 132, 133, 136, 137, 142, 156, 157 TG2: 26, 31, 38, 62, 63, 69, 85, 87, 99, 100, 105, 111, 113, 116, 144 TG3: 71, 106, 107, 111, 117, 136, 153, 159 TG4: 22, 24, 25, 26, 27, 28, 30, 31, 41, 46, 47, 48, 67, 69, 109, 110, 111, 132, 133, 136, 137, 138, 139, 141, 142, 144, 145, 154, 156, 157, 159 TG5: 22, 48, 51, 60, 61, 65, 73, 74, 76, 83, 84, 109, 116, 130 TG6: 29, 39, 41, 69, 73, 79, 80, 81, 82, 85, 101, 102, 103, 104, 105, 107, 108, 109, 119, 123, 132, 133, 135, 147 TG7: 25, 31, 37, 71, 75, 81, 84, 111, 120, 145, 146, 147, 151, 159; TG8: 27, 63, 75, 80, 149, 151, 153, 157 TG9: 28, 41, 45, 81, 85, 103, 108, 110, 114, 115, 117, 119, 120, 121, 123, 151. Resources: Strategy Card T—Questioning Strategies</p>
<p>Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.</p>	<p>TG1: 20, 21, 25, 27, 31, 33, 34, 37, 39, 43, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 94, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG2: 20, 21, 25, 27, 31, 33, 34, 37, 39, 43, 45, 49, 51, 56, 57, 61, 63, 67, 69, 73, 75, 79, 81, 85, 87, 92, 93, 97, 99, 103, 105, 109, 111, 115, 117, 121, 123, 128, 129, 133, 135, 139, 141, 145, 147, 151, 153, 157, 159 TG3: 20, 21, 25, 27, 31, 33,</p>

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<p>Sub-domain: Initiative and Curiosity</p>	
<p>Goal P-ATL 10. Child demonstrates initiative and independence.</p>	<p>TG1: 27, 31, 49, 132, 133, 136, 157; TG2: 62, 63, 69, 85, 87, 99, 111, 116; TG3: 71, 107, 136, 159; TG4: 22, 24, 25, 26, 27, 30, 31, 46, 67, 69, 110, 111, 132, 133, 137, 138, 139, 141, 143, 144, 145; TG5: 73, 76, 83, 84, 130; TG6: 39, 41, 69, 73, 80, 81, 85, 101, 102, 103, 104, 105, 107, 108, 109, 123, 132, 133, 135; TG7: 25, 71, 75, 84, 111, 145, 146, 147, 159; TG8: 27, 75, 149, 151, 153, 157; TG9: 41, 81, 85, 103, 108, 110, 114, 115, 119, 120, 121, 123, 151</p>
<p>Goal P-ATL 11. Child shows interest in and curiosity about the world around them.</p>	<p>TG1: 24, 27, 37, 49, 68, 77, 79, 94, 97, 100, 106, 123, 131, 132, 133, 142, 156, 157 TG2: 26, 28, 31, 34, 46, 62, 99, 100, 105, 113, 116, 120, 123, 144 TG3: 71, 76, 82, 106, 107, 111, 112, 115, 117, 118, 121, 122, 123, 137, 153 TG4: 22, 24, 25, 26, 28, 31, 37, 40, 41, 43, 47, 48, 49, 66, 70, 109, 111, 115, 132, 133, 136, 137, 138, 139, 144, 145, 154, 156, 157, 159 TG5: 22, 34, 40, 41, 46, 48, 51, 60, 61, 64, 65, 73, 74, 106, 109, 116, 118 TG6: 22, 28, 29, 39, 63, 64, 69, 70, 73, 76, 79, 80, 81, 82, 85, 94, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 119, 121, 123, 132, 136, 142, 147, 148 TG7: 25, 31, 34, 37, 39, 46, 63, 64, 70, 71, 75, 81, 82, 84, 100, 106, 112, 118, 120, 147, 148, 151, 154, 159 TG8: 22, 27, 45, 46, 63, 64, 69, 70, 75, 80, 82, 130, 133, 137, 148, 151, 153, 154, 159 TG9: 28, 33, 34, 37, 40, 45, 64, 81, 85, 100, 103, 108, 110, 114, 115, 117, 120, 121, 130, 136, 142, 148, 151, 153, 156.</p> <p>Character Education Traits: Theme 8 (curiosity); Theme 7 (self-reliance, independence); Literacy and Math Practice Centers, Weekly Learning Centers</p>
<p>Sub-domain: Creativity</p>	
<p>Goal P-ATL 12. Child expresses creativity in thinking and communication.</p>	<p>TG1: 24, 27, 37, 49, 68, 77, 79, 94, 97, 100, 106, 123, 131, 132, 133, 142, 156, 157 TG2: 26, 28, 31, 34, 46, 62, 99, 100, 105, 113, 116, 120, 123, 144 TG3: 71, 76, 82, 106, 107, 111, 112, 115, 117, 118, 121, 122, 123, 137, 153 TG4: 22, 24, 25, 26, 28, 31, 37, 40, 41, 43, 47, 48, 49, 66, 70, 109, 111, 115, 132, 133, 136, 137, 138, 139, 144, 145, 154, 156, 157, 159 TG5: 22, 34, 40, 41, 46, 48, 51, 60, 61, 64, 65, 73, 74, 106, 109, 116, 118 TG6: 22, 28, 29, 39, 63, 64, 69, 70, 73, 76, 79, 80, 81, 82, 85, 94, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 119, 121, 123, 132, 136, 142, 147, 148 TG7: 25, 31, 34, 37, 39, 46, 63, 64, 70, 71, 75, 81, 82, 84, 100,</p>

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<p>Goal P-ATL 13. Child uses imagination in play and interactions with others.</p>	<p><i>Frog Street Pre-K</i> provides many opportunities for children to engage in pretend play—and to use imagination to create different roles and characters. Examples are the dramatic play scenarios described in ongoing <i>Pretend and Learn</i> centers.</p> <p>TG1: 20, 27, 43, 49, 56, 106, 130, 148, 151, 153, 157 TG2: 20, 25, 27, 39, 56, 57, 58, 73, 76, 81, 85, 128, 129, 140, 145, 147 TG3: 20, 22, 25, 33, 40, 56, 58, 63, 76, 92, 103, 105, 111, 115, 121, 128, 130, 142, 148, 154 TG4: 37, 43, 49, 56, 57, 79, 82, 93, 109, 115, 118, 121, 128, 148, 154 TG5: 20, 40, 56, 57, 61, 76, 92, 100, 111, 121, 128, 129, 130, 141, 148, 157 TG6: 43, 56, 59, 64, 67, 76, 92, 97, 99, 103, 105, 129 TG7: 37, 43, 49, 56, 73, 75, 76, 79, 92, 100, 103, 106, 130, 143, 153, 154, 157 TG8: 22, 28, 34, 42, 56, 58, 64, 66, 84, 94, 100, 130, 136, 142, 143, 145, 148, 151, 154, 156, 157 TG9: 20, 22, 46, 51, 56, 58, 81, 93, 121, 129, 157</p> <p>Resources: Lilypad Theater box (includes “Creative Storytelling” Resource Guide, Story Folders, Music CDs, Listening CDs in English and Spanish), Strategy Card U—Dramatic Expression</p>

Domain: Social and Emotional Development	
Sub-Domain: Relationships with Adults	
Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.	<p><i>Throughout <u>Frog Street Pre-K</u>, children are prompted to engage in conversation with peers and adults. An example is in Theme 6, <u>I Build, I Create</u> p. 27 wherein teachers ask questions to stimulate conversation. Children’s ability to follow conversational rules develops as they progress through the program.</i></p> <p>TG1: 24, 27, 28, 30, 36, 37, 38, 39, 40, 42, 43, 46, 47, 48, 49, 51, 62, 63, 66, 69, 75, 83, 94, 95, 96, 97, 99, 102, 106, 107, 108, 109, 113, 116, 117, 119, 120, 123, 132, 137, 143, 144, 145, 147, 151, 152, 156, 157, 159 TG2: 22, 23, 24, 25, 27, 29, 31, 32, 59, 60, 65, 66, 71, 72, 83, 94, 95, 96, 99, 102, 109, 111, 113, 117, 120, 131, 132, 133, 134, 136, 137, 138, 141, 143, 144, 149, 150, 155 TG3: 33, 48, 63, 74, 87, 94, 95, 100, 107, 117, 118, 120, 122, 123, 138, 148, 152, 156, 159 TG4: 23, 24, 27, 41, 46, 47, 49, 65, 72, 73, 75, 95, 97, 103, 109, 113, 115, 117, 123, 143, 151, 159 TG5: 27, 33, 42, 49, 58, 59, 61, 67, 69, 72, 102, 105, 114, 115, 120, 141, 143, 149, 156 TG6: 23, 27, 29, 30, 33, 35, 36, 58, 60, 61, 63, 64, 68, 69, 71, 72, 79, 80, 81, 83, 85, 94, 96, 99, 101, 102, 103, 105, 107, 111, 115, 117, 120, 133, 139, 145, 153, 156, 159 TG7: 25, 34, 35, 36, 37, 41, 43, 46, 49, 51, 59, 60, 61, 63, 65, 67, 70, 71, 73, 75, 77, 81, 84, 85, 95, 96, 99, 101, 102, 108, 110, 112, 118, 120, 121, 122, 123, 130, 132, 133, 135, 136, 138, 141, 142, 144, 145, 147, 150, 151, 153, 156 TG8: 24, 30, 36, 37, 41, 43, 48, 60, 61, 62, 63, 65, 66, 67, 70, 73, 78, 84, 95, 99, 105, 107, 108, 111, 113, 115, 117, 119, 120, 121, 131, 132, 133, 135, 137, 138, 143, 144, 147, 150, 154, 155, 157, 158, 159 TG9: 23, 24, 25, 28, 29, 30, 31, 33, 34, 35, 36, 37, 39, 40, 41, 42, 45, 47, 48, 49, 50, 58, 59, 60, 63, 64, 65, 66, 67, 69, 70, 71, 72, 74, 75, 76, 77, 78, 79, 83, 85, 86, 87, 94, 97, 98, 99, 100, 101, 102, 106, 108, 109, 112, 114, 115, 117, 121, 122, 123, 130, 133, 135, 136, 141, 142, 143, 145, 146, 147, 148, 151, 153, 154, 155, 156, 157</p>
Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.	<p><i>Throughout <u>Frog Street Pre-K</u>, children have many opportunities to talk with adults and children. Purposes of these conversations include to express emotions, relay ideas, and share/request information.</i></p> <p>TG1: 24, 27, 28, 30, 36, 37, 39, 41, 42, 43, 45, 46, 48, 49, 56, 62, 66, 67, 69, 70, 73, 76, 81, 83, 86, 94, 95, 97, 99, 106, 107, 108, 109, 117, 119, 123, 132, 134, 137, 144, 147 TG2: 23, 24, 29, 31, 58, 59, 60, 65, 66, 72, 83, 95, 96, 102, 104, 110, 113, 116, 120, 122, 132, 134, 138, 140, 143, 146, 152, 155, 158 TG3: 28, 33, 48, 58, 87, 94, 95, 100, 107, 120, 122, 123, 138, 152, 156, 159 TG4: 23, 26, 27, 35, 41, 46, 47, 60, 65, 66, 72, 75, 95, 103, 109, 117, 150, 155, 159 TG5: 22, 35, 42, 49, 58, 59, 63, 66, 69, 72, 114, 115, 120, 123, 131, 151, 156 TG6: 29, 33, 66, 67, 69, 71, 72, 79, 83, 85, 96, 101, 105, 117, 120, 133, 139, 145, 148 TG7: 24, 35, 36, 41, 46, 59, 60, 65, 73, 75, 77, 85, 95, 101, 144, 151 TG8: 36, 76, 102, 108, 113, 115, 119, 120, 131, 137, 138, 142, 143, 144, 151, 155, 157 TG9: 23, 29, 31, 35, 36, 41, 47, 48, 49, 58, 65, 67, 71, 77, 78, 85, 115, 137, 138, 143, 145, 149, 153, 155, 157</p>
Sub-Domain: Relationships with other Children	
Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.	<p>TG1: 24, 27, 28, 30, 36, 37, 39, 41, 42, 43, 45, 46, 48, 49, 56, 62, 66, 67, 69, 70, 73, 76, 81, 83, 86, 94, 95, 97, 99, 106, 107, 108, 109, 117, 119, 123, 132, 134, 137, 144, 147 TG2: 23, 24, 29, 31, 58, 59, 60, 65, 66, 72, 83, 95, 96, 102, 104, 110, 113, 116, 120, 122, 132, 134, 138, 140, 143, 146, 152, 155, 158 TG3: 28, 33, 48, 58, 87, 94, 95, 100, 107, 120, 122, 123, 138, 152, 156, 159 TG4: 23, 26, 27, 35, 41, 46, 47, 60, 65, 66, 72, 75, 95, 103, 109, 117, 150, 155, 159 TG5: 22, 35, 42, 49, 58, 59, 63, 66, 69, 72, 114, 115, 120, 123, 131, 151, 156 TG6: 29, 33, 66, 67, 69, 71, 72, 79, 83, 85, 96, 101, 105, 117, 120, 133, 139, 145, 148 TG7: 24, 35, 36, 41,</p>

	46, 59, 60, 65, 73, 75, 77, 85, 95, 101, 144, 151 TG8: 36, 76, 102, 108, 113, 115, 119, 120, 131, 137, 138, 142, 143, 144, 151, 155, 157 TG9: 23, 29, 31, 35, 36, 41, 47, 48, 49, 58, 65, 67, 71, 77, 78, 85, 115, 137, 138, 143, 145, 149, 153, 155, 157
Goal P-SE 4. Child engages in cooperative play with other children.	TG1: 28, 42, 46, 48, 63, 69, 70, 136, 142; TG2: 99, 101, 102; TG3: 28, 34, 40, 64, 94, 154; TG4: 45, 106, 154; TG5: 82, 94, 138, 142; TG6: 24, 34, 40, 118, 121, 123; TG7: 37, 94, 154; TG8: 76, 106, 112, 142; TG9: 34, 143, 152, 153, 156
Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.	<i>Theme 4, <u>Choices</u> focuses on making thoughtful decisions. Problem-solving opportunities occur throughout the year. Children continuously experience the joy of successfully making choices and solving problems.</i> TG1: 27, 100, 106, 123, 131, 132, 133, 137, 142, 156, 157 TG2: 26, 31, 38, 62, 99, 100, 105, 113, 116, 144 TG3: 71, 106, 107, 111, 117, 153 TG4: 22, 24, 25, 26, 28, 41, 46, 47, 48, 109, 111, 132, 133, 136, 137, 138, 139, 144, 145, 154, 156, 157, 159 TG5: 22, 48, 51, 60, 61, 65, 73, 74, 109, 116 TG6: 29, 39, 69, 73, 79, 80, 81, 82, 85, 102, 103, 104, 105, 107, 108, 109, 119, 123, 132, 147 TG7: 25, 31, 37, 71, 75, 81, 84, 120, 147, 151, 159 TG8: 27, 63, 75, 80, 153 TG9: 28, 45, 81, 85, 103, 108, 110, 114, 115, 117, 120, 121, 151 Resources: Frog Street Café box (includes Social-Emotional Library, Fanny Frog, “It Starts in the Heart” CD, Pocket Cubes
Sub-Domain: Emotional Functioning	
Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.	TG1: 79, 133, 138; TG2: 22, 28, 34, 40, 46, 79, 118; TG3: 119, 123, 155; TG4: 28, 31, 47; TG5: 28, 61, 100; TG6: 39, 109, 110, 139, 141; TG7: 27, 31; TG8: 100, 118, 157; TG9: 22, 24, 58, 123, 131, 132, 133, 149, 150
Goal P-SE 7. Child expresses care and concern toward others.	TG1: 24, 27, 37, 49, 68, 77, 79, 94, 97; TG2: 28, 34, 46, 99, 105, 120, 123; TG3: 71, 76, 82, 112, 115, 118, 121, 122, 123, 137; TG4: 22, 25, 31, 37, 40, 43, 49, 66, 70, 109, 115, 157; TG5: 34, 40, 41, 46, 60, 61, 64, 106, 118; TG6: 22, 28, 63, 64, 70, 76, 94, 99, 106, 110, 121, 123, 132, 136, 142, 148; TG7: 34, 39, 46, 63, 64, 70, 75, 81, 82, 100, 106, 112, 118, 148, 154, 159; TG8: 22, 45, 46, 64, 69, 70, 82, 130, 133, 137, 148, 151, 154, 159; TG9: 28, 33, 34, 37, 40, 64, 100, 130, 136, 142, 148, 153, 156
Goal P-SE 8. Child manages emotions with increasing independence.	TG1: 24, 25, 26, 27, 28, 31, 33, 41, 45, 49, 51, 79, 99, 154 TG2: 22, 25, 28, 34, 37, 40, 43, 46, 49, 61, 64, 94, 153 TG3: 103, 105, 106, 112, 118, 141 TG4: 30, 34, 42, 43, 48, 51, 107, 108, 156 TG5: 14, 28, 58, 85, 100, 121 TG6: 28, 31, 34, 37, 45, 48, 60 TG7: 28, 61, 73, 79, 85, 94, 100, 111, 118, 142, 154; TG8: 40, 63, 64, 100, 106, 112, 141, 145, 148, 151, 157 TG9: 28, 46, 131, 137, 141, 144, 145, 159. Resources: Frog Street Café (Social/Emotional) box, Strategy Card —Calming Strategies; Daily Greeting Circle and Closing Circle
Sub-Domain: Sense of Identity and Belonging	
Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.	TG1: 61, 75, 79, 130, 133, 138, 154 TG2: 22, 28, 34, 40, 46, 47, 63, 79, 118 TG3: 33, 119, 123, 135, 141, 155 TG4: 28, 31, 46, 47, 51 TG5: 28, 61, 100 TG6: 39, 109, 110, 132, 139, 141 TG7: 27, 31, 39, 75, 99 TG8: 100, 118, 157 TG9: 22, 24, 47, 58, 123, 131, 132, 133, 137, 138, 149, 150. Resources: Frog Street Café (Social/Emotional) box; Daily Greeting Circle and Closing Circle
Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.	<i>Frog Street Pre-K provides many opportunities for each child to discuss confidence in his/her ability to successfully make decisions, accomplish tasks, and meet needs.</i>

	<p>TG1: 61, 75, 79, 130, 133, 138, 154 TG2: 22, 28, 34, 40, 46, 47, 63, 79, 118 TG3: 33, 119, 123, 135, 141, 155 TG4: 28, 31, 46, 47, 51 TG5: 28, 61, 100 TG6: 39, 109, 110, 132, 139, 141 TG7: 27, 31, 39, 75, 99 TG8: 100, 118, 157 TG9: 22, 24, 47, 58, 123, 131, 132, 133, 137, 138, 149, 150</p> <p>Resources: Frog Street Café (Social/Emotional) box, Daily Greeting Circle and Closing Circle</p>
<p>Goal P-SE 11. Child has sense of belonging to family, community, and other groups.</p>	<p><i>The Family Connection component in each day's Closing Circle encourages children to make home, family, and community connections to what they are learning in class. Theme 2: My Family and Friends gives children many opportunities to talk about their family and home.</i></p> <p>TG1: 27, 33, 39, 45, 51, 63, 69, 75, 81, 87, 99, 101, 105, 111, 117, 123, 135, 141, 147, 153, 159 TG2: 20, 21, 23, 24, 25, 26, 27, 30, 33, 35, 36, 37, 38, 39, 45, 47, 48, 51, 58, 59, 60, 63, 65, 66, 69, 75, 81, 85, 87, 99, 105, 111, 117, 123, 135, 141, 143, 147, 153, 156, 159 TG3: 27, 33, 39, 45, 51, 63, 69, 75, 81, 87, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159 TG4: 27, 33, 39, 45, 51, 63, 65, 69, 75, 81, 87, 99, 105, 111, 117, 119, 120, 123, 135, 141, 147, 153, 159 TG5: 27, 28, 30, 32, 33, 39, 45, 51, 63, 69, 75, 81, 87, 95, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159 TG6: 27, 33, 36, 39, 45, 51, 63, 65, 67, 69, 75, 81, 87, 99, 101, 105, 111, 117, 123, 135, 141, 147, 153, 159 TG7: 27, 33, 39, 45, 51, 63, 69, 75, 81, 87, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159 TG8: 27, 33, 39, 45, 51, 63, 69, 75, 81, 87, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159 TG9: 25, 27, 33, 39, 45, 49, 51, 63, 69, 75, 81, 87, 99, 105, 111, 117, 123, 135, 141, 147, 153, 159</p>

Language and Literacy	
Domain: Language and Communication	
Sub-Domain: Attending and Understanding	
Goal P-LC 1. Child attends to communication and language from others.	<p><i>Children are encouraged to express imaginative and creative ideas, thoughts and feelings throughout the day.</i></p> <p>TG1: 20, 21, 27, 32, 43, 45, 56, 57, 73, 85, 92, 93, 103, 117, 120, 131, 156 TG2: 20, 21, 25, 33, 37, 39, 51, 56, 57, 61, 62, 63, 71, 79, 81, 85, 92, 93, 97, 128, 129, 133 TG3: 25, 26, 35, 38, 44, 47, 48, 49, 58, 61, 65, 71, 73, 97, 101, 107, 111, 116, 123, 131, 135, 137, 138, 141, 151 TG4: 25, 30, 31, 37, 43, 49, 66, 69, 79, 109, 113, 115, 121, 133, 157 TG5: 20, 39, 56, 57, 61, 64, 65, 73, 76, 79, 82, 114, 133 TG6: 35, 42, 43, 51, 56, 57, 59, 72, 92, 93, 102, 103, 105, 108, 111, 114, 115, 119, 128, 129, 132, 155 TG7: 25, 31, 49, 56, 57, 81, 82, 83, 84, 85, 87, 97, 109, 111, 115, 135, 137, 145, 146, 153 TG8: 20, 21, 25, 27, 49, 56, 79, 92, 93, 94, 104, 109, 121, 128, 129, 132, 138, 157 TG9: 20, 21, 25, 31, 37, 41, 42, 43, 51, 56, 57, 63, 73, 77, 81, 83, 92, 93, 108, 109, 111, 115, 118, 119, 128, 129</p>
Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.	<p>TG1: 22, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 59, 60, 61, 62, 63, 64, 65, 66, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 82, 83, 84, 85, 86, 87, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 111, 112, 113, 114, 116, 118, 120, 121, 122, 130, 132, 137, 138, 41, 143, 144, 146, 149, 150, 152, 155, 156, 158, 159 TG2: 22, 23, 24, 25, 28, 30, 31, 34, 36, 37, 38, 40, 41, 42, 43, 45, 46, 47, 49, 50, 58, 60, 66, 68, 70, 72, 73, 74, 76, 77, 78, 80, 83, 84, 85, 86, 87, 94, 98, 101, 102, 104, 107, 108, 109, 110, 113, 114, 115, 116, 119, 120, 122, 130, 131, 133, 134, 135, 136, 137, 138, 140, 141, 143, 144, 146, 149, 150, 152, 155, 157, 158 TG3: 22, 23, 24, 28, 29, 30, 33, 34, 36, 37, 38, 39, 44, 49, 60, 62, 65, 68, 70, 71, 72, 73, 77, 80, 87, 99, 104, 108, 109, 110, 111, 115, 116, 118, 119, 120, 122, 130, 131, 134, 137, 138, 139, 141, 142, 143, 144, 148, 149, 155, 157, 158, 159 TG4: 22, 24, 25, 26, 29, 30, 31, 32, 35, 39, 41, 42, 44, 46, 48, 50, 60, 62, 64, 65, 66, 68, 69, 72, 74, 81, 82, 85, 94, 95, 96, 98, 101, 103, 107, 108, 111, 119, 123, 130, 131, 138, 141, 142, 149, 150, 154, 156, 157, 158 TG5: 23, 24, 25, 27, 33, 34, 35, 36, 37, 39, 41, 42, 44, 45, 46, 47, 48, 59, 63, 64, 65, 66, 67, 68, 71, 74, 75, 80, 83, 84, 96, 97, 99, 108, 109, 112, 113, 114, 115, 116, 117, 118, 121, 131, 132, 133, 136, 137, 140, 141, 144, 145, 146, 148, 149, 150, 153, 154, 155, 157, 158 TG6: 22, 25, 26, 30, 31, 32, 33, 34, 39, 42, 44, 46, 48, 50, 58, 60, 62, 66, 63, 68, 69, 72, 74, 78, 80, 82, 84, 85, 86, 94, 96, 96, 98, 99, 100, 101, 102, 104, 107, 108, 110, 112, 114, 117, 121, 122, 123, 130, 133, 134, 135, 137, 138, 140, 141, 144, 146, 149, 150, 152, 153, 154 TG7: 23, 25, 26, 30, 32, 33, 35, 36, 38, 44, 46, 47, 50, 51, 59, 60, 61, 62, 63, 64, 66, 67, 68, 69, 71, 72, 73, 74, 75, 78, 79, 80, 81, 83, 84, 85, 86, 87, 94, 95, 97, 98, 101, 102, 104, 105, 106, 107, 109, 110, 112, 113, 116, 117, 118, 119, 121, 122, 123, 132, 133, 134, 135, 137, 138, 139, 140, 141, 142, 143, 144, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 158, 159 TG8: 22, 23, 24, 26, 30, 31, 36, 37, 39, 40, 42, 43, 45, 48, 58, 60, 64, 65, 72, 74, 75, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 95, 97, 98, 99, 101, 102, 103, 104, 105, 107, 108, 110, 111, 112, 113, 114, 115, 116, 118, 119, 120, 121, 133, 137, 138, 140, 141, 143, 144, 145, 146, 148, 149, 150, 151, 153, 154, 156, 158 TG9: 22, 23, 24, 25, 26, 29, 30, 32, 33, 34, 35, 36, 37, 39, 40, 42, 44, 45, 47, 49, 51, 58, 59, 63, 64, 65, 67, 69, 70, 71, 72, 74, 75, 77, 78, 83, 84, 85, 87, 95, 96, 98, 99, 100, 101, 102, 103, 105, 108, 113, 114, 115, 116, 118, 130, 134, 135, 136, 142, 143, 145, 147, 148, 149, 151, 153, 154, 155, 156</p>

Sub-Domain: Communicating and Speaking	
Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation.	<p>TG1: 24, 27, 30, 36, 37, 38, 39, 62, 63, 66, 96, 97, 107, 108, 113, 116, 119, 123, 132, 137, 143, 145, 151, 152, 156, 157, 159 TG2: 23, 29, 32, 59, 60, 66, 72, 83, 94, 96, 99, 102, 120, 131, 132, 133, 134, 141, 143, 149, 150 TG3: 33, 48, 95, 107, 122, 123, 138, 156 TG4: 23, 24, 27, 41, 46, 49, 72, 73, 75, 95, 97, 103, 109, 113, 115, 117, 123, 143, 151, 159 TG5: 33, 42, 49, 58, 59, 67, 69, 72, 102, 105, 114, 115, 120, 141, 156 TG6: 27, 29, 30, 33, 35, 36, 58, 60, 61, 64, 68, 69, 72, 79, 80, 81, 83, 94, 96, 99, 101, 102, 103, 105, 107, 111, 115, 117, 120, 139, 145, 156, 159 TG7: 25, 34, 36, 37, 41, 43, 46, 49, 51, 59, 60, 63, 70, 84, 85, 96, 101, 108, 110, 120, 121, 122, 123, 130, 132, 133, 135, 136, 138, 141, 144, 145, 147, 150, 151, 153 TG8: 24, 30, 36, 37, 43, 48, 60, 62, 63, 65, 66, 67, 70, 73, 78, 84, 95, 99, 105, 111, 119, 121, 131, 132, 133, 135, 137, 143, 144, 147, 150, 154, 159 TG9: 24, 25, 28, 29, 30, 31, 34, 35, 36, 39, 41, 48, 50, 58, 59, 60, 63, 65, 66, 67, 69, 70, 72, 74, 75, 79, 83, 94, 97, 99, 100, 101, 102, 106, 108, 109, 112, 114, 122, 123, 130, 135, 136, 141, 142, 143, 145, 146, 147, 148, 154, 155, 156, 157</p>
Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.	<p><i>Throughout <u>Frog Street Pre-K</u>, children are prompted to engage in conversation with peers and adults. An example is in Theme 6, <u>I Build, I Create</u> p. 27 wherein teachers ask questions to stimulate conversation. Children's ability to follow conversational rules develops as they progress through the program.</i></p> <p>TG1: 24, 27, 28, 30, 36, 37, 38, 39, 40, 42, 43, 46, 47, 48, 49, 51, 62, 63, 66, 69, 75, 83, 94, 95, 96, 97, 99, 102, 106, 107, 108, 109, 113, 116, 117, 119, 120, 123, 132, 137, 143, 144, 145, 147, 151, 152, 156, 157, 159 TG2: 22, 23, 24, 25, 27, 29, 31, 32, 59, 60, 65, 66, 71, 72, 83, 94, 95, 96, 99, 102, 109, 111, 113, 117, 120, 131, 132, 133, 134, 136, 137, 138, 141, 143, 144, 149, 150, 155 TG3: 33, 48, 63, 74, 87, 94, 95, 100, 107, 117, 118, 120, 122, 123, 138, 148, 152, 156, 159 TG4: 23, 24, 27, 41, 46, 47, 49, 65, 72, 73, 75, 95, 97, 103, 109, 113, 115, 117, 123, 143, 151, 159 TG5: 27, 33, 42, 49, 58, 59, 61, 67, 69, 72, 102, 105, 114, 115, 120, 141, 143, 149, 156 TG6: 23, 27, 29, 30, 33, 35, 36, 58, 60, 61, 63, 64, 68, 69, 71, 72, 79, 80, 81, 83, 85, 94, 96, 99, 101, 102, 103, 105, 107, 111, 115, 117, 120, 133, 139, 145, 153, 156, 159 TG7: 25, 34, 35, 36, 37, 41, 43, 46, 49, 51, 59, 60, 61, 63, 65, 67, 70, 71, 73, 75, 77, 81, 84, 85, 95, 96, 99, 101, 102, 108, 110, 112, 118, 120, 121, 122, 123, 130, 132, 133, 135, 136, 138, 141, 142, 144, 145, 147, 150, 151, 153, 156 TG8: 24, 30, 36, 37, 41, 43, 48, 60, 61, 62, 63, 65, 66, 67, 70, 73, 78, 84, 95, 99, 105, 107, 108, 111, 113, 115, 117, 119, 120, 121, 131, 132, 133, 135, 137, 138, 143, 144, 147, 150, 154, 155, 157, 158, 159 TG9: 23, 24, 25, 28, 29, 30, 31, 33, 34, 35, 36, 37, 39, 40, 41, 42, 45, 47, 48, 49, 50, 58, 59, 60, 63, 64, 65, 66, 67, 69, 70, 71, 72, 74, 75, 76, 77, 78, 79, 83, 85, 86, 87, 94, 97, 98, 99, 100, 101, 102, 106, 108, 109, 112, 114, 115, 117, 121, 122, 123, 130, 133, 135, 136, 141, 142, 143, 145, 146, 147, 148, 151, 153, 154, 155, 156, 157</p>
Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.	<p>TG1: 23, 24, 27, 29, 30, 32, 35, 38, 39, 41, 42, 43, 44, 45, 48, 49, 50, 51, 58, 59, 60, 61, 62, 63, 65, 66, 67, 68, 69, 71, 74, 75, 77, 78, 80, 81, 82, 85, 87, 95, 96, 97, 98, 99, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 113, 114, 115, 116, 117, 119, 120, 121, 122, 123, 129, 131, 132, 134, 135, 137, 138, 143, 144, 145, 146, 149, 150, 152, 155, 159 TG2: 22, 23, 24, 25, 27, 28, 29, 30, 34, 35, 40, 41, 42, 44, 45, 46, 47, 57, 58, 59, 62, 63, 65, 66, 71, 72, 77, 83, 84, 86, 95, 99, 101, 102, 107, 108, 113, 114, 117, 119, 123, 130, 131, 132, 133, 134, 138, 142, 143, 148, 149, 155 TG3: 23, 24, 25, 27, 30, 33, 34, 35, 36, 37, 41, 43, 47, 51, 58, 59, 60, 63, 65, 66, 68, 71, 76, 77, 79, 83, 84, 87, 93, 95, 96, 101, 102, 107, 113, 114, 119, 120, 129, 131, 135, 137, 141, 143, 144, 149 TG4: 24, 29, 35, 41, 45, 48, 58, 60, 61, 66, 68, 69, 71, 74, 77, 80, 83,</p>

	86, 94, 97, 102, 107, 109, 111, 114, 149 TG5: 23, 26, 29, 33, 37, 41, 42, 47, 48, 63, 65, 71, 72, 75, 77, 86, 87, 93, 95, 96, 99, 101, 105, 110, 113, 120, 122, 130, 131, 132, 143, 144, 145, 155, 158 TG6: 22, 23, 26, 27, 29, 30, 32, 33, 35, 36, 37, 38, 40, 41, 44, 47, 59, 60, 62, 63, 64, 65, 66, 69, 71, 72, 74, 75, 76, 77, 78, 79, 84, 93, 94, 95, 96, 101, 102, 105, 107, 108, 113, 114, 117, 119, 120, 121, 122, 130, 131, 137, 138, 143, 145, 149, 150, 151, 153, 155 TG7: 22, 23, 26, 29, 30, 35, 36, 41, 47, 48, 49, 59, 60, 61, 63, 65, 69, 71, 76, 77, 78, 79, 80, 81, 82, 83, 85, 93, 95, 99, 101, 102, 104, 113, 114, 119, 123, 131, 135, 136, 138, 141, 143, 145, 149, 150, 151, 155, 156 TG8: 22, 23, 25, 26, 27, 29, 30, 33, 35, 36, 41, 42, 45, 46, 47, 48, 49, 51, 59, 64, 65, 70, 71, 72, 73, 75, 76, 77, 78, 79, 82, 83, 84, 85, 95, 100, 101, 102, 106, 108, 109, 112, 113, 115, 118, 119, 129, 130, 131, 132, 137, 139, 141, 143, 144, 145, 146, 149, 155, 156, 157 TG9: 23, 24, 27, 28, 29, 34, 35, 36, 39, 40, 41, 42, 43, 46, 47, 48, 58, 59, 60, 63, 66, 67, 71, 72, 73, 75, 76, 77, 82, 83, 87, 93, 95, 96, 99, 101, 105, 107, 108, 109, 113, 114, 117, 119, 120, 123, 131, 137, 142, 145
Sub-Domain: Vocabulary	
Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.	TG1: 23, 29, 35, 42, 43, 47, 59, 71, 77, 95, 101, 108, 113, 114, 119, 120, 131, 137, 143 TG2: 29, 47, 59, 71, 77, 95, 111, 131, 132, 133, 143, 147, 159 TG3: 30, 31, 35, 36, 37, 43, 59, 66, 67, 71, 75, 77, 79, 83, 101, 107, 113, 138, 147, 151 TG4: 23, 27, 35, 47, 50, 66, 67, 79, 99, 111, 121, 131, 133, 139, 155, 157 TG5: 23, 29, 35, 47, 59, 61, 62, 65, 71, 72, 77, 78, 79, 83, 87, 95, 99, 101, 108, 113, 114, 119, 131, 135, 137, 141, 144, 149, 152, 153 TG6: 23, 43, 59, 65, 66, 71, 73, 77, 79, 83, 95, 96, 101, 107, 111, 113, 119, 131, 132, 138, 143, 151 TG7: 35, 47, 71, 73, 77, 83, 101, 107, 113, 114, 119, 131, 137, 138, 155 TG8: 23, 29, 35, 37, 41, 47, 65, 71, 77, 83, 84, 107, 108, 113, 114, 120, 132, 137, 139, 143, 149, 155 TG9: 23, 30, 41, 43, 47, 72, 73, 101, 113, 137
Goal P-LC 7. Child shows understanding of word categories and relationships among words.	TG2: 45, 148 TG3: 67, 76, 132, 133, 150, 151 TG4: 22, 24, 28, 34, 40, 46, 57, 58, 64, 70, 71, 76, 77, 78, 82, 84, 93, 94, 100, 101, 106, 107, 112, 118, 129, 130, 136, 142, 148, 154 TG5: 21, 84 TG6: 22, 23, 28, 29, 33, 34, 35, 47, 60, 78, 150, 155 TG7: 22, 42, 71, 82, 94, 96, 100, 102, 104, 108, 119, 131, 149, 155 TG8: 22, 28, 29, 34, 35, 36, 40, 41, 42, 46, 47, 60, 64, 66, 70, 76, 82, 94, 102, 106, 112, 118, 136, 142, 143, 148, 154 TG9: 22, 28, 31, 34, 40, 46, 60
	Resources: Strategy Card H—Introduce and Build Vocabulary, Vocabulary Cards
Domain: Literacy	
Sub-Domain: Phonological Awareness	
Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.	TG1: 23, 24, 27, 29, 30, 35, 36, 37, 38, 39, 41, 43, 47, 59, 62, 63, 65, 66, 71, 75, 79, 95, 96, 97, 107, 108, 113, 116, 119, 123, 132, 137, 143, 145, 149, 150, 151, 152, 155, 156, 157, 159 TG2: 23, 27, 29, 31, 32, 33, 35, 41, 59, 60, 61, 65, 66, 67, 71, 72, 83, 94, 95, 96, 99, 101, 102, 107, 109, 113, 115, 119, 120, 121, 131, 132, 133, 134, 141, 143, 149, 150, 155, 157 TG3: 23, 33, 35, 37, 39, 41, 43, 47, 48, 51, 59, 62, 63, 65, 67, 71, 75, 77, 79, 81, 83, 87, 95, 99, 101, 105, 107, 111, 113, 117, 119, 122, 123, 131, 137, 138, 140, 141, 143, 144, 145, 147, 149, 153, 155, 156 TG4: 23, 24, 25, 27, 29, 30, 35, 36, 37, 41, 43, 46, 47, 49, 50, 59, 65, 66, 67, 72, 73, 75, 79, 83, 95, 97, 99, 101, 103, 109, 111, 113, 115, 117, 119, 121, 123, 131, 133, 139, 143, 144, 149, 151, 155, 157, 159 TG5: 23, 29, 31, 33, 41, 42, 47, 49, 58, 59, 60, 65, 67, 69, 71, 72, 73, 75, 77, 79, 83, 85, 95, 97, 101, 102, 105, 107, 108, 109, 113, 114, 115, 119, 120, 131, 133, 137, 138, 140, 141, 143, 149, 150, 152, 155, 156, 157, 158 TG6: 23, 27, 29, 30, 33, 35, 36, 41, 43, 47, 58, 60, 61, 64, 65, 66, 68, 69, 71, 72, 73, 77, 79, 80, 81, 83, 94, 95, 96, 99, 101, 102,

	103, 105, 107, 108, 111, 115, 117, 119, 120, 131, 133, 137, 138, 139, 145, 149, 151, 156, 157, 159 TG7: 25, 29, 31, 34, 35, 36, 37, 41, 43, 46, 47, 49, 51, 59, 60, 63, 65, 67, 70, 83, 84, 85, 95, 96, 101, 107, 108, 109, 110, 113, 119, 120, 121, 122, 123, 130, 131, 132, 133, 135, 136, 137, 138, 141, 143, 144, 145, 147, 149, 150, 151, 153, 155 TG8: 23, 24, 29, 30, 35, 36, 37, 38, 41, 43, 48, 49, 59, 60, 62, 63, 65, 66, 67, 70, 71, 73, 77, 78, 83, 84, 85, 95, 99, 101, 105, 107, 111, 113, 119, 121, 131, 132, 133, 135, 137, 143, 144, 147, 150, 154 TG9: 24, 25, 28, 29, 30, 31, 34, 35, 36, 39, 41, 48, 50, 58, 59, 60, 63, 65, 66, 67, 69, 70, 72, 74, 75, 79, 83, 94, 97, 99, 100, 101, 102, 106, 108, 109, 112, 114, 122, 123, 130, 135, 136, 141, 142, 143, 145, 146, 147, 148, 154, 155, 156, 157
Sub-Domain: Print and Alphabet Knowledge	
Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).	TG1: 23, 29, 35, 41, 43, 47, 58, 59, 64, 65, 70, 71, 75-77, 79, 82, 94, 95, 100, 101, 106, 107, 112, 113, 115, 118, 130, 131, 136, 137, 139, 142, 143, 148, 149, 150, 154, 155, 157 TG2: 22, 23, 27-29, 31, 33-35, 40, 41, 46, 58, 59, 61, 64, 65, 67, 70, 71, 76, 82, 83, 94, 95, 99, 100, 101, 106, 107, 109, 112, 113, 115, 118, 119, 121, 130, 136, 142, 143, 148, 154, 155, 157 TG3: 22, 23, 28, 34, 35,40, 41, 43, 46, 47, 58, 59, 64, 65, 67, 70, 71, 73, 75-77, 79, 82, 83, 87, 94, 95, 100, 101, 106, 107, 112, 113, 118, 119, 130, 131, 136-138, 140-145, 148, 149, 154, 155 TG4: 22, 23, 25, 28, 29, 30, 34, 35, 36, 37, 40, 41, 43, 46, 47, 49, 50, 58, 59, 64-67, 70, 76, 79, 82, 83, 94, 99, 100, 101, 106, 111, 112, 118, 119, 121, 130, 131, 133, 136, 139, 142, 143, 144, 148, 149, 154, 155, 157 TG5: 22, 23, 28, 29, 31, 34, 40, 41, 47-49, 58-61, 64, 65, 70, 71, 73, 75-77, 79, 82, 83, 85, 94, 95, 97, 100, 101, 106-109, 112, 113, 115, 118-120, 130, 131, 133, 136-138, 140, 142, 143, 148-152, 154-158 TG6: 22, 23, 28, 29, 34, 41, 43, 46, 47, 58, 64, 65, 66, 70, 71, 73, 76, 77, 79, 82, 95, 107, 108, 119, 131, 133, 137, 138, 149, 151, 157 TG7: 22, 28, 29, 31, 34, 35, 40, 41, 43, 46, 47, 58, 59, 64, 65, 67, 70, 76, 82-84, 94, 95, 100, 106, 107, 109, 112, 113, 118, 119, 130-133, 136-138, 142-145, 148, 149, 154, 155 TG8: 22, 23, 28, 29, 34, 35, 38, 40, 41, 43, 46, 49, 58, 59, 64, 65, 70, 71, 76, 77, 82, 83, 85, 94, 100, 101, 106, 107, 112, 113, 118, 119, 130, 136, 137, 141-143, 148, 149, 154, 155, 157 TG9: 22, 23, 25, 28, 29, 34- 37, 40, 41, 45-47, 58, 59, 64, 65, 70, 71, 76, 77, 81-83, 87, 94, 95, 100, 101, 106, 107, 112, 118, 119, 130, 131, 136, 137, 142-144, 154, 155 Resources: Rebus Poster— “How to Read a Book,” Big Frog Bookstore and Tadpole Bookstore boxes (35 big and small literature titles in English and in Spanish, including personal narratives, predictable text, nonfiction, informational text, classics, fiction, poetry, fantasy); Literacy Library (alphabet books, poetry books, wordless books, developmental storybook, “Nursery Rhymes” (flip chart), “Cultural Rhymes” (flip book)
Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.	TG2: 45, 148 TG3: 67, 76, 132, 133, 150, 151 TG4: 22, 24, 28, 34, 40, 46, 57, 58, 64, 70, 71, 76, 77, 78, 82, 84, 93, 94, 100, 101, 106, 107, 112, 118, 129, 130, 136, 142, 154 TG5: 21, 84 TG6: 22, 28, 29, 33, 34, 35, 47, 60, 78, 150, 155 TG8: 22, 28, 29, 34, 35, 36, 40, 41, 42, 46, 47, 60, 143 TG9: 31, 60
Sub-Domain: Comprehension and Text Structure	
Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.	<i>Read-Aloud Time and Literacy lessons provide rich opportunities for children to practice comprehension skills and strategies, including retelling familiar story or poem.</i> TG1: 49, 59, 65, 71, 73, 75, 77, 83, 107, 111, 113, 115, 137, 139, 150, 151 TG2: 33, 39, 43, 79, 95, 101, 107, 121, 138, 139, 151, 157 TG3: 26, 27, 29, 31, 73, 111, 121, 137, 139, 145, 146, 157, 159 TG4: 25, 26, 31, 49, 66, 67, 85, 113, 133, 139, 145, 149, 151, 155, 157 TG5: 29, 31, 48-50, 55, 60, 61, 65, 73, 78, 79, 83-85, 101, 102, 104, 109, 111, 113, 115, 121, 141, 144,

	<p>145, 151, 152 TG6: 30, 43, 59, 67, 73, 131, 143, 155, 157 TG7: 24, 25, 29, 31, 77, 113, 119, 121, 135, 145, 151, 157 TG8: 23, 25, 31, 47, 49, 65, 67, 71, 77, 101, 103, 115, 143, 145, 151 TG9: 25, 31, 67, 79, 80, 131, 150, 155, 157</p> <p>Resources: Lilypad Theatre box (including 34 story folders in English and Spanish, “Storytellers” DVD, “Creative Storytelling” Resource Guide, Games and Patterns CD, a CD collection, a Digital Online Library, Spacefrog “word space” tool, “Frog Street Pre-K” Interactive Software), Strategy Cards: P--Activate Prior Knowledge Sequence Cards</p>
<p>Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.</p>	<p><i>Read-Aloud Time occurs twice daily in Frog Street Pre-K. During this period, children have opportunities to ask and answer questions to build content area knowledge, focus and extend vocabulary, engage in conversation about books, and establish a love for literature.</i></p> <p>Teacher Guide – (TG) TG1: 23, 29, 35, 41, 42, 43, 47, 59, 65, 71, 75, 77, 95, 101, 107, 108, 113, 114, 119, 120, 131, 137, 143, 149, 105, 155, 157 TG2: 23, 27, 29, 31, 33, 35, 41, 47, 59, 61, 65, 67, 71, 77, 83, 95, 99, 101, 107, 109, 111, 115, 119, 121, 131, 132, 133, 143, 147, 155, 157, 159 TG3: 23, 30, 31, 35, 36, 37, 41, 43, 47, 59, 65, 66, 67, 71, 73, 75, 77, 79, 83, 87, 95, 101, 107, 113, 119, 131, 137, 138, 140, 141, 143, 144, 145, 147, 149, 151, 155 TG4: 23, 25, 27, 29, 30, 35, 36, 37, 41, 43, 47, 49, 50, 59, 65, 66, 67, 79, 83, 99, 101, 111, 119, 121, 131, 133, 139, 143, 144, 149, 155, 157 TG5: 23, 29, 31, 35, 41, 47, 48, 49, 59, 60, 61, 62, 65, 71, 72, 73, 77, 79, 83, 85, 87, 95, 97, 99, 101, 107, 108, 109, 113, 114, 119, 120, 131, 133, 135, 137, 138, 140, 141, 143, 144, 149, 150-153, 155, 158 TG6: 23, 29, 41, 43, 47, 59, 65, 66, 71, 73, 77, 79, 83, 95, 96, 101, 107, 108, 111, 113, 119, 131, 132, 137, 138, 143, 149, 151, 157 TG7: 29, 31, 35, 43, 47, 65, 67, 71, 73, 77, 79, 83, 84, 85, 95, 101, 107, 113, 114, 119, 131, 137, 138, 143, 144, 145, 155 TG8: 23, 29, 35, 37, 38, 41, 43, 47, 59, 65, 67, 71, 77, 83, 84, 95, 107, 108, 109, 113, 114, 119, 120, 131, 132, 137, 139, 143, 149, 155 TG9: 23, 25, 29, 30, 35-37, 41, 43, 45, 47, 59, 65, 71, 72, 73, 77, 81, 83, 87, 101, 107, 113, 119, 131, 137, 143, 144, 145</p> <p>Resources: Strategy Cards: P—Activate Prior Knowledge, S—Read-Aloud Time, T—Questioning Strategies</p>
<p>Sub-Domain: Writing</p>	
<p>Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.</p>	<p><i>During each day’s Morning Message, children contribute and share their ideas and opinions for various class research and writing projects.</i></p> <p>TG1: 49, 82, 94, 100, 106, 112, 118, 130, 136, 142, 147, 148, 153, 154 TG2: 21, 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 107, 112, 114, 118, 130, 136, 148, 154 TG3: 22, 28, 29, 34, 35, 40, 41, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154, 156 TG4: 22, 28, 34, 40, 46, 58, 64, 70, 71, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154, 159 TG5: 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG6: 22, 27, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 114, 118, 130, 136, 142, 148, 154 TG7: 11, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 148, 154 TG8: 22, 24, 28, 40, 46, 48, 58, 64, 70, 76, 82, 94, 99, 100, 106, 112, 115, 118, 120, 130, 136, 142, 148, 154 TG9: 22, 28, 34, 40, 46, 58, 64, 65, 70, 76, 77, 82, 94, 100, 106, 112, 118, 130, 131, 136, 142, 148, 154</p>

Cognition	
Domain: Mathematics Development	
Sub-Domain: Counting and Cardinality	
Goal P-MATH 1. Child knows number names and count sequence.	<p>TG1: 31, 34, 35, 61, 62, 63, 87, 153 TG2: 22, 24, 26, 27, 28, 29, 34, 38, 39, 40, 44, 45, 46, 60, 70, 81, 85, 99, 105, 109, 109, 112, 118, 135 TG3: 37, 42, 116, 117 TG4: 81, 97, 104, 123, 134, 140, 141, 146, 147, 158, 159 TG5: 38, 39, 61, 116, 117, 133 TG6: 30, 37, 42, 74, 102, 104, 105, 116, 117, 123, 134, 135, 140, 141, 153 TG7: 32, 44, 45, 50, 51, 110, 116, 122, 123, 153 TG8: 109, 111, 134, 140 TG9: 38, 39, 105, 117, 132, 141, 147</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (with math library books in English and Spanish, math manipulatives, math CDs in English and Spanish), “Frog Street Pre-K” Interactive Software</p>
Goal P-MATH 2. Child recognizes the number of objects in a small set.	<p>TG1: 31, 34, 35, 61, 62, 63, 87, 153 TG2: 22, 24, 26, 27, 28, 29, 34, 38, 39, 40, 44, 45, 46, 60, 70, 81, 85, 99, 105, 109, 109, 112, 118, 135 TG3: 37, 42, 116, 117 TG4: 81, 97, 104, 123, 134, 140, 141, 146, 147, 158, 159 TG5: 38, 39, 61, 116, 117, 133 TG6: 30, 37, 42, 74, 102, 104, 105, 116, 117, 123, 134, 135, 140, 141, 153 TG7: 32, 44, 45, 50, 51, 110, 116, 122, 123, 153 TG8: 109, 111, 134, 140 TG9: 38, 39, 105, 117, 132, 141, 147</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (with math library books in English and Spanish, math manipulatives, math CDs in English and Spanish), “Frog Street Pre-K” Interactive Software</p>
Goal P-MATH 3. Child understands the relationship between numbers and quantities.	<p>TG1: 116, 117 TG2: 46, 47, 50, 51 TG3: 116, 158, 159 TG4: 32, 110, 111, 116, 117, 122, 152, 153 TG5: 68, 134, 135, 140, 141, 146, 152, 158, 159 TG6: 132, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159 TG7: 32, 38, 39, 41, 44, 50, 62, 68, 69, 74, 80, 81 TG8: 32, 104, 117, 134, 135, 141 TG9: 98, 99, 104, 109, 116, 153</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (with math library books in English and Spanish, math manipulatives, math CDs in English and Spanish), “Frog Street Pre-K” Interactive Software</p>
Goal P-MATH 4. Child compares numbers.	<p><i>Frog Street Pre-K provides consistent opportunity to compare sets of objects using vocabulary including “more,” “less,” “same,” “equal to,” “different.” Example—Theme 4, Choices p. 146 wherein children compare quantities of cups and straws.</i></p> <p>TG1: 51, 67, 68, 105, 117, 132, 147, 158, 159 TG2: 108, 111 TG3: 33, 65, 74, 75, 78, 80, 109, 110, 116, 122 TG4: 32, 50, 105, 111, 134, 135, 140, 146, 151, 153, 159, 192 TG5: 32, 45, 86, 87, 92, 98, 104, 110, 111, 116, 117 TG6: 27, 60, 62, 63, 68, 73, 81, 116, 117, 122, 134, 135, 153 TG7: 51, 66, 98, 110, 116, 117 TG8: 44, 45, 62, 63, 68, 74, 75, 80, 86, 98, 104, 110, 116, 122, 134, 146, 158, 159 TG9: 74, 75, 98, 104, 134, 152, 159</p>
Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.	<p>TG1: 63, 153 TG2: 26, 27, 38, 39, 68, 104, 105, 108, 13, 135 TG3: 32, 44, 98, 99, 104, 105, 110, 111, 122, 123 TG4: 98, 116, 117, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159 TG5: 44, 81, 87, 97, 110, 111 TG6: 62, 68, 69, 80, 81, 86, 134, 135, 141, 146, 147, 152, 153, 158, 159 TG7: 32, 32, 38, 44, 45, 51, 116, 153 TG8: 26, 27, 32, 33, 38, 39, 44, 45, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 111, 116, 117, 119, 122, 123, 133, 140, 141, 147, 159 TG9: 27, 98, 99, 104, 105, 110, 111, 117, 135, 140, 141, 146, 147, 153</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (with math library books in English and Spanish, math manipulatives, math CDs in English and Spanish), “Frog Street Pre-K” Interactive Software</p>

Sub-Domain: Operations and Algebraic Thinking	
Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.	<p><i>Frog Street Pre-K provides ongoing opportunities for children to solve simple addition and subtraction problems using concrete objects.</i></p> <p>TG4: 50, 51 TG 5: 86, 87, 98, 99, 110, 111, 122, 123 TG6: 112 TG7: 153 TG8: 26, 27, 33, 38, 39, 44, 45, 51, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 104, 105, 110, 111, 116, 117, 122, 134, 135, 140, 141, 146, 152, 153, 158 TG9: 104, 105, 116, 129</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (with math library books in English and Spanish, math manipulatives, math CDs in English and Spanish), “Frog Street Pre-K” Interactive Software</p>
Goal P-MATH 7. Child understands simple patterns.	<p>TG1: 122; TG2: 50, 51; TG3: 45, 46, 50, 51, 99, 129, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159; TG4: 21, 26, 27, 32, 33, 38, 39, 44, 45, 50, 81, 98, 99, 100, 142, 158, 159; TG5: 86, 87, 122, 123; TG6: 45, 99, 111; TG7: 26, 27, 32, 33, 38, 39, 42, 43, 44, 50, 51, 68, 111; TG8: 50, 51, 134, 135, 159; TG9: 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 110, 134, 135, 141</p>
Sub-Domain: Measurement	
Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.	<p><i>Frog Street Pre-K provides children with opportunities to explore units of measurement, using both standard and nonstandard tools.</i></p> <p>Standard: TG1: 135, 140, 141, 158 TG2: 75 TG3: 32, 50, 51, 62, 103 TG5: 32, 63 TG6: 62, 63, 80, 81, 85, 86, 87 TG7: 117, 134, 135, 140, 141 TG8: 39 TG9: 140</p> <p>Nonstandard: TG1: 141, 146, 147 TG2: 39 TG3: 27, 33, 38, 39, 44, 45, 80, 81, 116, 117 TG4: 86, 87, 138, 144, 145, 159 TG5: 32, 33, 81, 153 TG6: 62, 63 TG7: 157 TG8: 45, 71 TG9: 117, 140, 141</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), “Frog Street Pre-K” Interactive Software</p>
Sub-Domain: Geometry and Spatial Sense	
Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.	<p>TG1: 38, 39, 50, 75, 80, 98, 116 TG2: 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 104, 105, 116, 129, 137, 139 TG3: 99, 102 TG4: 62, 63, 68, 69, 74, 80, 81, 86, 99 TG5: 65, 69, 105 TG6: 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 34, 35, 38, 39, 40, 42, 43, 44, 45, 50, 98, 103, 104, 145, 152 TG7: 61, 62, 96, 99, 105, 147 TG8: 71, 105, 110, 153 TG9: 26, 27, 32, 33, 39, 44, 50, 51</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), “Frog Street Pre-K” Interactive Software</p>
Goal P-MATH 10. Child explores the positions of objects in space.	<p><i>Frog Street Pre-K provides ongoing opportunities for children to identify positions of objects using appropriate terms.</i></p> <p>TG1: 34, 45, 58, 62, 63, 67, 68, 69, 74, 75, 76, 77, 80, 81, 122, 134, 141, 146 TG2: 21, 63, 74, 86, 87, 110, 111, 116 TG3: 38, 39, 86, 99, 102, 104, 110, 111, 134, 146 TG4: 38, 39, 44, 62, 80, 104, 117 TG5: 62, 68, 74, 75, 80, 105, 116, 117, 134, 135, 140, 141, 146, 147, 152, 153 TG6: 26, 27, 39, 46, 47, 48, 49, 50, 51, 105, 154 TG7: 26, 32, 34, 35, 36, 58, 60, 61, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 105, 134, 135, 140, 141, 146, 147, 152, 158, 159 TG8: 105, 111, 117 TG9: 26, 39, 44, 50, 122, 123</p> <p>Resources: “Building Math Skills and Concepts” Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), “Frog Street Pre-K” Interactive Software</p>

Domain: Scientific Reasoning	
Sub-Domain: Scientific Inquiry	
Goal P-SC 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).	<p>TG1: 20, 21, 32, 33, 42, 45, 57, 93, 99, 105, 109, 114, 141, 147 TG2: 21, 57, 63,68, 93, 129, 141, 158, 159 TG3: 20, 60, 61, 62, 63, 64, 65, 66, 68, 69, 71, 72, 73, 74, 76, 77, 78, 79, 80, 81, 82, 106, 107, 111, 112, 115, 117, 118, 121, 122, 123, 137, 153 TG4: 22, 24, 25, 26, 28, 31, 34, 37, 40,41, 43, 47, 48, 49, 66, 70, 86, 87, 109, 111, 115, 129, 132, 133, 136, 137, 138, 139, 144, 145, 147, 154, 156,157, 159 TG5: 22, 34, 40, 41, 46, 48, 51, 60, 61, 64, 65, 67, 73, 74, 106, 109, 116, 118 TG6: 22, 28, 29, 39, 42, 45, 63, 64, 69, 70, 71, 73, 76, 77, 79, 80, 81, 82, 85, 94, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 119, 121, 123, 132, 136, 142, 147, 148 TG7: 31, 63, 69, 99, 101, 103, 137, 139, 141, 144, 147, 150, 155, 157 TG8: 33, 35, 39, 41, 79, 83, 97, 99, 111, 113, 114, 147 TG9: 21, 39, 56, 57, 63, 65, 69, 73, 83, 93, 96, 97, 99, 105, 117, 123</p> <p>Resources: Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
Goal P-SC 2. Child engages in scientific talk.	<p><i>Throughout <u>Frog Street Pre-K</u>, children engage in scientific talk, including basic science terms, weather terms, topic-related terms, and vocabulary related to simple machines and basic tools.</i></p> <p>TG1: 61, 63, 67, 99, 118, 103, 104, 122, 135, 141, 146, 152, 158, 159 TG2: 28, 42, 63, 69, 75, 87, 99, 111, 117, 140, 141, 152, 159 TG3: 20, 32, 44, 51, 57, 60, 61, 68, 69, 73, 74, 80, 81, 82, 83, 87, 93, 109, 117, 123, 135, 141, 147, 152 TG4: 45, 63, 74, 83, 86, 129,145, 146, 147, 150, 153 TG5: 27, 39, 63, 67, 68, 69, 116, 117, 123, 151 TG6: 27, 39, 56, 57, 68, 70, 72, 74, 75, 80, 87, 105, 111, 123, 147 TG7: 30, 45, 69, 72, 73, 103,115, 117, 128, 131, 132, 134, 133, 135, 140, 141, 146, 147,151 TG8: 31, 39, 75, 92, 99, 140 TG9: 37, 39, 42, 43, 57, 61, 62, 63, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 81, 82, 83, 84, 85, 86, 87,117, 133, 140, 141</p>
Goal P-SC 3. Child compares and categorizes observable phenomena.	<p>TG1: 27, 32, 33, 45, 61, 63, 67, 75, 87, 93, 99, 103, 104, 105, 109, 110, 111, 112, 113, 114, 115, 116, 117, 119, 120, 135, 140, 141, 159 TG2: 63, 69, 75, 87, 99, 141, 151 TG3: 20, 51, 57, 61, 68, 69, 73, 74, 79, 80, 81, 85, 93, 109, 123, 135, 141 TG4: 45, 60, 63, 86, 87, 129, 140, 141, 145, 146, 147, 153 TG5: 27, 39, 45, 62, 63, 67, 68, 69, 87, 105, 116, 117, 122, 123 TG6: 27, 56, 62, 75, 85, 87, 111, 123 TG7: 69, 103, 115, 117, 128, 133, 146, 151, 157 TG8: 39, 75, 92, 147, 153 TG9: 39, 42, 43, 63, 99, 117, 141</p>
Sub-Domain: Reasoning and Problem-Solving	
Goal P-SC 4. Child asks a question, gathers information, and makes predictions.	<p>TG1: 135 TG3: 74, 135 TG4: 60, 147, 153, 167 TG5: 123 TG7: 147 TG8: 75, 147 TG9: 104, 140, 141</p> <p>Resources: Science Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)</p>
Goal P-SC 5. Child plans and conducts investigations and experiments.	<p>TG1: 20, 21, 32, 33, 42, 45, 57, 93, 99, 105, 109, 114, 141, 147 TG2: 21, 57, 63,68, 93, 129, 141, 158, 159 TG3: 20, 60, 61, 62, 63, 64, 65, 66, 68, 69, 71, 72, 73, 74, 76, 77, 78, 79, 80, 81, 82, 106, 107, 111, 112, 115, 117, 118, 121, 122, 123, 137, 153 TG4: 22, 24, 25, 26, 28, 31, 34, 37, 40,41, 43, 47, 48, 49, 66, 70, 86, 87, 109, 111, 115, 129, 132, 133, 136, 137, 138, 139, 144, 145, 147, 154, 156,157, 159 TG5: 22, 34, 40, 41, 46, 48, 51, 60, 61, 64, 65, 67, 73, 74, 106, 109, 116, 118 TG6: 22, 28, 29, 39, 42, 45, 63, 64, 69, 70, 71, 73, 76, 77, 79, 80, 81, 82, 85, 94, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 119, 121, 123, 132, 136, 142, 147, 148 TG7: 31, 63, 69, 99, 101, 103, 137, 139, 141, 144, 147, 150, 155, 157 TG8: 33, 35, 39, 41, 79, 83, 97, 99, 111, 113, 114, 147 TG9: 21, 39, 56, 57, 63, 65, 69, 73, 83, 93, 96, 97, 99, 105, 117, 123</p>

	Resources: Museum box (including an English/Spanish science library and tools for science exploration—featuring Spangler Science Activities and Manipulatives)
Goal P-SC 6. Child analyzes results, draws conclusions, and communicates results.	TG1: 110, 111, 115; TG2: 66, 104, 108, 146, 147, ; TG3: 26; TG4: 26, 68, 74, 140, 141; TG5: 45, 63, 80, 81, 86, 104, 110, 111, 116, 117, 129, 147; TG6: 27, 45, 86, 116, 117, 122, 123, 134, 135, 158, 159; TG7: 98, 104, 105, 110, 111, 116, 117, 122, 123; TG8: 43, 45, 57, 122, 123, 135, 146, 152, 153, 158, 159; TG9: 74, 75, 98, 104, 105, 110, 116, 122, 123, 140, 141, 146, 147, 153

Domain: Perceptual, Motor, and Physical Development	
Sub-Domain: Gross Motor	
Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.	<i>Moving and Learning, the transition activity that follows Greeting Circle each morning invites children to create dance steps or follow movement prompts. In the Gross Motor Center activities give children many opportunities to develop flexibility, range of motion, body</i>
Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.	<i>coordination and strength while interacting with objects and others.</i> TG1: 22, 28, 40, 56, 57, 58, 64, 76, 79, 82, 92, 100, 103, 106, 128, 136, 148, 159 TG2: 22, 40, 46, 51, 82, 94, 100, 106, 112, 135, 136, 142, 148, 151, 154 TG3: 22, 40, 49, 63, 64, 70, 76, 100, 106, 109, 111, 118, 129, 130, 133, 135, 136, 141, 142, 147, 148, 152, 153, 154 TG4: 20, 22, 33, 46, 51, 58, 75, 82, 92, 93, 94, 96, 97, 103, 105, 112, 123, 129, 136, 142, 148 TG5: 28, 39, 40, 64, 76, 82, 99, 100, 105, 130, 138, 142, 148, 150, 154, 157, 159 TG6: 20, 34, 40, 49, 64, 70, 76, 100, 106, 112, 130, 133, 136, 142, 153, 154 TG7: 20, 22, 23, 25, 27, 28, 33, 34, 39, 40, 43, 46, 49, 56, 61, 63, 70, 76, 79, 82, 92, 93, 100, 106, 112, 130, 136, 142, 148, 154 TG8: 22, 28, 30, 39, 40, 42, 58, 64, 66, 76, 85, 87, 93, 94, 98, 100, 106, 111, 112, 117, 118, 128, 130, 136, 138, 141, 142, 148 TG9: 22, 28, 34, 58, 64, 70, 85, 92, 106, 128, 136, 148, 154 Resources: Kid’s Castle box (includes the “Continuum of Physical Development” Resource Guide and beach ball, beanbag, and parachute equipment)
Sub-Domain: Fine Motor	
Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.	<i>Frog Street Pre-K provides children with opportunities to develop fine muscle and eye-hand coordination for self-help skills—including using utensils, self-care, cutting, dressing, and building.</i> TG1: 25, 27, 37, 39, 50, 51, 67, 68, 69, 75, 79, 81, 87, 105, 115, 117, 121, 135, 155, 156, 157, 159 TG2: 39, 45, 51, 73, 74, 81, 83, 85, 86, 101, 103, 105, 115, 123, 133, 145 TG3: 25, 27, 87, 103, 139 TG4: 27, 31, 33, 34, 67, 69, 73, 74, 75, 99, 123, 135 TG5: 27, 33, 39, 45, 111, 139, 153, 157 TG6: 27, 31, 38, 39, 50, 51, 61, 62, 73, 75, 82, 99, 103, 105, 108, 109, 111, 141, 143, 144, 145, 153 TG7: 23, 27, 31, 34, 35, 39, 43, 67, 79, 97, 99, 103, 111, 115, 135, 139, 140, 141, 145 TG8: 49, 51, 61, 67, 100, 102, 133, 135, 139, 142, 145 TG9: 37, 40, 43, 45, 49, 61, 81, 96, 97, 103, 104, 105, 111, 117, 118, 121, 136 Resources: Kid’s Castle box (includes the “Continuum of Physical Development” Resource Guide and eyedropper, tweezers, tactile ball, dot cube, and stencil manipulatives)
Sub-Domain: Health, Safety, and Nutrition	
Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.	TG1: 26, 27, 28, 40, 45, 63, 81, 82, 86, 87, 99, 102, 110, 111 TG2: 33, 82, 111, 130, 131, 132, 133, 135, 136, 137, 141, 149, 154, 155 TG3: 84, 85, 114 TG4: 24, 34, 35, 36, 39, 48, 49, 51, 60, 61, 64, 69, 71, 72, 75, 76, 77, 78, 81, 83, 84, 85, 94, 95, 96, 97, 100, 101, 102, 105, 112, 113, 114, 115, 117, 118, 119, 120, 123, 137, 141, 146, 147 TG5: 28, 30, 32, 33, 51, 75, 105, 120, 147 TG6: 37, 45, 63, 65 TG7: 33, 39, 51, 95, 96, 99 TG8: 39, 63, 99, 105, 111, 159 TG9: 63, 135 Resources: Rebus Posters—“How to Wash Your Hands,” “How to Brush Your Teeth
Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.	TG1: 26, 27, 28, 40, 45, 63, 81, 82, 86, 87, 99, 102, 110, 111 TG2: 33, 82, 111, 130, 131, 132, 133, 135, 136, 137, 141, 149, 154, 155 TG3: 84, 85, 114 TG4: 24, 34, 35, 36, 39, 48, 49, 51, 60, 61, 64, 69, 71, 72, 75, 76, 77, 78, 81, 83, 84, 85, 94, 95, 96, 97, 100, 101, 102, 105, 112, 113, 114, 115, 117, 118, 119, 120, 123, 137, 141, 146, 147 TG5: 28, 30, 32, 33, 51, 75, 105,

	<p>120, 147 TG6: 37, 45, 63, 65 TG7: 33, 39, 51, 95, 96, 99 TG8: 39, 63, 99, 105, 111, 159 TG9: 63, 135</p> <p>Resources: Rebus Posters— “How to Make a Cheese Sandwich,” and “How to Make Applesauce”</p>
<p>Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.</p>	<p><i>Frog Street Pre-K is built upon the idea that children have a very important job to do. They must help keep their classroom safe. This principal is reinforced by <u>Conscious Discipline®</u> routines taught in the morning’s <u>Greeting Circle</u> and reviewed at the end-of-day’s <u>Closing Circle</u>. Children learn to follow safety rules in the classroom, at home, and in their community.</i></p> <p>TG1: 25, 26, 27, 28, 40, 41, 45, 63, 81, 82, 86, 87, 99, 102, 110, 111, 154 TG2: 33, 43, 49, 61, 82, 111, 130, 131, 132, 133, 135, 136, 137, 141, 149, 154, 155 TG3: 84, 85, 106, 114, 118 TG4: 24, 30, 34, 35, 36, 39, 40, 42, 46, 48, 49, 51, 60, 61, 64, 69, 71, 72, 75, 76, 77, 78, 81, 83, 84, 85, 94, 95, 96, 97, 100, 101, 102, 105, 108, 112, 113, 114, 115, 117, 141, 146, 147 TG5: 14, 28, 30, 32, 33, 51, 58, 75, 105, 120, 147 TG6: 28, 34, 37, 45, 48, 63, 65 TG7: 28, 33, 39, 51, 94, 95, 96, 99, 100, 118, 142 TG8: 39, 40, 63, 99, 100, 105, 106, 111, 112, 159 TG9: 46, 63, 135, 137, 144, 145</p> <p>Resources: Sequence Card–Bike Safety, Rebus Poster– “Stop! Drop! Roll! ”</p>

