

## FAMILY RESOURCE AGENCY OF NORTH GEORGIA - SCHOOL READINESS GOALS – BIRTH TO FIVE

Family Resource Agency uses Teaching Strategies GOLD assessment which is based on 38 research-based objectives that include predictors of school readiness and are aligned with state standards, state early learning guidelines, Georgia Pre-K Content Standards, and the Head Start Child Development and Early Learning Framework. It supports dual-language learners as well as children with special needs.

Essential Domain of School Readiness	OHS Child Dev & Early Learning Framework Domain	School Readiness Goal	Evidence of Progress in Early Head Start		Evidence of Progress in Preschool Head Start
			Young Infants	Older Infants/Toddlers	Preschool 3-5
<b>Cognition and General Knowledge Domain</b>	<b>Mathematics Knowledge &amp; Skills</b>	1) Children will demonstrate knowledge of simple math concepts, including the ability to count up to 10.  <i>Alignment Reference:</i> <i>Assessment:</i> Obj. 20 <i>GELS:</i> C1M3,C2M3,C3M3 <i>GA Standards:</i> MD1	<ul style="list-style-type: none"> <li>Recognize the difference in the number of objects (i.e. two objects dropping into a box and only finding one object)</li> <li>Reaches for more objects while playing</li> </ul>	<ul style="list-style-type: none"> <li>Verbally counts (not always in the correct order)</li> <li>Demonstrates understanding of the concepts of one, two, and more</li> <li>Recognizes and names a few numerals</li> </ul>	<ul style="list-style-type: none"> <li>Verbally counts to 10; counts up to five objects accurately, using one number name for each object</li> <li>Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting</li> <li>Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</li> <li>Identifies numerals to 5 by name and connects each to counted objects</li> </ul>
		2) Children will	<ul style="list-style-type: none"> <li>Manipulates</li> </ul>	<ul style="list-style-type: none"> <li>Follows simple</li> </ul>	<ul style="list-style-type: none"> <li>Uses and responds</li> </ul>

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		demonstrate a basic understanding of spatial relationships, shapes and colors.  <i>Alignment Reference:</i> <b>Assessment:</b> Obj. 21 <b>GELS:</b> C0M1,C1M1,C2M1,C3M1,C3M8 <b>GA Standards:</b> MD4	different objects of various shapes and colors <ul style="list-style-type: none"> <li>• Focuses on colors or textures</li> </ul>	directions related to position (in, on, under, up, down) <ul style="list-style-type: none"> <li>• Matches two identical shapes</li> <li>• Begins to identify a few colors</li> </ul>	appropriately to positional words indicating location, direction, and distance <ul style="list-style-type: none"> <li>• Identifies a few basic shapes</li> <li>• Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</li> <li>• Identifies several colors</li> </ul>
		3) Children will demonstrate the ability to sort and classify objects.  <i>Alignment Reference:</i> <b>Assessment:</b> Obj. 22 & 23 <b>GELS:</b> C1M2,C2M2,C3M2 <b>GA Standards:</b> MD3	<ul style="list-style-type: none"> <li>• Distinguishes between unfamiliar and familiar adults</li> <li>• Collects one type of manipulative (i.e. wooden blocks) and places them in a box.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes simple comparisons between two objects.</li> <li>• Shows interest in simple patterns in everyday life</li> </ul>	<ul style="list-style-type: none"> <li>• Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</li> <li>• Copies simple repeating patterns</li> <li>• Extends and creates simple repeating patterns</li> </ul>

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	Scientific Knowledge & Skills	<p>4) Children will demonstrate knowledge of simple science concepts.</p> <p><u>Alignment Reference:</u>  <b>Assessment:</b> Obj. 24  <b>GELS:</b> C0S1, C1S1,C1S2, C1S3, C1S4, C2S1, C2S2, C2S3, C2S4, C3S1, C3S2,C3S3, C3S4  <b>GA Standards:</b> SE1, SD2, SD3, SD4</p>	<ul style="list-style-type: none"> <li>• Observes and explores things in the environment</li> <li>• Reacts to changes</li> <li>• Manipulates objects to understand their properties</li> </ul>	<ul style="list-style-type: none"> <li>• Connects new observations to what he or she already knows</li> <li>• Identifies problems, makes predictions, thinks of ways to solve problems, and tries possible solutions</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies problems, makes predictions, thinks of ways to solve problems, and tries possible solutions</li> <li>• Organizes information</li> <li>• Talks with others about discoveries</li> <li>• Represents his or her thinking through drawing, dramatizing, graphing, or making models</li> </ul>
	Logic & Reasoning	<p>5) Children will show flexibility and inventiveness in thinking and problem solving.</p> <p><u>Alignment Reference:</u>  <b>Assessment:</b> Obj. 11  <b>GELS:</b> A0L1, A1L1,A1L3, A2L1, A2L3, A3L1, A3L3  <b>GA Standards:</b> SE2</p>	<ul style="list-style-type: none"> <li>• Reacts to a problem; seeks to achieve a specific goal</li> </ul>	<ul style="list-style-type: none"> <li>• Imitates others in using objects in new and/or unanticipated ways</li> <li>• Uses creativity and imagination during play and routine tasks</li> <li>• Reacts to a problem; seeks to achieve a specific goal</li> <li>• Observes and imitates how other people solve problems; asks for a solution and uses it</li> </ul>	<ul style="list-style-type: none"> <li>• Changes plans if a better idea is thought of or proposed</li> <li>• Thinks through possible long-term solutions and takes on more abstract challenges</li> <li>• Solves problems without having to try every possibility</li> <li>• Thinks problems through, considering several possibilities and analyzing results</li> </ul>

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	Social Studies Skills & Knowledge	<p>6) Children will demonstrate recognition of name and basic awareness of self, family and community.</p> <p><u>Alignment Reference:</u>  <b>Assessment:</b> Obj. 29 &amp; 30  <b>GELS:</b> C0SS1, C1SS1, C1SS2, C2SS1, C2SS2, C2SS3, C2SS4, C3SS1, C3SS2, C3SS3, C3SS4  <b>GA Standards:</b> SS1, SS2, SS3</p>	<ul style="list-style-type: none"> <li>• Responds to own name (i.e. turns head, smiles, etc.)</li> <li>• Shows excitement when a familiar face walks in the room</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates understanding that each person has unique characteristics, ways of communicating, and ways of solving problems</li> <li>• Shows awareness that there are similarities and differences among people and families</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates understanding that each person has unique characteristics, ways of communicating, and ways of solving problems</li> <li>• Communicates that each person is a part of a family that has unique characteristics.</li> <li>• Demonstrates understanding of the various jobs in the community</li> <li>• Communicates understanding that various people have rights and responsibilities</li> </ul>

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Physical Dev. & Health	Physical Dev. & Health	<p>7) Children will demonstrate control of large muscles for movement, navigation, and balance.</p> <p><u>Alignment Reference:</u>  <b>Assessment:</b> Obj. 4, 5 &amp; 6  <b>GELS:</b> P0G1, P0G2, P1G1, P1G2, P1G3, P2G1, P2G2, P2G3, P3G1, P3G2, P3G3  <b>GA Standards:</b> HPD1</p>	<ul style="list-style-type: none"> <li>Reaches, grasps, and releases objects</li> <li>Moves to explore immediate environment</li> <li>Balances while exploring immediate environment</li> </ul>	<ul style="list-style-type: none"> <li>Experiments with different ways of moving</li> <li>Experiments with different ways of balancing</li> <li>Manipulates balls or similar objects with stiff body movements</li> </ul>	<ul style="list-style-type: none"> <li>Moves purposely from place to place with control</li> <li>Sustains balance during simple movement experiences</li> <li>Manipulates balls and similar objects with flexible body movements</li> </ul>
		<p>8) Children will demonstrate fine motor strength and coordination.</p> <p><u>Alignment Reference:</u>  <b>Assessment:</b> Obj. 7  <b>GELS:</b> P0F1, P0F2, P1F1, P1F2, P2F1, P2F2, P3F1, P3F2  <b>GA Standards:</b> HPD2</p>	<ul style="list-style-type: none"> <li>Reaches for, touches, and holds objects purposefully</li> </ul>	<ul style="list-style-type: none"> <li>Uses fingers and whole-arm movements to manipulate and explore objects</li> <li>Grasps drawing and writing tools, jabbing at paper</li> <li>Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</li> </ul>	<ul style="list-style-type: none"> <li>Uses refined wrist and finger movements</li> <li>Holds drawing tools by using a three-point finger grip but may hold the instrument too close to one end</li> </ul>

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		<p>9) Children will identify and practice healthy and safe habits.</p> <p><u>Alignment Reference:</u>  <b>Assessment:</b> Obj. 1  <b>GELS:</b> POS1, POS2, POS3, POH1, P1S1, P1S2, P1S3, P1S4, P1H2, P2S1, P2S2,P2S3, P2S4, P2H2, P3S1, P3S2,P3S3,P3S4, P3H2  <b>GA Standards:</b> HPD3</p>	<ul style="list-style-type: none"> <li>Indicates needs and wants</li> </ul>	<ul style="list-style-type: none"> <li>Seeks to do things for self</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates confidence in meeting own needs</li> <li>Takes responsibility for own well-being</li> </ul>

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<b>Social &amp; Emotional Dev.</b>	<b>Social &amp; Emotional Dev.</b>	<p>10) Children will demonstrate that social and interpersonal skills are emerging.</p> <p><u>Alignment Reference:</u>  <b>Assessment:</b> Obj. 2  <b>GELS:</b> S0A1, S0A2, S1A1, S1A2, S2A1, S2A2, S3A1, S3A2, S3P3  <b>GA Standards:</b> SE2</p>	<ul style="list-style-type: none"> <li>• Demonstrates a secure attachment to one or more adults</li> <li>• Vocalizes and gestures to communicate</li> <li>• Babbles strings of single consonant sounds and combined sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Uses one or two word sentences or phrases</li> <li>• Makes simple statements about recent events and familiar people and objects that are not present</li> <li>• Engages in simple back and forth exchanges with others</li> <li>• Responds to speech by looking toward speaker</li> <li>• Uses trusted adult as a secure base from which to explore the world</li> <li>• Reacts to others' emotional expressions</li> </ul>	<ul style="list-style-type: none"> <li>• Manages separations without distress and engages with trusted adults</li> <li>• Identifies basic emotional reactions of others and their causes accurately</li> <li>• Initiates, joins in, and sustains positive interactions with a small group of two to three children</li> <li>• Establishes a special friendship with one other child, but the friendship might only last a short while</li> </ul>

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		<p>11) Children will identify feelings of self and others and express feelings appropriately.</p> <p><u>Alignment Reference:</u>  <b>Assessment:</b> Obj. 1  <b>GELS:</b> SOP1, SOP2, S0SA1, S0SA2, S1P1, S1P2, S1SA1, S1SA2, S2P1, S2P2, S2P3, S2SA1, S2SA2, S3P1, S3P2, S3SA1, S3SA2  <b>GA Standards:</b> SE1</p>	<ul style="list-style-type: none"> <li>• Uses adult support to calm self</li> </ul>	<ul style="list-style-type: none"> <li>• Comforts self by seeking out special object or person</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to look at a situation differently or delay gratification</li> <li>• Controls strong emotions in an appropriate manner most of the time</li> <li>• Demonstrates concern about the feelings of others</li> <li>• Identifies basic emotional reactions of others and their causes accurately</li> <li>• Demonstrates confidence in own abilities</li> </ul>
		<p>12) Children will demonstrate an increasing capacity for self-control and ability to follow rules and routines.</p> <p><u>Alignment Reference:</u>  <b>Assessment:</b> Obj. 1  <b>GELS:</b> S1SC1, S1SC2, S2SC1, S2SC2, S3SC1, S3SC2  <b>GA Standards:</b> SE2,SE3</p>	<ul style="list-style-type: none"> <li>• Responds to changes in adults' tone of voice and expression</li> </ul>	<ul style="list-style-type: none"> <li>• Accepts redirection from adults</li> <li>• Responds appropriately to others' wants</li> </ul>	<ul style="list-style-type: none"> <li>• Manages classroom rules, routines, and transitions with occasional reminders</li> </ul>



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		<p>13) Children will form appropriate relationships with others and demonstrate the ability to work or play cooperatively.</p> <p><u>Alignment Reference:</u>  <b>Assessment:</b> Obj. 2 &amp; 3  <b>GELS:</b> S2SC1, S2SC2, S3SC2, S3P3  <b>GA Standards:</b> SE2,SE4</p>	<ul style="list-style-type: none"> <li>• Demonstrates a secure attachment to one or more adults</li> </ul>	<ul style="list-style-type: none"> <li>• Uses trusted adult as a secure base from which to explore the world</li> <li>• Reacts to others' emotional expressions</li> <li>• Plays near other children; uses similar materials or actions</li> <li>• Seeks a preferred playmate; shows pleasure when seeing a friend</li> </ul>	<ul style="list-style-type: none"> <li>• Manages separation without distress and engages with trusted adults</li> <li>• Takes turns</li> <li>• Initiates the sharing of materials in the classroom and outdoors</li> <li>• Seek adult help to resolve social problems</li> <li>• Suggest solutions to social problems</li> <li>• Uses successful strategies for entering a group</li> <li>• Plays with one or two preferred playmates</li> <li>• Initiates, joins in, and sustains positive interactions with a small group of two to three children</li> </ul>

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Language & Literacy Development	Language Dev.	<p>14) Children will communicate with others effectively demonstrating listening skills and the ability to express needs and wants.</p> <p><u>Alignment Reference:</u>  <b>Assessment:</b> Obj. 8, 9 &amp; 10  <b>GELS:</b> LOR1, LOR2, LOE1, LOE2, LOE3, LOE4, L1R1, L1R2, L1E1, L1E2, L1E3, L1E4, L1E5, L2R1, L2R2, L2E1, L2E2, L2E3, L2E4, L2E5, L3R1, L3R2, L3E1, L3E2, L3E3, L3E4, L3E5  <b>GA Standards:</b> LD1, LD2, LD3, LD4</p>	<ul style="list-style-type: none"> <li>Babbles strings of single consonant sounds and combines sounds</li> <li>Indicates needs and wants participates as adult attends to needs</li> </ul>	<ul style="list-style-type: none"> <li>Shows an interest in the speech of others</li> <li>Identifies/names familiar people, animals, and objects when prompted</li> <li>Follows simple verbal requests accompanied by gestures</li> <li>Uses some words or word like sounds and is understood by most familiar people</li> <li>Uses one- to two-word sentences or phrases</li> <li>Uses three- to four word sentences; may omit some words or use some words incorrectly</li> <li>Responds appropriately to others expressions or wants</li> <li>Expresses feelings during conflict</li> </ul>	<ul style="list-style-type: none"> <li>Responds appropriately to specific vocabulary and simple statements, questions, and stories</li> <li>Follows direction of two or more steps that relate to familiar objects and experiences</li> <li>Describes and tells the use of many familiar items</li> <li>Is understood by most people; may mispronounce new, long, or unusual words</li> <li>Uses complete four- to six-word sentences</li> <li>Tells stories about other times and places that have logical order and that include major detail</li> <li>Engages in conversation of at least three exchanges</li> </ul>

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	Literacy Knowledge & Skills	<p>15) Children will demonstrate evidence of early literacy skills.</p> <p><i>Alignment Reference:</i>  <i>Assessment:</i> Obj. 15 &amp; 17  <i>GELS:</i> L0FR1, L0FR2, L0FR3, L1FR1, L1FR2, L1FR3, L2FR1, L2FR2, L2FR3, L2FR4, L3FR1, L3FR2, LSFR3, LSFR4  <i>GA Standards:</i> LD5</p>	<ul style="list-style-type: none"> <li>Shows interest in books</li> </ul>	<ul style="list-style-type: none"> <li>Joins in rhyming songs and games</li> <li>Sing songs and recites rhymes and refrains with repeating initial sounds</li> </ul>	<ul style="list-style-type: none"> <li>Orients books correctly; turns pages from front of the book to the back, recognizes familiar books by their cover</li> <li>Knows some features of a book (title, author, illustrator) connects specific books to authors</li> <li>Fills in the missing rhyming word; generates rhyming words spontaneously</li> <li>Shows awareness that some words begin the same way</li> </ul>

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		<p>16) Children will recognize the association between spoken and written words and beginning alphabetic knowledge.</p> <p><u>Alignment Reference:</u>  <b>Assessment:</b> Obj. 16 &amp; 18  <b>GELS:</b> L3FR3, L3FR4  <b>GA Standards:</b> LD6</p>	<ul style="list-style-type: none"> <li>• Show interest in the speech of others</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes and names a few letters in own name</li> <li>• Identify the sounds of a few letters</li> <li>• Shows understanding that text is meaningful and can be read</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes as many as 10 letters, especially those in own name</li> <li>• Produces the correct sounds for 10-20 letters</li> <li>• Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adults</li> </ul>
		<p>17) Children will demonstrate the use of shapes, marks and letters to represent words and convey meaning.</p> <p><u>Alignment Reference:</u>  <b>Assessment:</b> Obj. 19  <b>GELS:</b> L1FW1, L2FW1, L2FW2, L2FW3, L2FW4, L3FW1, L3FW2, L3FW3, L3FW4  <b>GA Standards:</b> LD6</p>	<ul style="list-style-type: none"> <li>• Makes random marks on paper with large crayons</li> </ul>	<ul style="list-style-type: none"> <li>• Scribbles or marks</li> <li>• Controlled linear scribbles</li> </ul>	<ul style="list-style-type: none"> <li>• Mock letters or letter like forms</li> <li>• Letter strings</li> <li>• Partially accurate name</li> </ul>

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Approaches to Learning	Creative Arts Expression	<p>18) Children will develop the ability to express themselves creatively through the visual arts, music, dance and movement, and drama.</p> <p><u>Alignment Reference:</u>  <b>Assessment:</b> Obj. 14, 33, 34, 35 &amp; 36  <b>GELS:</b> COM1, COS1, S1SE1, S1SE2, C1S4, S2SE1, S2SE2, C2S4, S3SE1, S3SE2, C3S4  <b>GA Standards:</b> CD1, CD2, CD3</p>	<ul style="list-style-type: none"> <li>Explores different materials, tools, and processes</li> </ul>	<ul style="list-style-type: none"> <li>Shows increasing awareness of colors, lines, textures, space and design</li> <li>Shows increasing awareness of music and how the body moves</li> <li>Imitates actions of others during play; uses real objects as props</li> </ul>	<ul style="list-style-type: none"> <li>Show appreciation for artwork of peers</li> <li>Communicates what he or she sees and how it makes him or her feel</li> <li>Express thoughts, feelings and energy through music</li> <li>Shows that real-life roles can be enacted</li> <li>Represents ideas through drama</li> <li>Acts out familiar or imaginary scenarios; may use props to stand for something else</li> </ul>
	Approaches to Learning	<p>19) Children will show evidence of persistence in completing tasks.</p> <p><u>Alignment Reference:</u>  <b>Assessment:</b> Obj. 11  <b>GELS:</b> A0L2, A1L2, A2L2, A3L2  <b>GA Standards:</b> SE2</p>	<ul style="list-style-type: none"> <li>Pays attention to sights and sounds</li> </ul>	<ul style="list-style-type: none"> <li>Pays attention to sights and sounds</li> <li>Repeats actions to obtain similar results</li> </ul>	<ul style="list-style-type: none"> <li>Sustains work on age-appropriate tasks; can ignore most distractions and interruptions</li> <li>Plans and pursues a variety of appropriately challenging tasks</li> </ul>

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		<p>20) Children will demonstrate enthusiasm, curiosity, and persistence toward learning.</p> <p><u>Alignment Reference:</u>  <b>Assessment:</b> Obj. 11  <b>GELS:</b> A0L1, A1L1, A1L3, A2L1, A3L3, A3L1, A3L3  <b>GA Standards:</b> SE2</p>	<ul style="list-style-type: none"> <li>• Uses senses to explore the immediate environment</li> </ul>	<ul style="list-style-type: none"> <li>• Reacts to a problem; seeks to achieve a specific goal</li> </ul>	<ul style="list-style-type: none"> <li>• Solves problems without having to try every possibility</li> <li>• Shows eagerness to learn about a variety of topics and ideas</li> <li>• Uses creativity and imagination during play and routine tasks</li> </ul>

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**Parent, Family and Community Engagement**

Area	Plan
<p>Parents and families are safe, healthy, and have increased financial security.</p>	<ul style="list-style-type: none"> <li>• Staff work with families to establish goals in these areas.</li> <li>• Parents are contacted a minimum of each six weeks.</li> <li>• As changes/improvements in safety, health, and financial security, they are documented in ChildPlus.</li> </ul>
<p>Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child’s learning and development.</p>	<ul style="list-style-type: none"> <li>• Families learn about relationships as part of monthly Parent Meetings, and meeting attendance is tracked.</li> <li>• Staff make parents aware of community opportunities for family enhancement activities, and note them in ChildPlus.</li> <li>• Male involvement meetings are held once per month, and participants learn about the importance of family relationships. Attendance at male involvement meetings is tracked by the Male Involvement Facilitator.</li> </ul>
<p>Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.</p>	<ul style="list-style-type: none"> <li>• Parents and staff participate in developing the “Look At Me” portfolio for every child.</li> <li>• Parents and staff share information about the child’s development at parent conferences and home visits.</li> <li>• Learning activities are provided for parents to use at home with children.</li> <li>• Activities are tracked in ChildPlus.</li> </ul>
<p>Parents and families advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goals.</p>	<ul style="list-style-type: none"> <li>• Staff work with parents to develop educational and career goals as part of the Family Partnership process.</li> <li>• Parents are made aware of educational and training opportunities within their communities.</li> <li>• Family Partnership Agreements and resource referrals are documented in ChildPlus</li> </ul>
<p>Parents and families support and advocate for their child’s learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments and HS to kindergarten through elementary school.</p>	<ul style="list-style-type: none"> <li>• EHS children who are transitions to HS visit the HS center.</li> <li>• HS children who are transitioning to kindergarten participate in Crayon Pals and visit the kindergarten they will be attending.</li> <li>• Staff offer training on advocating and transitioning to parents each year.</li> <li>• Activities are documented in training logs and ChildPlus.</li> </ul>

## FAMILY RESOURCE AGENCY OF NORTH GEORGIA - SCHOOL READINESS GOALS – BIRTH TO FIVE

Area	Plan
Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.	<ul style="list-style-type: none"> <li>• Parents are encouraged to form supportive networks as part of the monthly parent meetings.</li> <li>• Parents participate in Parent Field Trips which allow them to have social and educational experiences as a group.</li> <li>• Monthly male involvement meetings enhance family knowledge and social support.</li> <li>• Parents are encouraged to interact with parent groups at other centers in order to mentor one another.</li> <li>• Activities are documented in training logs and ChildPlus.</li> </ul>
Parents and families participate in leadership development, decision-making, program policy development, or in community and state organizing activities to improve children’s development and learning experiences.	<p>Parents serve:</p> <ul style="list-style-type: none"> <li>• As officers for monthly parent meetings, receiving training in conducting meetings.</li> <li>• As members of the Parent Committee, assisting program decision making in areas such as curriculum.</li> <li>• As members and officers of Policy Council, participating in program development and decision making, while learning leadership skills.</li> <li>• As participants in state and regional parent conferences and trainings, offering input regarding development and learning experiences.</li> <li>• Activities are documented in training logs and in ChildPlus.</li> </ul>