City of Valdez

212 Chenega Ave.
Valdez, AK 99686

Meeting Agenda

Child Care Crisis Task Force

Thursday, May 25, 2023 | **5:00 PM** | **Council Chambers**

Regular Meeting

I. CALL TO ORDER

II. ROLL CALL

III. PRESENTATION

1. Presentation: Introduction to Alaska's Early Learning System and Resources

IV. DISCUSSION ITEMS

1. Discussion Item: Expert Panel Structure and Desired Outcomes

V. ADJOURNMENT

File #: 23-0282, **Version:** 1

ITEM TITLE:
Presentation: Introduction to Alaska's Early Learning System and Resources

SUBMITTED BY: Elise Sorum-Birk, Deputy City Clerk

FISCAL NOTES:

Expenditure Required: n/a
Unencumbered Balance: n/a
Funding Source: n/a

RECOMMENDATION:

n/a

SUMMARY STATEMENT:

Deputy City Clerk Elise Sorum-Birk will provide an introductory overview of Alaska's Early Learning System and Resources. The goal of this presentation is to familiarize task force members with the jargon, structures, and professional standards of the early education field in Alaska.

Introduction to Alaska's Early Childhood System

Areas to highlight…

Governance and Regulatory Structures

Funding Streams and Mechanisms

Child Development and Family Support Resources

Efforts to Increase Quality and Professionalism in Child Care

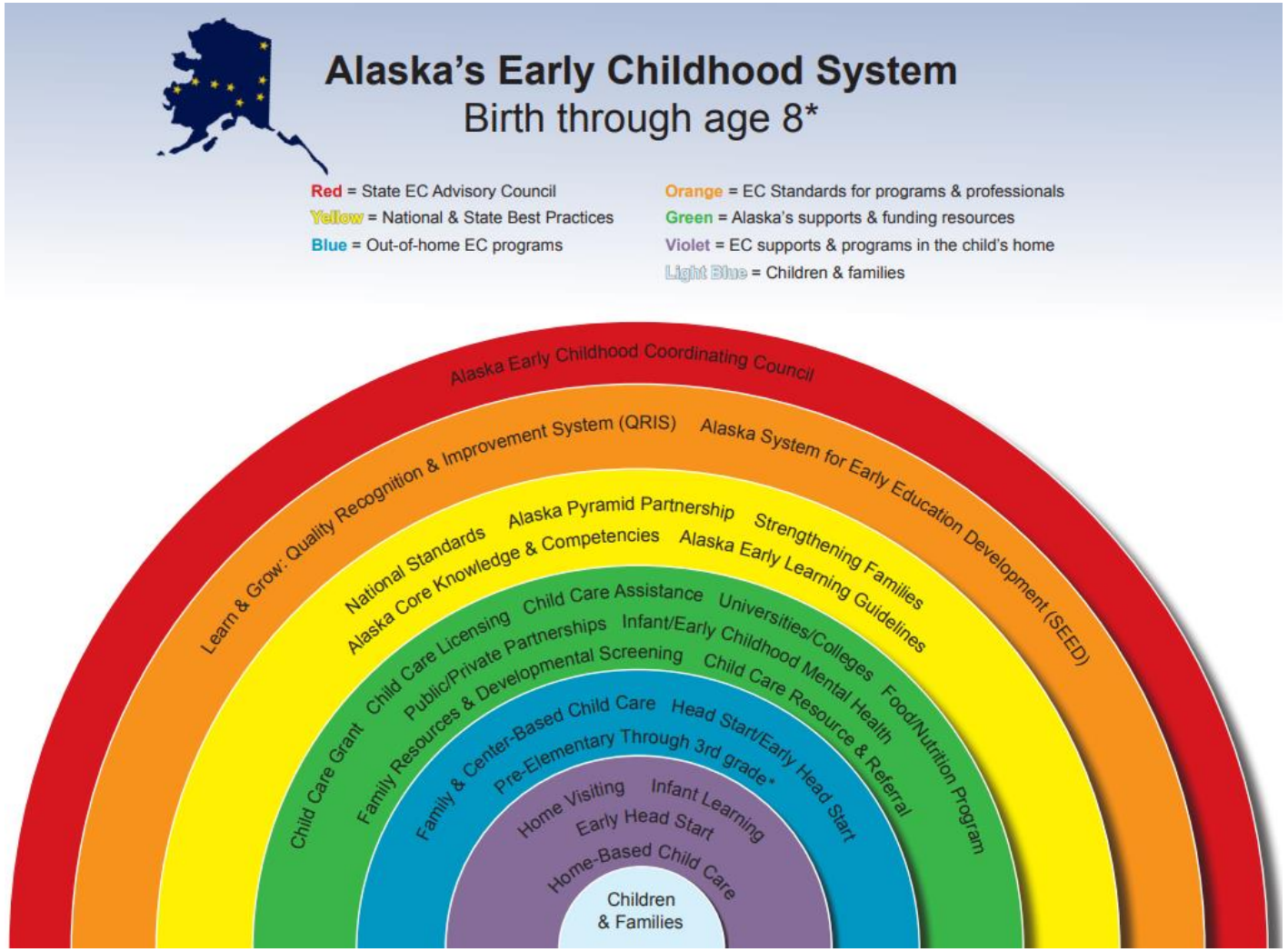
Introduction

Alaska's early childhood education landscape is driven by both federal and state policies.

Keep in mind:

- Components of the system are interdependent.
- The system has evolved to focus on quality and developmentally appropriate care.
- Financial resources are increasingly tied to quality metrics.

Alaska Early Childhood Coordinating Council



Governance and Regulatory Structures

Regulatory Structures

Federal

- Child Care and Development Fund/ Child Development Block Grant
- Office of Head Start
- Department of Defense
- Presidential Executive Order - April 2023

State

- Child Care Program Office
- AS 47.32 and 7 AAC 57 - Licensing
- AS 47.25 and 7 AAC 41 - Assistance
- The Alaska Reads Act
- DEED Pre-Elementary

Funding Streams and Mechanisms

State Child Care Assistance

1

CHILD DEVELOPMENT BLOCK GRANT

2

LEAD AGENCY (STATE OR TRIBAL)

3

FAMILY APPLIES AND IS ELIGIBLE

4

PROVIDER REIMBURSED

https://www.ffyf.org/wp-content/uploads/2023/05/2023_CCDBG-Fact-Sheet_AK.pdf

https://www.threadalaska.org/wp-content/uploads/imported_files/docs/Advocacy/Child%20Care%20Elig%20and%20Rates%202019.pdf

Federal and State Early Care and Education Funding Streams

Preschool Development Grant Birth through Five	$250 million total	$8 million to Alaska Dept of Health
Tribal Early Childhood Development	8 total grantees for FY 22-23	2 tribal governments in AK
Other Administration for Children and Families Grants	Variety of competitive and mandatory grants	Recipients include both non-profit and for-profit organizations as well as government, educational, and public housing groups
Alaska Child Care Grant Program	Specific to licenses providers in the state	Intended to be spent on activities that increase quality of care.
Quality Initiative program (thread)	Topic specific professional development for early educators	Awards range from $1,000 to $10,000
Alaska IN!	State program that provides additional funding for inclusive child care programs	offers supplemental funding to providers for training, needed accommodations, and support to help them meet the child's individual needs

Child Development and Family Support Resources

Existing support organizations and resources

RurAL CAP
Rural Alaska Community Action Program, Inc.

act
alaska children's trust

BEST BEGINNINGS
Alaska's Early Childhood Investment

thread
connecting early care & education to alaska

naeyc
National Association for the Education of Young Children

aaeyc
Anchorage Association for the Education of Young Children

seaaeyc

ALL ALASKA PEDIATRIC PARTNERSHIP

parents as teachers
BLUE RIBBON AFFILIATE

FIRST FIVE YEARS FUND

Efforts to Increase Quality and Professionalism in Child Care

ALASKA SEED CAREER LADDER

For Early Childhood (EC) and/or School-Age (SA) Education Professionals:
Working in child care facilities, including military and tribal child care; school district pre-K and elementary school classrooms (K-3); Head Start/Early Head Start Programs, school-age only programs; in-home visiting; or Early Childhood degree-seeking students

LEVEL	EC or SA related Training or Higher Education Pathways
1	Working or learning in the early childhood and/or school-age education profession
2	24 hours SEED-approved training*
3	40 hours SEED-approved training* **OR** 1 SEED EC related field** credit
4	80 hours of SEED-approved training* **OR** 2 SEED EC related field** credits
5	120 hours of SEED-approved training* **OR** 3 SEED EC related field** credits
6	6 SEED EC related field** credits[1]
7	12 SEED EC related field** credits[1]
8	Associate Degree in unrelated field with 12 SEED EC related field** credits **OR** 24 SEED EC related field** credits[1]
9	Associate Degree in EC or related field **OR** Bachelor's Degree in unrelated field with 12 SEED EC related field** credits
10	Bachelor's Degree in EC or related field **OR** Bachelor's Degree in unrelated field with 30 SEED EC related field** credits
11	Master's Degree in EC or related field **OR** Master's Degree in unrelated field with 30 SEED EC related field** credits
12	Doctorate in EC or related field **OR** Doctorate in unrelated field with 30 SEED EC related field** credits

*MUST BE 16 YEARS OLD AND WORKING OR LEARNING IN THE EARLY CHILDHOOD AND/OR SCHOOL-AGE EDUCATION PROFESSION
**FOR SEED EC RELATED FIELDS PLEASE SEE BACK PAGE
[1]LEVEL 6 - 8, SEE BACK PAGE FOR CREDENTIALS

Alaska SEED (System for Early Education Development)

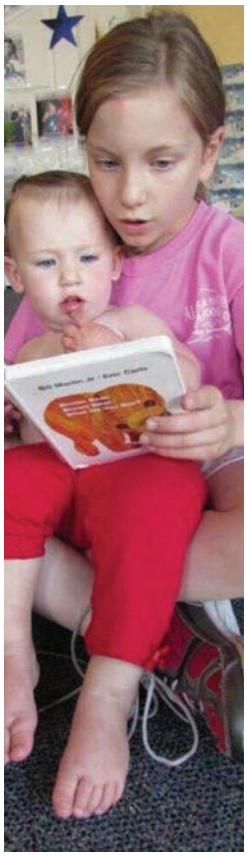
Learn & Grow-Alaska's Quality Recognition and Improvement System

Alaska's future depends on the health and well-being of our youngest children. We know good health, positive experiences, and nurturing relationships create a strong foundation for lifelong learning. We also know a child's brain develops more rapidly in the first few years of life than at any other time. The foundation built in early childhood impacts later health and well-being as well as success in school, the workforce, and in life.

Alaska Early Learning Guidelines

Thank you

STATE OF ALASKA EARLY LEARNING GUIDELINES



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January 2020, updated from original 2007 version

Please send suggestions for future editions to
AlaskaELG@gmail.com

Welcome to the Alaska Early Learning Guidelines

For over ten thousand years all across Alaska, children were raised in loving families with traditional values such as cooperation, humor, patience, strength, hard work, respect for elders, nature, and each other. More recently, people from all over the world were drawn by the beauty and opportunities of this land to come live and raise a family here. While drawing on the rich traditional ways of teaching children, the Alaska Early Learning Guidelines also brings the most current child development practices built on knowledge of brain development.

Alaska's future depends on the health and well-being of our youngest children. We know good health, positive experiences, and nurturing relationships create a strong foundation for lifelong learning. We also know a child's brain develops more rapidly in the first few years of life than at any other time. The foundation built in early childhood impacts later health and well-being as well as success in school, the workforce, and in life.

Raising our children well is a great responsibility for parents, early educators, and communities. The hope of the Alaska Early Learning Guidelines is to offer support to all adults that play important roles in the lives of young children.

Children learn best...

1. When they are healthy, safe, well rested, and have regular balanced meals. Basic needs must be met in order to learn. Adults guide and support their lifelong healthy habits.

2. Through relationships with caring adults. When children feel secure, they learn to regulate their emotions, and become curious, confident, communicators.

3. When they have opportunities for play and active exploration of their environment. A sense of wonder is a powerful foundation for children's learning.

4. In their own unique ways, on their own timeline. The rate of development varies for each child, and learning may be uneven over time, or across different learning domains. All children need support to grow and learn in inclusive settings.

5. When adults in their lives learn and plan together for their growth and development. Just as children's learning is continuous and builds from simple to complex, adult knowledge of best practices in child development continues to grow. When parents and early educators communicate well, they can best support each child to reach their full potential.

6. When they are supported by their communities. When the community supports children's growth with access to high quality early learning opportunities and family supports, the health and well-being of children thrives.

Activity guides and videos related to the Alaska Early Guidelines are available through Best Beginnings at **bestbeginningsalaska.org**

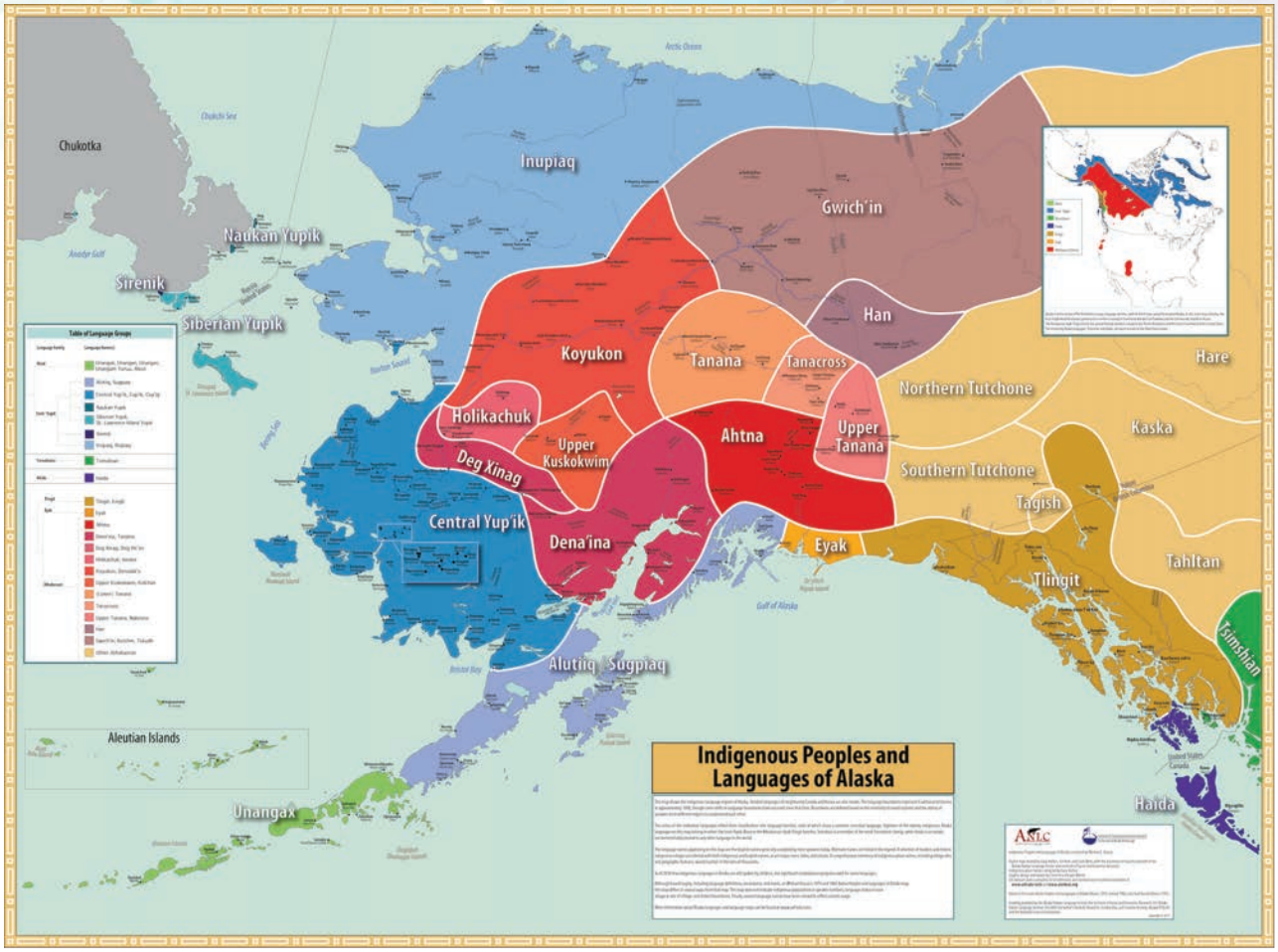
Purposes of the Alaska Early Learning Guidelines

Alaska's Early Learning Guidelines were developed to help families, early educators, and communities work together to support children's early learning and growth by:

- Helping clarify the complexities, progression, and connection of learning from birth to kindergarten age,
- Honoring and embracing the tremendous diversity and individuality of children and families,
- Supporting parents and early educators to observe, recognize and celebrate children's growth and plan for the next stage of development,
- Providing practical ideas to support children's learning,
- Showing the alignment of early childhood education with K-12 standards,
- Strengthening the relationship between early childhood and K-12 so schools are ready for children and children are ready for school.

Culturally responsive practice

Alaska's Early Learning Guidelines are designed to strengthen culturally responsive practices: recognizing the diverse cultures of children as strengths, building understanding and respect in children for their own and other cultures, and empowering children through the cultural values and touchstones of their family heritage.



Krauss, Michael, Gary Holton, Jim Kerr, and Colin T. West. 2011. Indigenous Peoples and Languages of Alaska. Fairbanks and Anchorage: Alaska Native Language Center and UAA Institute of Social and Economic Research. Online: http://www.uaf.edu/anla/map

All children develop within their own family, social, and cultural experiences, which makes them unique. With the wealth of cultures in Alaska and great diversity in our state, it is vitally important for children to appreciate other cultures in addition to their own. Today's children must develop respect and appreciation for people with ideas and experiences that are both similar to and different from their own.

One's identity is shaped by many factors including gender, race, cultural and family background, language, religion, abilities, life experiences, and circumstances. Family and cultural stories help children build strong and positive identities, especially if their culture is different from the dominant culture in their region. By including all children's cultures as much as possible in the learning environment, early educators help foster positive identities, which leads to academic success.

Cultural diversity in Alaska contributes to the diverse approaches to learning. For example, many native cultures have been developed around subsistence activities, which involve more hands-on and kinesthetic learning Subsistence cultures also value communal effort to accomplish a goal. Kinesthetic learning, building relationships, the value of teamwork, and communal effort create positive learning environments for all children.

ALASKA EARLY LEARNING GUIDELINES DOMAINS & GOALS

Domain 1

Physical well-being, health, & motor development

1: Physical activities
2: Gross motor skills
3: Stamina
4: Fine motor skills
5: Sensory motor skills
6: Health skills and routines
7: Nutrition
8: Safety

Domain 2

Social & emotional development

9: Positive relationships with adults
10: Positive relationships with other children
11: Behavior and its effects
12: Group participation
13: Diverse settings
14: Empathy
15: Similarities and differences in people
16: Awareness of self
17: Motivation, behavior and social environment
18: Rules and routines
19: Feelings and impulses
20: Emotions
21: Family characteristics and functions
22: Community, interdependence & social roles
23: Civic responsibility
24: Cultural awareness

Domain 3

Approaches to learning

25: Curiosity

26: Persistence

27: Initiative

28: Creativity and imagination

29: Play and exploration

Domain 4

General knowledge and cognition

30: Reasoning and critical thinking

31: Problem solving

32: Symbols to represent objects

33: Fantasy and reality

34: Numbers and counting

35: Measurement

36: Sorting, classifying and organizing

37: Observation & manipulation

38: Predictions and experiments

39: Natural world

40: Past, present, and future

41: Location and spatial relationships

42: People, places, and geography

43: Economic concepts

44: Relationships: Humans and environment

45: Technology use

46: Creative arts

47: Arts appreciation

Domain 5

Communication language, and literacy

48: Social communication

49: Receptive language

50: Expressive language

51: Reading

52: Writing

Introductions of domains

Domain 1: Physical well-being, health, and motor development

During the first few years of life, children's brains grow faster than at any other time of life, and their bodies also grow continuously and dramatically. Physical health and movement are important contributors to healthy brain development. Good physical health gives children energy, stamina, and endurance to participate actively in the learning process.

Physical development is closely linked with learning in all the domains: language and literacy, cognition, social-emotional, and approaches to learning. As with all the domains, a child's physical and motor skill development is highly individualized and often uneven. For example, it is not unusual for one child to begin creeping and crawling seven or eight months earlier or later than another child.

Did you know....

Most children develop from head to toe. For example, young children gain control of their neck muscles before they develop the skill to control their arm movements, which in turn, occurs before children learn to walk.

Children develop skills from the center of their bodies outward. For example, young children gain control of balance and their center of gravity before they develop the skills to catch and throw a ball.

Children develop motor skills involving large portions of their body first and then progress to skills using specific body parts. For example, young children hold objects by grasping them between fingers and palm, before using the thumb and index finger in a pincer grasp.

Safety

Supporting children's health means paying close attention to keeping children safe. In Alaska, there are so many everyday risks for children: Firearms, animals, pesticides, inadequate or unhealthy water supplies, hazardous materials, thin ice, water safety, air quality, sun protection, and violence in homes and neighborhoods. Life jackets, helmets, and seat belts need to be consistently used by adults and children. In a state where cold water near-drowning occurs at alarming rates, parents need to pay special attention to protecting their children around the water.

Cold weather injuries parents need to watch out for include hypothermia and frostbite. Before traveling in the winter, traditional knowledge of the ice is important to heed, as well as the weather forecast from the radio or Internet. In Alaska's unique geographical region, which has extremes in temperature and remoteness, it is essential that caregivers pay attention to both

> A baby's physical health begins before birth, with mothers and fathers who plan for pregnancy and focus on prenatal care. Caring adults play the crucial role of surrounding parents with social supports, reducing stress, and encouraging exercise, good nutrition, and regular prenatal care.

traditional indigenous knowledge of survival as well as to modern science and technology. For example, in many parts of the state parents carry their baby or toddler inside their parkas to keep them warm during intensely cold winters. Fur parkas and mukluks provide protection from cold injuries, while polar fleece can also provide added warmth to children and has the benefit of drying quickly.

Travel

Training in first aid and injury prevention should be a priority for parents and early educators here, where victims of trauma often face lengthy travel time to hospitals or clinics.

Alaskans place a high value on physical health and endurance. Community events such as dances, sports (Native Youth Olympics), and subsistence activities like fishing or berry picking provide opportunities to promote physical health as well as social development.

National guidelines for physical activity recommend that young children should be physically active throughout the day. Parents and early educators can also benefit from leading play that includes a variety of activity types (dancing, running, tumbling, etc.).

Adults have a tremendous opportunity to start young children with healthy habits for exercise and nutrition for long term health.

Domain 2: Social and emotional development

Early development of social and emotional skills are the building blocks for creating future neighbors, volunteers, workers, taxpayers, voters and responsible citizens.

Human beings are social creatures by nature, so infants easily and naturally attach to those who care for them. During the first five years of life, these relationships provide the framework for the development of social and emotional skills. Successful social and emotional development requires secure, consistent, responsive, as well as physically and emotionally nurturing relationships. From the very beginning of their lives, children are learning about themselves and how to relate to others. Their identities are shaped during these early relationships, and as they learn to share, take turns, and care for each other and the environment.

With guidance and through playful interactions, children develop skills to cooperate, negotiate, lead and follow, be a friend, and express their feelings in a socially and culturally acceptable manner, and to be sensitive to others' feelings.

It is important to bring children to events in the community so they can learn about social interactions and develop their identities as young members of their communities and cultures. These events may include Fourth of July, the State Fair, Camai Dance Festival in Bethel, Celebration in Juneau, Nulakataq and Kivgiq in Barrow, Alaska Federation of Natives Convention in Anchorage or Fairbanks, Crab Festival in Kodiak, and other social events and gatherings. Participating in their communities helps promote and reflect community values, helps children form positive connections with others, and strengthens their identity.

Emotional development

Children look to adults for guidance, cues, and information on how to act, think, and feel.

As adults, many of us are still working on managing our emotions, communication skills, and empathy. Spending time with young children gives us lots of opportunities to practice. The stresses of life can make it harder to remain calm and attentive when children need support on learning how to recognize and express their own feelings and to understand and respond to the emotions of others.

In healthy families, adults put the child's needs first, and change their lives to care for and protect that child. In families who are coping with overwhelming stress, parents may have a difficult time making their child's needs a priority.

Practicing stress management skills with children is a powerful way to teach life-long skills. Taking care of yourself by taking a walk or connecting with friends, meditation, mindfulness, and focusing on breathing are good self-care and excellent ways to show children how to care for themselves.

> Forming warm, responsive bonds and intimacy with others helps protect children emotionally from negative effects associated with poverty, violence in the home or the community, parental depression, and other stressors that endanger mental health and social adjustment.

Domain 3: Approaches to learning

In the early years, children are learning so many things. Their brains are rapidly developing and countless cognitive connections are created. But most importantly, young children are learning how to learn and how to manage their learning. Research shows that children with higher levels of curiosity, persistence, and self-regulation have stronger health and education outcomes. Children who approach learning tasks or new situations with these positive approaches to learning are better able to regulate their learning experiences, and more quickly acquire general knowledge and cognitive skills.

Approaches to learning **emphasizes how children learn. This includes:**

- Initiative and curiosity,
- Cognitive self-regulation (executive functioning),
- Emotional and behavioral self-regulation,
- Creativity and imagination,
- Learning through play and exploration.

Supporting children's skills in this domain helps children acquire knowledge, learn new skills, and set and achieve goals. They learn to successfully navigate learning experiences that are challenging, frustrating, or simply time consuming. How a child approaches learning influences development in all domains and directly contributes to success in school and life.

Every child brings natural strengths to the domain of learning. These may include:

- Rich cultural diversity,
- Families' traditions and habits,
- Children's attitudes and behaviors,
- Individual talents and abilities.

Domain 4: Cognition and general knowledge

One way of looking at a child's cognitive ability is to compare it to an "air traffic control system," helping manage and respond to the vast body of the information and experiences he or she is exposed to daily.

Cognition is closely tied to what many educators are calling "STEAM" initiatives (Science, Technology, Engineering, Arts, and Mathematics).

Science

Children are scientists from the moment they are born, using their senses to observe and gain knowledge about the world around them. They become increasingly more able to make predictions and investigate their world to solve problems and answer questions. These skills are important aspects of school readiness as they provide a process for children to ask and answer their own questions. Children's curiosity naturally leads them to learn about the earth and all living things.

Parents and early educators can support these important explorations by asking open-ended questions, encouraging hands-on experiences, and providing opportunities to experiment and observe the world.

Arts

Children's creative development begins in their very first days. They interact with their family members in loving care that may include the soothing sounds of lullabies and the rhythmic movements of being rocked and patted. As their vision improves, they see the colors and shapes in their home environment and in nature. As their mobility increases, they move their bodies and experiment with what their muscles can do to get places and to express themselves. As children are able to make use of various tools, they make marks on paper, engage their senses with finger paint, and modeling dough, and explore and create with various toys and objects. Books, photographs, music, and media surround young children and expose them to the creativity of others.

The arts provide children with a way to express ideas and feelings. Music, dance, movement, drama, and visual arts stimulate children to use new words, manipulate tools and media, and solve problems, as well as being playful. Creativity is a tool that children can use in all other learning domains.

Parents and Early Educators encourage creativity through providing materials, time, and appreciation.

Remember: While this Domain represents general expectations for cognitive development, each child will reach the individual learning goals at his or her own pace and in his or her own way.

Math

Children's development of mathematical understanding begins in the very first months of life and continues to grow and expand as they interact with others and with the world around them. Learning math is directly related to playful explorations of blocks, water, sand, puzzles, and games.

The components within this domain address number sense and quantity; number relationships and operations; classification and patterning; measurement, comparison, and ordering; and geometry and spatial sense.

As children investigate mathematical concepts in hands-on experiences, they grow in their approaches to learning. They solve problems, think creatively, and apply concepts. Their social-emotional skills are enhanced as they develop greater confidence as learners and work collaboratively with others.

Remember: Throughout the diverse cultures in Alaska, people value different ways of knowing and have different world views. All cultural ways of knowing are of equal value. A child's family culture can be incorporated into each of these areas.

Domain 5: Language and literacy

Research shows that from birth, infants are gaining pre-literacy skills through how they communicate with caring people. During the early months and years of life, the way people interact with the child creates the foundation for learning how to understand language, read easily, write, and spell. These skills develop through hearing words repeatedly, understanding what familiar words represent, and then using these words to convey meaning to others.

To fully participate in daily activities, children need to communicate effectively through speaking, the written word, creative expression, and other means. They also need to listen well, which includes comprehending and interpreting symbols (written letters and number, signs).

Children acquire language in the context of specific activities. In acquiring a language, whether it is Iñupiaq, Yup'ik, Athabascan, Tlingit, Haida, Tsimshian, Unanagan, Spanish, English, Tagalog, or American Sign Language, children learn best through everyday activities at home, preschool, on the playground, at a cultural event, or at the store.

Dual language learners (bilingual)

In Alaska, our residents speak more than 20 Native languages and more than 80 other world languages. There is also a great wealth of ways used to make and share meaning with others, including storytelling, dance, song, drama, carving, painting, and weaving. It is essential that children in Alaska be taught literacy in a way that honors their diverse heritage, language, and culture. It is important to develop heritage and cultural awareness as part of language development. For example, a parent could talk to an infant or toddler about the story behind a traditional dance or song.

Children benefit cognitively and socially from learning more than one language.

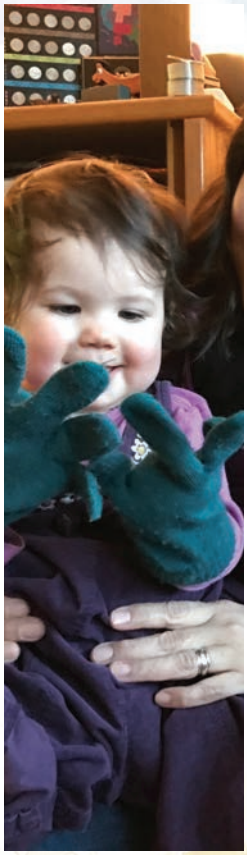
Approximately 14 percent of children in Alaska live in households where the primary spoken language is not English (2018 Alaska Kids Count). Parents need to be encouraged to teach their children their home language. In the movement to revitalize and preserve Alaska Native languages, young children are again learning their Native language as their first language or as one of two first languages. Children who become dual language learners are exposed to their second language for the first time at different ages, from birth to preschool age.

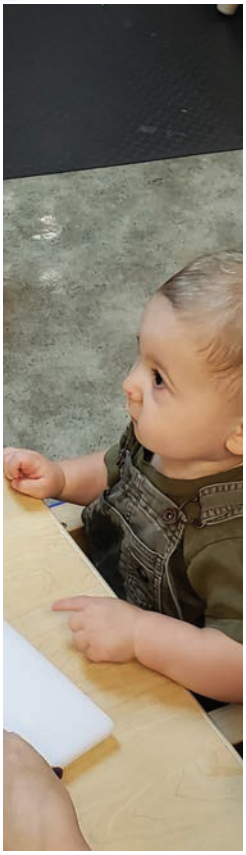
Educators from preschool to universities are making progress in inclusion of Alaska Native traditional knowledge and indigenous languages, and addressing the historical trauma experienced by Alaska Native people. Immersion and bilingual programs are growing throughout the state.

Early educators can create a supportive environment for learning home language while exposing child to English:

- Speak English in ways that help all students understand (simple sentences, repetition, use of gestures)
- Show respect and acceptance by including words from their home language into everyday activities.
- Substitute a couple of words into child's home language when telling a story from a book or an oral story, or use dual language labels on objects.

BIRTH TO 9 MONTHS





Purple crying

All babies cry. Some more than others. This can be one of the most challenging times for adults. The Period of Purple Crying is a phrase that can help you know and remember this is a phase that will pass. Babies crying:

Peaks at about 2 months. (Starting around 2 weeks and tapering off by about 14 weeks).

Unexpected and unexplained. It can continue even after you check for hunger, diaper change, temperature, etc.

Resists soothing. This can be frustrating and disheartening for adults. It can help to keep a checklist of things to try.

Pain-like face. Even though a few minutes before, they were smiling and cooing.

Long lasting. A healthy normal baby can cry up to five hours a day or more.

Evenings. This is the time of day when adults are tired and maybe just transitioning home after work.

For ideas about soothing, sleep, and self calming strategies, visit purplecrying.info, or zerotothree.org It helps to know this time will pass, and the smiles, sleep, and delightful times will grow.

Domain 1: Physical wellbeing, health, and motor development

Goal 1: Children engage in a variety of physical activities

BABIES MAY

- Demonstrate reflexes such as grasping a finger and toes fanning when bottom of foot is stroked.
- Learn how to self sooth with sucking and responds to signals for sleep (learns to sleep in bassinet, cradle or crib).
- Use new skills in different ways. For example, learns the pincer grasp and uses it on many different materials.

YOU CAN

- Support baby with self-regulation, such as putting baby in crib when drowsy and letting him/her go to sleep without help.
- Show enthusiasm and encouragement when child tries new motor activities.
- Actively play with baby every day.
- Provide "tummy time" with a small mirror or object to encourage baby to develop muscles.
- Recognize and respond to cues from baby for a break (baby looking away from eye contact, yawning).

Goal 2: Children demonstrate strength and coordination of gross motor skills

BABIES MAY

- Open and close fingers.
- Gain control of arm and leg movements.
- Kick legs and bat at dangling objects with hands.
- Reach for feet and bring them to mouth.
- Transfer objects from hand to hand.
- Clap hands.
- Roll over.
- Once able to roll over, lift head and chest while on tummy.
- Move into sitting position.
- Sit with support and later, sit without support.
- Rock back and forth on hands and knees and later, crawl.

YOU CAN

- Play interactive games and sing songs from child's home cultural background that involve child's hands and feet.
- Provide opportunities for child to move freely during waking hours.
- Encourage active movement of arms and legs.
- Encourage baby's effort to attain new positions by reaching, kicking, rolling, sitting and creeping.

Goal 3: Children demonstrate stamina and energy in daily activities

BABIES MAY

- Show alertness during waking periods, which increases with age.
- Cry persistently until needs are met.
- Lift head, make facial expressions.
- Initiate active play, exploring and interacting with environment.
- Sustain physical activity for at least three to five minutes at a time (recognizing the unique capabilities of the child).
- Sustain strength for increased periods of time as child ages.

YOU CAN

- Provide child with several hours of unstructured movement every day.
- Provide babies with regular nap and bed-time routines.
- Play games together that require move-ment and physical activity.
- Once able to roll over, place young infant every day on floor to encourage tummy time to strengthen muscles.
- Limit the time a baby spends in equipment that restricts movement such as strollers, swings.
- If using jumpers, bouncers or walkers, closely supervise for safety.
- Get to their level; crawl, roll, run. Play rough and tumble games, while still keeping the baby safe.

Goal 4: Children demonstrate strength and coordination of fine motor skills

BABIES MAY

- Track objects with eyes.
- Grasp caregivers' fingers.
- Consistently reach for toys, objects, and bottles with both hands.
- Grasp objects with fingers and palm.
- Transfer small objects from hand to hand.
- Pick up object with thumb and forefinger.

YOU CAN

- Hold items out for babies to grasp.
- Put babies on floor with different items to reach for (rattles, books, toys).
- Play hand games with child (demonstrate Pat-a-Cake).
- Give child appropriate finger foods to eat (dry cereal, cooked vegetables).

Build on success - give babies finger food, allow water play for older children with cups and bowls, have children help with simple cooking projects as they get older.

Goal 5: Children use their senses of sight, hearing, smell, taste and touch to guide and integrate their learning and interactions (Sensorimotor Skills)

BABIES MAY

- Respond by turning toward lights, sound, movement, and touch.
- Focus eyes on near and far objects.
- Enjoy gentle swinging and rocking.
- Enjoy seeing themselves in the mirror.
- Calm with caregiver assistance.
- Explore the environment with mouth and hands.
- Listen to music, nature and animal sounds.
- Move objects from one hand to the other.

YOU CAN

- Make sure child receives routine vision and hearing screenings.
- Monitor child's environment for noise level (avoid putting electronic toys in crib, keep loud noises away from infant's ears).
- Play with babies by responding to their cues for sounds, sights and touch.
- Keep the sleeping space free from noise or visual stimulation.
- Place a mobile near infant's crib, but safely out of reach to stimulate vision and other senses.
- Provide time daily for child to move freely on the floor in a safe environment.
- Gently rock and swing child using your body, rocking chairs, or play structures.
- Avoid prolonged periods in highchairs or devices that restrict movement (mechanical swings, carriers).
- Provide materials and objects of various textures, shapes, colors, smells, and sounds.
- Offer freedom of movement so baby can explore sights and sounds of interest.
- Provides a variety of flavors and tastes.
- Offer objects safe for babies to mouth.

Goal 6: Children practice health skills and routines

BABIES MAY

- Relax during bathing routines.
- Respond to talking during diaper changing routines.
- Allow you to wipe their gums after feeding.
- Indicate anticipation of feeding on seeing breast, bottle, or food.
- Assist caregiver with holding bottle, later grasps a cup, then eats with fingers.
- Demonstrate increasing ability to self-soothe and fall asleep.

Goal 7: Children Eat a Variety of Nutritious Foods

BABIES MAY

- Breast feed or bottle feed, (family preference).
- Regulate when, how much, and how fast they eat.
- Begin to try a variety of nutritious foods from all food groups, after 6 months of age.
- Explore food with fingers, after 6 months.
- Show interest in new foods.

YOU CAN

- Understand that babies cry and respond to their needs. Takes care of self – that may mean leaving a crying baby in a crib to cry. Does not shake a baby – just puts him/her down in a safe place.
- Avoid tying pacifiers to children, to prevent strangulation.
- Always put infant to sleep on his/her back.
- Have infants in their own bed / don't sleep with an infant.

Concerns about development.

If there is a concern about a delay or progress in any of the learning domains, there are free resources for a child to be screened and to support their development. For children under age three, the State of Alaska offers the Infant Learning Program throughout the state, and an interactive map helps find their local Infant Learning Program. Staff there can arrange for a free screening and, if needed, free help if a child is found to have some delays. http://dhss.alaska.gov/dsds/Pages/infantlearning/default.aspx

If the child is older than three years old, the same services are available through your local school district, and may include free preschool for children needing some additional support. https://education.alaska.gov/sped

The Help Me Grow Alaska website has a free "Ages and Stages Questionnaire" for parents to complete, either online or a paper version. The American Academy of Pediatrics recommends every child be screened at 9, 18, and 24-30 months, or whenever there is a concern.

Parents can also ask their medical provider about developmental screening. Head Start/ Early Head Start, child care providers, and pre-school teachers are additional resources.

Goal 8: Children are kept safe, and learn safety rules

BABIES MAY

- Respond to danger cues from caregivers.
- Understand difference between primary caregivers and strangers.

YOU CAN

- Understand that babies cry and responds to their needs. Takes care of self – that may mean leaving a crying baby in a crib to cry. Does not shake a baby – just puts him/her down in a safe place.
- Avoid tying pacifiers to children, to prevent strangulation.
- Always put infant to sleep on his/her back.
- Have infants in their own bed / don't sleep with an infant.

Safety for all children

- Keep guns, poisons, matches and dangerous tools away from children, using locks, closed cabinets or gun safes.
- Make sure child uses age- and weight-appropriate car seat when riding in vehicles (gets help installing car seats).
- Use personal flotation devices in all types of boats.
- Keep children safe from bodies of water (rivers, ocean, bathtubs, water tanks, mud puddles, etc.).
- Dress children appropriately for the weather (including using insect repellant and sun screen (read instructions regarding age of child).
- Provide especially close supervision during baths, while outside, and in the kitchen.
- Keep balloons away from children through age 5 due to choking hazard (except for mylar balloons).
- Always use adult seat belts, life jackets, bike helmets and dress appropriately for the weather so child wants to imitate your behavior with car seat, life jackets, etc.
- Encourage risk-taking behaviors (using slides, climbing on chairs) with supervision as child becomes more competent. Gradually reduce support as child becomes more capable.

Domain 2: Social & emotional development

Goal 9: Children develop positive relationships with adults

BABIES MAY

- Quiet when comforted.
- Show preference for familiar adults (reaches for mom when she comes home).
- Establish and maintain interactions with adults (cries out and then laughs when adult responds.)
- Imitate familiar adults (smiles when adult smiles).
- Engage in simple back and forth interactions with a familiar adult (Peek-a-Boo, touches face, makes sounds to engage, follows the gaze of an adult to an item).

YOU CAN

- Hold, cuddle, hug, smile, and laughs with infants.
- Respond quickly to baby's emotional and physical needs.
- Talk with and sing to children frequently, especially during feeding and diaper changes.
- Tell stories, read, and look at books with infants.
- Give children a sense of security when around unfamiliar adults (keeps child close).
- Be consistent (daily schedule, people, places, things).

Goal 10: Children develop positive relationships with other children

BABIES MAY

- Show interest in and imitate other babies.
- Recognize children (vocalizes when familiar child enters room).
- Respond positively to other children (smiles and laughs).
- Play near other children (solitary and parallel play.)
- Respond to upset child (becomes upset when another child cries).
- Engages in back and forth interactions (one baby splashes water and the other baby laughs and then splashes water).

YOU CAN

- Respond positively to children's sounds, cries, and moods.
- Echo baby's action back to him/her while playing (mimics verbal and facial expressions).
- Offer simple back and forth interactions (places toy in and out of sight).
- Demonstrate appropriate interactions with other children (Let's use open hands to gently touch.").
- Place infants face to face for short periods of tummy time play.
- Allow siblings to play and help care for younger siblings.
- Show respect for children and everyone in his/her environment.

Goal 11: Children demonstrate awareness of behavior and its effects

BABIES MAY

- Respond by quieting, smiling, cooing at loved ones and others.
- Engage in simple back and forth playful interactions with parent/caregiver.
- Explore face and other body parts of others (touch caregiver ears, hair, hands).
- Vocalize to caregivers for assistance, attention or need for comfort.

YOU CAN

- Play turn-taking games with child (peek-a-boo).
- Provide consistent responses, daily routines, and environments.
- Be aware of his/her responses to child's behavior.
- Make time to give infant your full attention.
- Use baby's name during interactions.
- Tell stories and sing songs from child's home culture.

Goal 12: Children participate positively in group activities

BABIES MAY

- Look at, reach out, or explore others and shows recognition by smiling, reaching, and/or making sounds.
- Focus briefly on other children and adults in family and community gatherings.

YOU CAN

- Play with child on floor around other children.
- Provide opportunities for child to play in a number of different environments with other children (friend's home, outside).
- Involve child in family and community gatherings.
- Talk with and describe to child what is taking place ("We're going to feed you, and then change your diaper.").

Goal 13: Children adapt to diverse settings

BABIES MAY

- Actively observe surroundings.
- Show recognition of a new setting by changing behavior (look to parent for response).
- Explore new settings with guidance from caregiver.

YOU CAN

- Provide child with a variety of safe environments to explore (put a clean blanket on floor of home, library, relative's home, yard for non-crawler/walker).
- Reassure child and offer comfort in new settings by staying close.
- Establish family rituals, routines and activities.
- Provide extra time for transitions and talks with child about upcoming changes.
- Provide child with familiar objects (blanket, stuffed animal) to help adapt to changes in settings.

Goal 14: Children demonstrate empathy for others

BABIES MAY

- Watch and observe adults and children.
- Smile when they see a smiling face.
- May cry when another child cries.
- With assistance begin to notice animals and plants in nature/outdoors.

YOU CAN

- Respond quickly to child's cries in a gentle and reassuring way.
- Support and stay with child during stressful situations.
- Be aware and respectful of cultural differences in expressions of emotions.
- Provide child with regular opportunities to be outside.

Goal 15: Children recognize, appreciate, and respect similarities and differences in people

BABIES MAY

- Focus on primary caregivers, family for periods that grow longer as the child ages.
- Distinguish primary caregivers from others.
- Track activity of other children and move toward others. May reach out to touch other children's face, hair, etc.

YOU CAN

- Share and explore own culture with child (attends cultural events).
- Learn and practice caregiving strategies that match those at home or childcare.
- Speak to child in home language if possible.
- Learn and use phrases in child's home language.

Attachment

YOU are the most important person in the world to your baby. Babies learn to trust you when you meet their needs, show affection and keep them safe. The safer a baby feels, the more ready they are to explore their world, which in turn creates stronger brain connections. Who knew things like smiling, singing, snuggling and safety could be so powerful? Look for the "sparkle moments" when you make eye contact and talk to your baby in a soothing voice when changing a diaper, feeding, or bathing. You can almost see the brain connections growing as a baby responds to your delight in them.

Goal 16: Children show awareness of their unique self

BABIES MAY

- Vocalize to caregivers for assistance, attention, or need for comfort.
- Explore own body (observes hands, reaches for toes).
- Explore the face and other body parts of others (touches caregivers' ears, hair, hands).
- Listen and respond by quieting, smiling, cooing, gestures, or vocalizations when name is spoken.
- Show preference for primary caregivers.
- Identify familiar objects (bottle, blanket.)
- Smile at self in mirror.
- Notice and explore hands, eventually becoming aware they are attached and they can be controlled to do things.
- Point or moves toward desired people or objects.
- Play with one object more often than others.
- Repeat a motion or noise to see if outcome is the same.
- Indicate preferences by accepting or refusing certain foods.

YOU CAN

- Cuddle, physically nurture, and be responsive to child's needs.
- Make time to give child full attention.
- Use child's name during interactions.
- Provide unbreakable mirrors for child to look at self.
- Tell stories and sing songs from child's home culture.
- Play with child, making eye contact, talking, and gesturing.
- Involve child in family traditions, rituals, and activities.
- Provide a rich variety of experiences and follows child's lead during play and exploration.
- Watch for and support child's nonverbal cues that indicate his/her preferences.
- Narrate what child sees, does, and hears.

Goal 17: Children demonstrate belief in their abilities to control motivation, behavior and social environment

BABIES MAY

- Repeat a sound or gesture that creates an effect (repeatedly shakes a rattle).
- Recognize that adults respond to his/her needs when expressed (is picked up when arms are raised toward adult).
- Explore environment, at first in close contact with caregiver and then farther away from caregiver as child grows.
- Smile when succeeding in a task/activity.

YOU CAN

- Play with child individually every day.
- Stay near child to provide encouragement.
- Provide a safe environment for child to explore many activities.

Goal 18: Children understand and follow rules and routines

BABIES MAY

- Develop increasing consistency in sleeping, waking, and eating patterns.
- Participate in routine interactions (quiet body when picked up, cooperates in dressing).
- Anticipate routine interactions (lift arms toward caregiver to be picked up).

YOU CAN

- Be consistent in interactions with child.
- Be emotionally available and sensitive to child and his or her needs.
- Establish consistent routines for eating, sleeping, diapering and other regular activities.

Goal 19: Children regulate their feelings and impulses

BABIES MAY

- Signal needs with sounds or motions (cry when hungry or reach for wanted object of comfort).
- Relax or stop crying when comforted (when swaddled or spoken to softly).
- Comfort self by clutching, sucking, or stroking when tired or stressed (calm while stroking or holding soft blanket).
- Communicate need for support or help from adults (hold out arms when tired).

YOU CAN

- Snuggle, cuddle, and physically nurture child in ways that provide comfort (appropriate to their specific sensory needs).
- Respond to child's signals for attention.
- Provide child with calming materials (soft blanket or toy).
- Check environment for appropriate levels of noise, heat, light, and other stimuli.

Goal 20: Children express appropriately a range of emotions

BABIES MAY

- Cry, use other vocalizations, facial expressions, or body language to express emotions and to get needs met.
- Frown in response to discomfort or inability to do something.
- Smile, wave, or laugh in response to positive adult interaction.

YOU CAN

- Be aware young children cry to express a range of feelings and respond.
- Comfort a child quickly when he/she cries; this helps him/her feel safe.
- Be aware of environmental factors that might cause distress (noise, light).

Goal 21: Children demonstrate awareness of family characteristics and functions

BABIES MAY

- Kick legs and squeal when familiar adult appears.
- Initiate contact with caregivers.
- Develop and maintains trusting relationships with primary caregiver.

YOU CAN

- Spend warm, nurturing time with baby.
- Bring baby along to family subsistence activities as appropriate (carry child on back during berry picking, let child watch family cutting up fish from a safe place).

Goal 22: Children demonstrate awareness of their community, human interdependence, and social roles

BABIES MAY

- Begin to watch other children.
- Reach out to touch other children or grab their toys.

YOU CAN

- Encourage baby to interact with other people who are in the room.

Goal 23: Children demonstrate civic responsibility

BABIES MAY

- Look to caregivers for assistance and guidance.

YOU CAN

- Be responsive and nurturing to baby.

Goal 24: Children demonstrate awareness and appreciation of their own and others' cultures

BABIES MAY

- Demonstrate an interest in themselves (observing themselves in a mirror, looking at their own hands and feet).
- Use gestures to communicate their interest in objects and people.
- Smile when someone familiar smiles at them.
- Focus their attention on others and engage in interactions.
- Kick their legs or reach with their arms when they see a familiar person.
- Actively explore the similarities and differences among people by feeling their hair, touching their faces, watching their facial expressions, listening to their voices.

YOU CAN

- Clarify with child's family what is the child's cultural background.
- Immerse child in his/her own culture as much as possible.

Domain 3: Approaches to learning

Goal 25: Children show curiosity and interest in learning

BABIES MAY

- Show interest in people by changing behavior.
- React to new voices or sounds by turning in the direction of sound.
- Show interest, explore, manipulate, or stare at new objects in the environment.
- Use all senses to explore the environment (reaching out to touch rain).

YOU CAN

- Play with child individually every day.
- Create an inviting environment for the child to explore with a variety of different materials, toys, textures and sounds.
- Respond thoughtfully and promptly to the child.
- Read a variety of books and tell stories to child every day.

Goal 26: Children persist when facing challenges

BABIES MAY

- Establish eye contact with caregiver(s).
- Recognize caregivers and show emotion.
- Examine a face, toy, or rattle for brief period of time.
- Repeat simple motions or activities (swats at mobile, consistently reaches for objects).

YOU CAN

- Imitate or copy infant.
- Engage in play often (songs, chants and finger plays).
- Name objects as the child focuses on them.
- Play hiding games (lap games and peeka-boo).
- Attend to child's needs.
- Promote routines.

Goal 27: Children demonstrate initiative

BABIES MAY

- Engage in and actively explore new and familiar surroundings.
- Engage familiar adults and children in interactions (smiling, approaching, not withdrawing).

YOU CAN

- Play with child individually every day.
- Follow child's lead and/or choices in daily activities.

Goal 28: Children approach daily activities with creativity and Imagination

BABIES MAY

- Inspect own hands and feet by mouthing.
- Mouth, shake, bang, drop, or throw objects.
- Change behaviors and responses based on other's expressions and motions.

YOU CAN

- Play with child individually every day.
- Provide toys and experiences with a variety of colors, textures, sounds, shapes, and smells.
- Change the materials, toys, and objects in child's environment regularly (rotates toys weekly and introduces new experiences – lifting a clean sheet over a baby's face).
- Provide child time and opportunities to be spontaneous, silly, and messy.
- Play with child in creative ways (use soft toys to create a puppet show, tell imaginative stories using familiar characters).
- Follow child's lead during play.

Goal 29: Childen learn through play and exploration

BABIES MAY

- Track people and objects by moving his/her head as adult or object moves.
- Behave in consistent ways to elicit desired response (kick a mobile).
- Play games with primary caregiver that involves repetition (peek-a-boo).
- Experiment to see if similar objects will cause similar responses (shake a stuffed animal in the same way as a rattle to hear noise).
- Use senses to explore objects and toys.

YOU CAN

- Play with child individually every day.
- Interact with child in consistent and predictable ways.
- Provide child with toys and objects that react to specific actions (rattles, ball with bell).
- Provide opportunities for child to try same action on a different object (shake a rattle, shake a stuffed animal, shake a ball).

Domain 4: Cognition and general knowledge

Goal 30: Children gain reasoning and critical thinking

BABIES MAY

- Bang a block (or other object) on the floor repeatedly to hear the sound it makes.
- Explore objects and materials in different ways (mouthing, reaching for, or hitting, banging, and squeezing them).
- After repeated experiences with the same objects and persons, sometimes remembers that unseen objects are still there (remembering that a pacifier is under the blanket).
- Shake different toys to see if they make a noise (stuffed animal, rattle).

YOU CAN

- Provide baby with experiences and materials that demonstrate cause and effect relationships (places object on blanket, demonstrate to child how to pull blanket toward self to get the object).
- Provide opportunities for child to examine his/her environment (point out different colors in the room, shake a variety of containers and toys).

Goal 31: Children find multiple solutions to questions, tasks, problems, and challenges

BABIES MAY

- Reach for a toy or object that has rolled away.
- Seek assistance from caregiver to solve a problem by using vocalizations, facial expressions, or gestures.

YOU CAN

- Respond to a child's signals for assistance.
- Provide different materials to engage child.

Goal 32: Children use symbols to represent objects

BABIES MAY

- Locate an object that has been hidden from view.

YOU CAN

- Play games with children that encourage object permanence (peek-a-boo, hide and seek).

Goal 33: Children can distinguish between fantasy and reality

BABIES MAY

- Make animal sounds.

YOU CAN

- Make animal sounds with child while reading a book about animals.

Goal 34: Children demonstrate knowledge of numbers and counting

BABIES MAY

- Understand the concept of "more" in reference to food or play.
- Hold two objects, one in each hand.
- Gesture for "more" when eating.

YOU CAN

- Provides activities that show "more" versus "less" (pouring water, grouping blocks).

Goal 35: Children demonstrate knowledge of measurement: size, volume, height, weight, and length

BABIES MAY

- Explore the size and shape of objects through various means (banging, mouthing, dropping, etc.).
- Explore volume as they wrap their fingers around an object or an adult's finger.
- Explore weight as they pull a toy toward themselves.
- Explore speed by moving hands or legs.

YOU CAN

- Provide child with toys that have incremental sizes (nesting cups, stackable rings).

Goal 36: Children sort, classify, and organize objects

BABIES MAY

- Classify informally as they recognize items as similar ("Things I can hold").
- Explore the size and shape of objects (banging, mouthing, dropping, etc.).
- Follow daily routines or patterns, such as being fed and then going to sleep.
- Enjoy and begin to anticipate repetition, such as playing a peek-a-boo game or hearing a familiar song each time they are diapered.

YOU CAN

- Provide child with objects in a variety of shapes, colors, and sizes (plastic containers, jar lids).
- Create patterns for the day (diapering after naps, songs before bed, etc.).
- Sing songs and read books that name colors or identify shapes and objects with similarities.

Goal 37: Children collect information through observation and manipulation

BABIES MAY

- Turn head toward sounds or voices.
- Explore objects by holding, mouthing, dropping, etc.
- Observe objects in the environment briefly.

YOU CAN

- Show child self in mirror.
- Offer toys within close range to grab and explore, provide padded surfaces.
- Provide objects that invite exploration with multiple senses (rattle with bright colors and different textures).

Goal 38: Children make predictions and experiment

BABIES MAY

- Investigate new phenomena (reaches out to touch rain).
- Actively use one or more senses to explore the environment (touch, sight, smell, taste, hearing).

YOU CAN

- Take child outside to play regularly.

Goal 39: Children observe and describe the natural world

BABIES MAY

- Respond to plants, animals, and other people in the environment (reach for caregiver, grab a flower, point and squeal at a dog).
- Observe sun and clouds.

YOU CAN

- Provide opportunities for the child to observe living things.
- Take child on walks, describe what you see.

Goal 40: Children differentiate between events that happen in the past, present, and future

BABIES MAY

- Begin to show he/she expects familiar routines.
- Recognize the beginning and end of an event (claps at the end of a song).

YOU CAN

- Provide routines, talking about what happens before and after.

Goal 41: Children demonstrate awareness of location and spatial relationships

BABIES MAY

- Explore the size and shape of objects through various means (banging, mouthing, dropping, etc.).
- Explore the way objects move by tracking objects with their eyes and head.
- Explore their spatial sense through movement, both involuntary and voluntary (being picked up, scooting, and pulling up).

YOU CAN

- Provide a safe, child-proof environment.
- Provide child with opportunities to experience different physical positions (floor time, carrying time).

Goal 42: Children demonstrate knowledge of the relationship among people, places and geography

BABIES MAY

- Show caution around strangers or new events.

YOU CAN

- Introduce baby to new people, places, and events at their own comfort level.

Goal 43: Children demonstrate awareness of economic concepts

BABIES MAY

- Depend on others to provide for wants and needs.

YOU CAN

- Respond to child's signals for assistance or socialization.

Goal 44: Children demonstrate awareness of the relationship between humans and the environment

BABIES MAY

- Respond to familiar people and objects in a way that is different from the way they respond to unfamiliar people or objects.

YOU CAN

- Include baby in regular social activities.

Goal 45: Children use technology appropriately

BABIES MAY

- Use their bodies as "tools" (reaching out and grasping to get a rattle).
- Show interest in technology (turns toward a ringing telephone or speakers where music is playing).

YOU CAN

- Avoid use of TV, tablets, phones and other screens when babies are present.
- Provide a child-proof environment.

Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel

BABIES MAY

- Attend to bright and/or contrasting colors.
- Imitate by babbling during or after an adult sings or chants.
- Move bodies with some intent and control.
- Show curiosity and explore sensory materials; enjoy feeling various pleasing sensations and textures.
- Use objects as tools to make sounds, (banging blocks together with adult help).

YOU CAN

- Imitate and respond to child's sounds.
- Provide visual and tactile textures for child to see and touch.

Goal 47: Children demonstrate understanding and appreciation of creative arts

BABIES MAY

- Respond to music by listening and moving their heads, arms, and legs.
- Make eye contact with singers.
- Gaze at pictures, photographs, and mirror images.

YOU CAN

- Expose child to a range of voice sounds (singing, speaking, humming).
- Expose child to music from a variety of cultures and styles (jazz, rock, world beat, Latin, classical).
- Show an enjoyment of music and participate in musical activities around child (sings, dances and moves to the beat).
- Take walks with child and explore shapes in the immediate environment.
- Comment aloud about interesting colors, pictures, or a nice view.

Domain 5: Communication, language, and literacy

Goal 48: Children demonstrate understanding of social communication

BABIES MAY

- Study caregiver's face.
- Show preference for familiar human voices to other sounds (animal sounds).
- Pay attention to what the speaker is looking at or pointing to.
- Vocalize or gesture in response to another person's voice or gesture.
- Quiet/calm body movement at the sound of a recognized caregiver's voice.
- Shift listening attention to a variety of sounds (caregiver's singing/words/making environmental sounds to attract baby).
- Use eyes and move head to look for caregiver's voice.
- Begin to anticipate caregiver's actions in routine game (shows excitement when hearing "peek a boo").
- Start to respond to their name when called by looking and smiling at caregiver.
- Make sounds/facial expressions/gestures to communicate feelings such as giggles, laughs, squeals, screech to show excitement, joy, discomfort.

For English language learners, building a strong foundation in the family's home language first is essential, valued and must be celebrated. The indicators below apply to the development of the child's home language.

- Change volume and pitch to convey meaning.
- Play with speech sounds in crib or during quiet time.
- Imitate words and/or beginning sign (simple greetings, sign for more) and gestures. Start to wave "bye" with support.
- Participate in turn-taking during one-on-one communication by making sounds or using words.

Goal 48: Children demonstrate understanding of social communication (continued)

YOU CAN

- Play and interact face to face to encourage infant to watch your face, body language and facial expressions to model and encourage turn taking (wait for the child to make a sound or movement or expression).
- Introduce simple baby games (Peek-a-boo, Pat-a-cake).
- Carry the child in a snuggly or other device to keep them close as much as possible as you talk and interact during routine activities (diapering, cooking, household chores). Avoid using a car seat, stroller or other carrier when possible.
- Respond to the child's cues regarding needs for comfort, diapering, food, etc.
- Interact with child during play with toys, books, and pictures familiar to the child.
- Tell child stories, sing songs, and repeat rhymes from the child's own culture and language while cradling baby in arms.
- Use talking throughout the day during daily routines and play ("Now I'm changing your diaper").
- Introduce simple sign language along with spoken word.
- Interpret and give meaning to what child says ("You are saying 'baba.' Do you want some water?").
- Repeat child's sounds playfully, using different types of voices.
- "Tune in" and match facial expressions to the different ways child attempts to communicate with appropriate response (match feelings, verbal response, gesture).
- Assist child to use nonverbal ways to express self so he/she feels that attempts to communicate are valued (sign language, show, point).
- Engage in turn-taking play with the child, (simple games requiring turn taking such as rolling a ball back and forth and watching for child's communication to request another turn).
- Provide daily opportunities to join baby on the floor for joyful and interactive play based on the baby's interests and attention (play with crinkly paper together).
- Avoid screen time, other than video chatting with caregivers and relatives.

Goal 49: Children listen and understand communication (receptive language)

BABIES MAY

- Startle to loud and unexpected sounds.
- Alert to sounds and older infant will turn to locate source of a sound.
- Turn to look toward caregiver calling their name.
- Recognize songs by smiling, singing or joining in finger play or body movements.
- Follow early directions, such as "Give me the block" (caregiver may extend hand).
- Respond to voices by quieting or calming
- Respond differently to familiar and unfamiliar voices
- Look for sound source (hears a dog bark and looks for dog).
- Start to respond differently to firm voice vs. playful voice.
- Turn to look at familiar object when it is named.
- Imitate adult actions that go along with simple songs, rhymes and traditional songs ("Row, row, row your boat").
- Follow single-step directions ("Please bring me the ball.").

YOU CAN

- Explain what daily routines are being done so words are linked with the actions as they occur ("I'm washing your face and hands").
- Tell child what you think they're saying with their gestures or expressions.
- Engage in conversations with child about things seen or experienced in familiar environments.
- Repeat questions and instructions as needed.
- Play early listening games, such as peek-a-boo, pat-a-cake or "Where is daddy?".
- Explore and play with sound makers and musical instruments.
- Use singing to help baby calm, ready for bed, routines (diapering song).
- Share books together, following baby's lead to flip through pages and simplifying story as needed.
- Keep language and sounds simple, watching for baby's interest and understanding.

Goal 50: Children communicate their thoughts, feelings and ideas with others (expressive language)

BABIES MAY

- Cry when hungry or uncomfortable.
- Have cries varying in pitch, length, and volume to indicate different needs (hunger, pain, discomfort).
- Join in singing songs using rhythm of actual words.
- Play with speech sounds in crib or during quiet time.
- Make facial expressions, gestures and changes tones.
- Coo, make vowel sounds and progress to babbling.
- Babble using two-lip sounds such as: "p," "b," and, "m" followed by a vowel sound ("Ba ba ba da da da...").
- Begin to combine sounds together consistently to indicate a few specific objects or people (e.g. "baba" for bottle).
- Combine vocalizations and gestures ("uh" and pat mother's chest to request nursing).
- Enjoy playing back-and-forth games with caregiver using sounds.

YOU CAN

- Recognize and appreciate child's efforts to use new words or emergent sign language.
- Assume child has something important to say and listen carefully.
- Expand upon child's attempts to use words (child says "Baba," you say, "yes, here is the bottle" or "your bottle is empty" and combine words with signs).
- Respond to child's use of gestures and "signs" by using the word ("I see you want 'more'").
- Expose child to language by talking, singing and reading with him/her.
- Try to understand the meaning of what the child is trying to say before responding.
- Imitate child's speech sounds and see if it can be turned into a back-and-forth game.
- Work with all child's caregivers to identify and use words, signs, gestures familiar to child (when she says "baba," she means her pacifier").

Goal 51: Children demonstrate appreciation and enjoyment of reading

BABIES MAY

- Show beginning sound awareness by reacting differently to different sounds.
- Imitate vocalizations and sounds.
- Recite last word of familiar rhymes, with assistance.
- Imitate sounds when looking at words in a book.
- Pay attention to and/or pat pictures in book with help of caregiver.
- Explore physical features of books by touching, flipping through board book pages, patting or putting in the mouth, (chews on cloth books).
- Use interactive books, with assistance (opens flaps on flap books, feels soft fur).
- Identify familiar people and objects in photographs (pats picture when asked "Where is Grandma?").
- Enjoy books about daily routines (eating, toileting).
- Hand or offer book to an adult to read.
- Show recognition of certain preferred or favorite books.
- Focus attention for short periods of time when looking at books.
- Show pleasure when read to (smiles, vocalizes).

YOU CAN

- Make a photobook of family, toys, pets, cultural background, home language and places. Look at the book together and pat pictures as you talk about what you see together.
- Provide books at baby's level on floor or low shelves so baby can access and look at books.
- Combine gestures and baby signs while reading books together (Make sign for "fish" when looking at pictures of salmon and fishing).
- Create family routines with reading time. For example, after meals or before bed is "book time."
- Engage in familiar sound play with child (tap drums at different tempos).
- Practice and play with words with child.
- Read books with rhymes, songs, and repetitive language with child.
- Read with child one-on-one, so the child observes and handles books often.
- Engage child in playing with board books, cloth and plastic books, that can be manipulated and explored with assistance.
- Read wordless or simple books, talking about what they see.
- Point to pictures while reading and encourage child to do so as well.
- Explore pictures and print that might be of interest to child (labels, boxes, mail, magazines, newspapers).
- Read with child daily in a relaxed and fun manner (sitting on your lap or together on the floor). Re-read favorite stories.
- Let child observe you reading daily.
- Place interesting books where children can reach them.
- Provide a variety of multicultural books from home culture and other cultures.
- Use books with photographs or drawings of animals, people, and single brightly-colored objects to draw child's attention and interest.
- Use books that are easy to hold and can withstand lots of wear and tear.

Goal 52: Children use writing for a variety of purposes

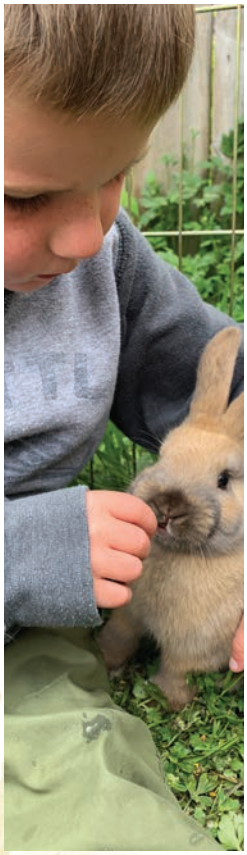
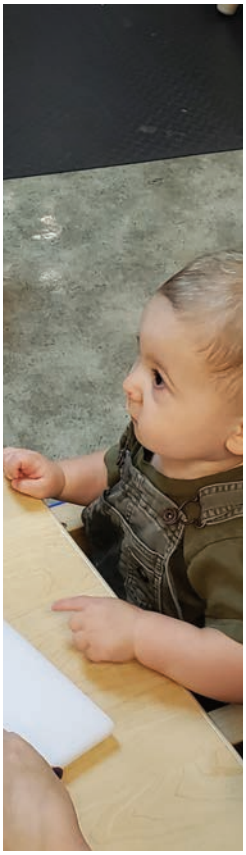
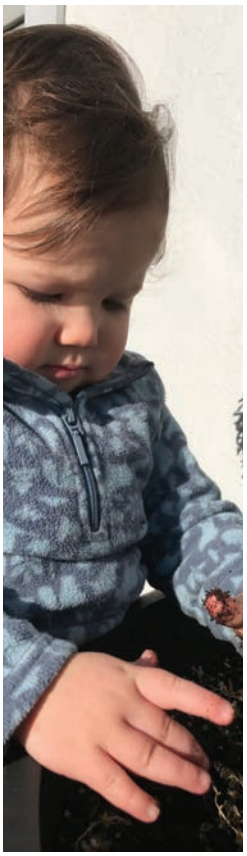
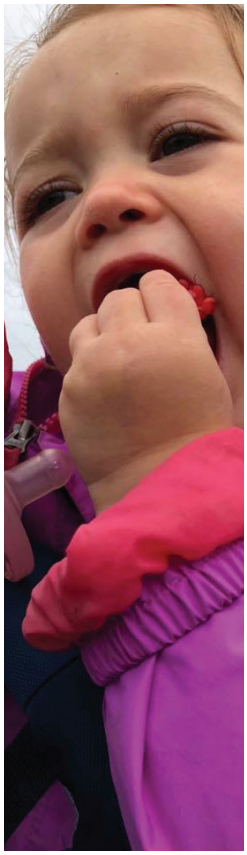
BABIES MAY

- Enjoy exploring a variety of sensations and materials with their hands (for example, using a finger to make a mark in soft food item or smearing food on tray).
- Develop a grasp to pick up and drop toys, start to transfer toys and objects from one hand to other (early developmental precursors to grasping writing tools).
- Experiment with grasp when using different writing tools (crayon, paint brush, marker).
- Focus on marks on paper.
- Make marks on paper with a variety of writing tools (fingerpaints, paintbrush) without regard to location.
- Scribble on paper spontaneously.

YOU CAN

- Provide writing and drawing tools (crayons, chalk, finger paint) that can be used both indoors and outdoors.
- Provide opportunities to "write."
- Write child's name saying each letter out loud.
- Display pictures and posters with word labels in home language.
- Engage child in writing, scribbling, and drawing; acknowledge their work and comments without trying to interpret.
- Provide sensory experiences during play and outings by allowing child to explore with hands and feet while in indoor and outdoor environments.

9 MONTHS TO 18 MONTHS

Time out for adults

Sleepless nights, toddler tantrums, strong willed preschoolers - even the most laid back adult can reach their boiling point. We are only human! But before having a tantrum of your own, remember - they are watching and learning from you. The next time you're starting to boil, make sure your child is in a safe space and then give yourself permission to take a short time out. Giving yourself a moment to calm down with deep breathing allows you to regain your balance and remember, you're the adult. The more you practice your own self calming, the more calmly you will be able to respond to daily stress. And you are guaranteed to get lots of opportunities to practice! Most of all, children need your love and understanding...even when it's hard.

Domain 1: Physical wellbeing, health, and motor development

Goal 1: Children engage in a variety of physical activities

MOBILE BABIES MAY

- Participate in simple movement games (for example, baby anticipates being lifted during the same line in songs).
- Show excitement when new toys and objects are used in play.

YOU CAN

- Provide play area with a variety of options and materials to encourage movement (empty water bottles filled with crinkled aluminum foil, or with colored pompoms).
- Engage child in simple movement games like "So Big," "Pat-a-cake," "Ring around the Rosie".
- Avoid screen time (computer, iPads, TV, movies) for child younger than 18 months except for brief chats with family members.

Goal 2: Children demonstrate strength and coordination of gross motor skills

MOBILE BABIES MAY

- Pull up self to standing, holding on to something or someone; later stand independently.
- Walk holding on to furniture, then later as the primary means of moving around.
- Enjoy pushing and pulling objects.
- Throw objects while maintaining balance.
- Stoop over to explore things on the ground.
- Squat and stand back up again while maintaining balance.
- Crawl or climb stairs, with assistance.

YOU CAN

- Place furnishings close together so child can take short steps between items.
- Provide ample space and time for active movement including climbing, jumping and tumbling on soft surfaces.
- Play catch with balls or bean bags, first rolling, then gently tossing.
- Provide beginning riding toys.
- Comfort children when they fall, and encourage them to try new skills.

Goal 3: Children demonstrate stamina in daily activities

MOBILE BABIES MAY

- Crawl, scoot, or crab walk. Look for the body moving in a coordinated movement one side then the other as opposed to a baby just pulling with arms and dragging legs behind.
- Be eager to pull up and stand.
- Enjoy walking with support such as cruising along furniture or holding on to fingers.
- Be eager to climb up and down on furniture.
- May climb out of crib.
- Show persistence when crawling, walking or running.
- Run with increasing speed and over greater distances.
- Be on the move for longer periods of time.

YOU CAN

- Keep a watchful eye on mobile babies - their increased mobility can put them at risk.
- Provide child with several hours of unstructured movement every day.
- Ensure child has a regular nap and bedtime routine.
- Provide physical challenges that can be accomplished with determination, such as moving a heavy item across a floor.
- Provide a baby crib mattress or couch cushions on the floor for jumping, where there is no risk of falling onto a hard object or over a drop.
- Provide rocking horses, or small riding toys.
- Show children that activity is fun by doing it yourself – bicycling, lifting weights, playing soccer, beachcombing.

Goal 4: Children demonstrate strength and coordination of fine motor skills

MOBILE BABIES MAY

- Mimic hand clapping or a good-bye wave.
- Point with one finger.
- Empty objects from containers.
- Turn pages of large books, often turning multiple pages at the same time.
- Stack 2-3 small square blocks.
- Make marks on paper with large writing/ drawing implements (thick pencil, crayon, marker).

YOU CAN

- Model and encourages child to play with bath toys (scooping and pouring).
- Read with children and promote fine motor skills (turning pages, pointing).
- Provide small wooden blocks such as the traditional ABC cube style for stacking and to dump and fill in containers.

Goal 5: Children use their senses of sight, hearing, smell, taste, and touch to guide and integrate their learning and interactions (sensory motor skills)

MOBILE BABIES MAY

- Coordinate eye and hand movements (puts objects into large container).
- Explore and responds to different surface textures (hard top tables, soft cushions).
- Accept new flavors and textures in food.
- Explore making sounds with instruments such as pianos/keyboards, horns, drums.
- Practice small motor strength in areas other than fingers (sounds with tongue, tip toes, kisses).

YOU CAN

- Talk with child about the colors, sounds, temperatures, tastes, and smells of things during daily activities, for sensory exploration.
- Explain when things are hot and too hot to touch safely; cold and too cold to touch safely.
- Sing, play music, and encourage movement to the beat of the music.
- Provide challenges that require fine motor muscles (balance, pouring).
- Ensure that children at all ages are checked for vision and hearing, as suggested by doctor or early educator.

Concerns about development.

If there is a concern about a delay or progress in any of the learning domains, there are free resources for a child to be screened and to support their development. For children under age three, the State of Alaska offers the Infant Learning Program throughout the state, and an interactive map helps find their local Infant Learning Program. Staff there can arrange for a free screening and, if needed, free help if a child is found to have some delays. http://dhss.alaska.gov/dsds/Pages/infantlearning/default.aspx

If the child is older than three years old, the same services are available through your local school district, and may include free preschool for children needing some additional support. https://education.alaska.gov/sped

The Help Me Grow Alaska website has a free "Ages and Stages Questionnaire" for parents to complete, either online or a paper version. The American Academy of Pediatrics recommends every child be screened at 9, 18, and 24-30 months, or whenever there is a concern.

Parents can also ask their medical provider about developmental screening. Head Start/ Early Head Start, child care providers, and pre-school teachers are additional resources.

Goal 6: Children practice health skills and routines

MOBILE BABIES MAY

- Wash and dry hands, with assistance.
- Begin to brush gums and teeth with assistance.
- Indicate needs and wants such as hunger or a dirty diaper.
- Start to wean off pacifier (if used).
- Go to bed without a bottle.
- Remove loose clothing (socks, hats, mittens).
- Assist with undressing, dressing, and diapering.
- Start to drink out of a cup.
- Retrieve and put own shoes/coat away upon request.
- Begin to clean up after meals with assistance.

YOU CAN

- Establish on-going and regular medical and dental homes for child and make sure child receives routine preventative care.
- Make sure child receives all immunizations.
- Talk with child about what you are doing when bathing, diapering, dressing, and cleaning.
- Start using a washcloth or infant gum brush to clean the baby's gums after feedings.
- Establish hygiene routines and model them (washing hands before eating, brushing teeth).
- Make bath time enjoyable (provide safe bath toys, sing songs, tell stories).
- Understand and recognize typical signs of illness or discomfort in child and respond appropriately, seeking assistance as needed (teething, earache, diaper rash, diarrhea).
- Encourage the child to put the pacifier away except for sleeping or soothing.
- Learn infant's cues, so they are able to judge when a baby needs to eat or is uncomfortable.
- Put infants in cribs to sleep, not to play.
- Respond positively and promptly when child indicates needs (food, diaper change, blanket).
- Model basic personal care routines (brush teeth, comb hair in front of child).
- Provide opportunities for older child to select safe foods and feed self.
- Provide child-size eating utensils and cups with lids.
- Transition to cup starting at 12 months (sippy cup or open cup).
- Provide child with a safe and comfortable sleeping environment.
- Provide older babies with a consistent bedtime routine and schedule.
- Wash your hands and child's hands frequently to help prevent the spread of colds and viruses.
- Provide oral health care (brushing teeth and gums).
- Ask and show the child where their shoes go, asks them to put their shoes away.
- Offer open cups to drink small amounts of water.

Goal 7: Children eat a variety of nutritious foods

MOBILE BABIES MAY

- Begin to scoop food onto their plates with assistance.
- Begin to eat finger foods.
- Feed self with a spoon.
- Grasp and drink from a cup.
- Control how much, how fast, and what foods they eat.

YOU CAN

- Plan feeding times and practices around the needs of child.
- Follow child's cues for when he/she is full or hungry.
- Serve only breast milk, formula, or water.
- Avoid most processed foods, and foods with added sugar.
- Provide enough time at meals to help child enjoy food and become an independent eater.
- Model nutritious eating habits.
- Provide child with nutritious foods and snacks, including traditional foods from their own culture.
- Provide plenty of water rather than juice.
- Never use sweets as an incentive (to put on a coat or go to bed).
- Ask the family what sounds, words, and nonverbal cues their toddler uses to better understand health and nutrition needs.
- Until infants can sit up, place them in secure chairs such as highchairs or have then held by a familiar adult while being fed.

Goal 8: Children are kept safe, and learn safety rules

MOBILE BABIES MAY

- React when caregiver says "no" but may need assistance to stop unsafe behavior.
- Look to adults before starting an unsafe behavior.
- Be able to tell who are his or her main caregivers, and who are strangers.

YOU CAN

- Avoid tying pacifiers to children, to prevent strangulation.
- Keep choking hazards out of child's reach, (such as coins, marbles, toys with small parts such as Legos, pen or marker caps, small balls, small batteries, medicine syringes, hair barrettes, beads, paper clips).
- Put poisons out of reach (cleansers, makeup, alcohol, deodorant, toothpaste).
- Cover all electrical outlets within children's reach.
- Provide safe household items as play objects (wooden spoons instead of canned goods, for example).
- Introduce hot and cold, and explain when things are too hot or too cold to touch.
- Understand the risk factors and signs of child abuse and neglect and follow reporting procedures.
- Use reminder strategies such as putting purses or wallets next to the seat where child's car seat is located to avoid leaving the child in the vehicle.
- Keep diaper supplies within reach when changing infant.
- Use diapering surfaces that prevent falls and injury (diaper on pad on floor or uses restraint strap).
- Use age-appropriate art materials.
- Use walkers with extreme caution (makes it easier to fall down stairs or reach hot stoves, ovens).

Domain 2: Social and emotional development

Goal 9: Children develop positive relationships with adults

MOBILE BABIES MAY

- Become upset when separated from familiar adults.
- Seek comfort from a familiar adult when upset or tired.
- Respond to adult's verbal greeting (waves and smiles).
- Engage with adults during play (puts shapes in shape sorter).
- Respond positively to adult help most of the time.
- Use familiar adult as a "secure base" to explore (looks to adult for indication of appropriate and inappropriate behavior).

YOU CAN

- Provide consistent, predictable routines and experiences.
- Align home and school (routines, supportive language and strategies).
- Show respect for children and everyone in his/her environment (listens, considers, responds).
- Encourage attempts by infant for attention ("You wanted me to pick you up so you put your arms up like this!").
- Describe what they're doing as they do it ("I am going to put your dirty diaper here and get a clean one.").
- Describe child's actions ("You crawled to the toy box to get your favorite toy!").
- Talk about feelings ("That was scary for me. When I'm scared I breathe and calm myself.").
- Use comfort items to calm and ease separations (child brings blanket to school and grandma's).

Goal 10: Children develop positive relationships with other children

MOBILE BABIES MAY

- Show interest in children (moves closer, offers a toy, vocalizes to get attention of child).
- Engage in problems regarding possession of items (takes toy, cries when toy is taken).
- Imitate another child's behavior or activity (follows, laughs, pounds on drum).
- Respond to other children's emotions (when another child is upset child pats upset child's head or back to console).
- Use gestures and a few words to communicate (says "mine" or "no").
- Trade and shares toys with assistance.
- Accept adult help to solve problems.

YOU CAN

- Provide opportunities for children to play with other children from their own and other cultural backgrounds (library, play groups, church, family events).
- Show child how to care for a baby in play (rocking, feeding and reading to baby or doll).
- Show child how to gesture or sign to communicate their wants and needs ("Can I have a turn?" hold out hand palm up, sign language "more").
- Involve children in problem solving (shows calm, guided breaths and then offering choice to the children).
- Demonstrate cooperation and problem solving with others in daily tasks (preparing a meal with other family members).
- Show how to take turns (trades a preferred item for a non-preferred item and asks if you can have it when he/she is done).
- Engage children in books about children in other cultures playing together.
- Provide more than one of the children's favorite toys to reduce problems and begins trading and sharing.
- Play turn-taking games with child (peek-a-boo, stacking toys).
- Listen respectfully and responds to child's needs and requests.
- Practice with children noticing and naming their feelings and the feelings of others.

Goal 11: Children demonstrate awareness of behavior and its effects

MOBILE BABIES MAY

- Repeat actions many times to cause a desired effect (smile because it makes parent or caregiver smile and laugh).
- Show understanding that characters from books are connected with certain actions or behaviors (animal books and animal sounds).
- Recognize that certain adult actions are associated with expected behavior (I am supposed to go to sleep when an adult puts me in bed).

YOU CAN

- Respond consistently to child's behaviors with similar actions, tones and words.
- Be aware of his/her responses to child's behavior; reinforces positive behavior and redirects negative behavior.
- Tell stories and sings songs from child's home culture.

Goal 12: Children participate positively in group activities

MOBILE BABIES MAY

- Express joy with other children or when a familiar adult is present.
- Begin to participate in simple play, side by side with other children.
- Show increasing interest in family and community gatherings.

YOU CAN

- Play with child near other children (park, gym, community center).
- Provide opportunities for child to be part of groups (story time, toddler gyms, play dates).
- Involve child in family and community gatherings.
- Talk with and describe to child what is taking place ("We are going to the library story hour, where there will be other children.").

Goal 13: children adapt to diverse settings

MOBILE BABIES MAY

- Begin to separate from primary caregiver in familiar settings outside home.
- Begin to explore and play in a range of familiar settings.
- Initiate simple social interactions with peers.

YOU CAN

- Accept that child may be uncomfortable when routines change and provide comfort when needed.
- Create a caregiving environment that reflects child's home culture and to create consistent settings.

Goal 14: Children demonstrate empathy for others

MOBILE BABIES MAY

- Look sad or concerned when another child is crying or upset. May seek adult help or offer a toy or blanket to comfort child.
- Begin to help other children who are sad or hurt.
- Begin to explore plants, flowers and other living things through senses (touching, seeing, tasting, smelling, hearing).

YOU CAN

- Support child in stressful situations.
- Provide mirrors and chances for child to see faces and emotions.
- Name emotions.
- Show empathy with adults, children, animals.
- Provide regular opportunities to play outdoors.

Goal 15: Children recognize, appreciate, and respect similarities and differences in people

MOBILE BABIES MAY

- Observe body parts and self in mirror.
- Focus attention on others.
- Notice others' physical characteristics.
- Interact with others who are of different ethnic and cultural backgrounds, of different gender, speak other languages or have special needs.

YOU CAN

- Tell stories and reads books to child that explore people with diverse abilities and cultures.
- Provide infants with dolls and toys from other ethnicities and cultures.

Goal 16: Children show awareness of their unique self

MOBILE BABIES MAY

- Respond with head turn, gesture or vocalization when name is spoken.
- Respond or come when called by a familiar adult.
- Show awareness of self in voice, mirror image, and body.
- Attempt to complete basic daily living tasks (eating, getting dressed).
- Show preference for familiar adults and peers.
- Point or move toward desired people or objects.
- Repeat a motion or noise to see if outcome is the same.
- Protest when does not want to do something (arch back when doesn't want to sit in high chair).
- Respond to requests for action (claps for the song).
- Point to at least two body parts, when asked.

YOU CAN

- Help child learn to calm self (show calming behavior, offers soothing objects).
- Notice and supports child's efforts to calm self.
- Gives child time to remain engaged in activities.
- Accept varying levels of independence and stronger bonds with family and community.
- Tell stories and sings songs from child's home culture.
- Provide child with choices of activities and objects to play with.
- Provide safe environments for active exploration.
- Talk with child about body parts and body functions ("We use our teeth to chew.").
- Delight with child over accomplishments and explorations.
- Provide a rich variety of experiences and follow child's lead during play and exploration.

Goal 17: Children demonstrate belief in their abilities to control motivation, behavior and social environment

MOBILE BABIES MAY

- Explore environment at increasing distances from caregiver, returning for reassurances.
- Look to caregiver when accomplishing new tasks (standing or walking).
- Give objects or toys to others (pick up ball, then reach to give it to caregiver).
- Smile and express joy when succeeding in a task/activity.

YOU CAN

- Play with child individually every day.
- Stay near child to provide encouragement.
- Provide a safe environment for child to explore many activities.
- Describe and acknowledge child's actions and accomplishments (by smiling and saying "you took off your socks.").

Goal 18: Children understand and follow rules and routines

MOBILE BABIES MAY

- Engage in some regular behaviors (sing or babble self to sleep, goes to high chair to be fed.)
- Follow some consistently set rules and routines.
- Anticipate and follows simple routines, with reminders and assistance (help to pick up and put away blocks at clean-up time).
- Begin to understand that change in activities, settings, and routines are part of the day and can be managed with adult support.

YOU CAN

- Be emotionally available and sensitive to child and his/her needs.
- Establish consistent routines while being flexible to meet child's needs.

Goal 19: Children regulate their feelings and impulses

MOBILE BABIES MAY

- Look to or seek comfort when distressed and accept comfort from a familiar adult.
- Comfort self by clutching, sucking, or stroking when tired or stressed (calm while stroking or holding soft blanket).

YOU CAN

- Snuggle, cuddle, and physically nurture child in ways that provide comfort (appropriate to their specific sensory needs; not forcing a child to accept a hug).
- Stay with child during stressful situations to help him/her regulate emotions.
- Manage own emotions and impulses, including naming own emotions, with the child.
- Accept child's expression of a full range of emotions (display understanding when child shows anger).
- Notice and support child's efforts to calm self and connect with caregivers.

Goal 20: Children express appropriately a range of emotions

MOBILE BABIES MAY

- Respond to emotional cues and social situations (cry when other babies cry).
- Smile, wave, or laugh in response to positive adult interaction.

YOU CAN

- Respond to child's displays of distress by staying with child and sensitively helping child with difficult feelings.
- Show facial expressions to express emotions.
- Nurture child with kind words, hugs, and cuddles, being sensitive to individual sensory needs (not forcing a child to accept a hug).
- Respond to child's displays of pleasure by matching child's emotions with facial expressions, tone, and words, describing and identifying emotions.
- Use words and pictures to teach child to associate feelings with their proper names, using language from child's home and school if different.

Goal 21: Children demonstrate awareness of family characteristics and functions

MOBILE BABIES MAY

- Show affection (hugs and kisses) to familiar adults.
- Address at least two family members by name.
- Recognize immediate family members in photographs.

YOU CAN

- Involve child in family traditions, rituals, and activities. Help child identify and name family members and their relationships.
- Provide opportunities for child to spend time together with family.
- Create a baby-proof family album the child can explore.

Goal 22: Children demonstrate awareness of their community, human interdependence, and social roles

MOBILE BABIES MAY

- Recognize the names of other children.
- Recognize family members of other children.
- Begin to participate in simple parallel play with other children.

YOU CAN

- Provide opportunities for child to play in diverse environments with other children (play group, park, friend's home).
- Read books about different types of occupations with child.
- Read books with child about families in other communities, cultures, or countries.

Goal 23: Children demonstrate civic responsibility

MOBILE BABIES MAY

- Follow simple directions.
- Try out roles and relationships through imitation (smile at self in mirror, plays peek-a-boo).
- Request assistance when needed.

YOU CAN

- State rules in a manner that promotes positive thinking rather than negative thinking ("We use walking feet" instead of "No running.").
- Offer child easy-to-follow directions, starting with one step at a time.

Goal 24: Children demonstrate awareness and appreciation of their own and others' cultures

MOBILE BABIES MAY

- Look to caregivers for assistance, guidance, and safety. Distinguish among familiar and unfamiliar people.

YOU CAN

- Immerse child in his/her own culture as much as possible. Share stories, songs, and poems about child's own and other cultures.
- Show caring and kindness for all people and treat others with respect and fairness.
- Engage child in activities and interactions with many children. Establish family traditions, rituals, and activities.

Domain 3: Approaches to learning

Goal 25: Children show curiosity and interest in learning

MOBILE BABIES MAY

- Engage familiar adults and children in interactions (smiling, approaching, not withdrawing).
- Express desire to feed self.
- Select a book, toy, or item from several options.
- Point to desired people, places, objects and take action.
- Show likes and dislikes for activities, experiences, and interactions.
- Actively resist items or actions that are unwanted.

YOU CAN

- Play with child individually every day.
- Follow child's lead and/or choices in daily activities.
- Provide opportunities for child to choose toys to play with and books to read.
- Provide opportunities for child to take reasonable and safe risks (stretch for an object beyond reach).

Goal 26: Children persist when facing challenges

MOBILE BABIES MAY

- Remember where favorite items are stored.
- Attempt in self-help activities.
- Try different ways of doing things.
- Focus on caregiver, material or toy (such as a book) for short periods of time.

YOU CAN

- Provide games to promote predictable memories (memory games, add patterns and more complexity to the games).
- Communicate about tasks and experiences with simple words and conversations, include role playing.
- Point out interesting objects and events to focus attention.
- Promote routines.
- Provide child with opportunities to explore different characteristics of an object (the toy has several parts; a face has eyes, ears, nose, and mouth).
- Observe child to learn which activities increase or sustain his/her interest.

Goal 27: Children demonstrate initiative

MOBILE BABIES MAY

- Express desire to feed self.
- Select a book, toy, or item from several options.
- Show likes and dislikes for activities, experiences, and interactions.

YOU CAN

- Provide opportunities for child to choose toys to play with and books to read.
- Provide opportunities for child to take reasonable and safe risks (e.g., to stretch for an object beyond reach).
- Provide many opportunities for active exploration.

Goal 28: Children approach daily activities with creativity and imagination

MOBILE BABIES MAY

- Imitate action observed in another situation (try to stack blocks after watching another child stack blocks, bang on surface after watching drumming at a cultural event).
- Use items differently and creatively (a bucket is turned upside down to build a tower base or to be a drum).
- Play with dolls, stuffed animals, puppets.
- Pretend one object is really another (use a wood block as a telephone).

YOU CAN

- Play with child individually every day.
- Change the materials, toys, and objects in child's environment regularly (rotate toys weekly).
- Provide child time and opportunities to be spontaneous, silly, and messy.
- Play with child in creative ways (use soft toys to create a puppet show, tell imaginative stories using familiar characters and the local environment).
- Follow child's lead during play.
- Engage in songs and finger plays with child.
- Read picture books and tell stories.

Goal 29: Children learn through play and exploration

MOBILE BABIES MAY

- Behave in consistent ways to elicit desired response (kick a mobile).
- Play games with primary caregiver that involve repetition (peek-a-boo).
- Experiment to see if similar objects will cause similar responses (shake stuffed animal in the same way as a rattle to hear noise).
- Display recognition and excitement about game or toys from previous day.
- Apply knowledge to new situations (bang on bucket instead of drum).

YOU CAN

- Play with child individually every day.
- Interact with child in consistent and predictable ways.
- Provide child with toys and objects that react to specific actions (sound-making toys).
- Provide opportunities for child to try same action on a different object (shake a rattle, shake a stuffed animal, shake a ball).
- Comment when child applies knowledge to new situations, using descriptive language.
- Provide sensory materials for exploration.

Domain 4: Cognition and general knowledge

Goal 30: Reasoning and critical thinking

MOBILE BABIES MAY

- Show he/she understands cause-and-effect relationships (pushing on a toy truck and watching it roll away). Stacks and then knocks down towers and then stacks them up again.
- Explore small openings and looks for items to put in the openings, including their fingers.
- Remember where to find favorite toys, pacifier, blanket.
- Show an understanding of object permanence, such as reaching under a blanket to retrieve a stuffed animal.
- Use objects as intended (pushes buttons on toy phone, drinks from cup). Understand how familiar objects are used in combination (spoon in bowl, socks on feet).
- Distinguish sounds and combinations of sounds.
- Follow the edge of objects in space, such as a blanket, bed, or room.
- Recognize different facial expressions.

YOU CAN

- Demonstrate and explain the relationships between things ("If you throw your toy out of the crib, you can't reach it.").
- Play turn-taking games with child (peek-a-boo).
- Provide child with different toys and objects from a variety of cultures to examine, compare, and contrast.
- Describe comparisons during playful interactions ("This pillow is soft, but your toy is hard").

Goal 31: Children find multiple solutions to questions, tasks, problems, and challenges

MOBILE BABIES MAY

- Use objects as a means to an end (uses a bucket to transport blocks from one room to another, uses spoon to reach for food).
- Solve simple problems independently (by climbing to retrieve an out-of-reach object).

YOU CAN

- Encourage child to try new things in different ways (stack blocks of different shapes and sizes, trying different combinations, such as square blocks on bottom, then round blocks on bottom).
- Compliment a child when he/she tries new things.

Goal 32: Children use symbols to represent objects

MOBILE BABIES MAY

- Recognize people, animals, or objects in pictures or photographs.

YOU CAN

- Model symbolic use of objects ("Drinks" from a toy cup).
- Ensure that pictures and books have children who look like the child as well as children from other cultural groups.

Goal 33: Children can distinguish between fantasy and reality

MOBILE BABIES MAY

- Begin make-believe play (rocking or feeding a baby doll).

YOU CAN

- Expose child to fantasy stories and songs from a variety of cultures.

Goal 34: Children demonstrate knowledge of numbers and counting

MOBILE BABIES MAY

- Use words or gestures for action phrases ("all gone" and "more").
- Recognize there are one or two of something.
- Demonstrate early one-to-one correspondence (filling containers with objects by dropping them in one at a time).
- Usually choose a set that has more of something they prefer over a set that has less, when given the option.
- Create larger and smaller sets of objects by grouping and ungrouping items (placing and removing rings on a vertical peg).

YOU CAN

- Count objects in child's environment out loud.
- Sing songs, tell stories, and read books with numbers and counting.
- Provide number/numeral materials in child's environment (magnetic numbers, numbers on blocks, books).

Goal 35: Children demonstrate some knowledge of measurement: Size, volume, height, weight and length

MOBILE BABIES MAY

- Notice size differences (if large) between two objects (pointing to the bigger ball).
- Use such words as "big" and "little" to differentiate sizes.
- Explore relative size by trying to squeeze a large object into a smaller container (putting a doll into doll stroller and then trying to fit themselves into the stroller).

YOU CAN

- Provide opportunities to develop an understanding of volume (filling and emptying).
- Describe size, weight, and length of people, toys, and objects ("This is a big bowl. Will it hold more blocks than the little bowl?".

Goal 36: Children sort, classify, and organize objects

MOBILE BABIES MAY

- Identify objects or creatures by recognizing their similarities (canines are "doggies"; all felines are "kitties").
- Place similar objects with each other (putting all of the dolls in one pile and all of the cars in another).
- Repeat some actions, such as filling and emptying containers.
- Make patterns by repeating songs and rhymes.
- Watch, bounce, or clap to rhythmic sounds or sing-alongs.

YOU CAN

- Help teach children to sort ("Pick up all of the toys that are animals.").
- Point to different patterns and identify them ("red, black, red, black...").

Goal 37: Children collect information through observation and manipulation

MOBILE BABIES MAY

- Use more than one sense at a time (uses sight, touch, and hearing by examining and shaking a toy).
- Use another object or person as a tool (expresses the desire to be picked up to reach something, use block to push buttons on a toy).

YOU CAN

- Follow child's lead as he/she explores the environment.
- Show how objects can be manipulated to make them different and/or more useful.

Goal 38: Children make predictions and experiment

MOBILE BABIES MAY

- Express a sense of wonder about the natural world (reach for objects, put objects in mouth or rub on cheek, roll objects in hands, drop objects on floor).

YOU CAN

- Explore objects and the environment together with child. Bring plants and animals into the environment for child to explore.

Goal 39: Children observe and describe the natural world

MOBILE BABIES MAY

- Explore characteristics of certain living things (pick up an earthworm, try to catch ants).
- Enjoy outdoor play.
- Enjoy playing with water, sand and mud.

YOU CAN

- Sing songs and reads books from a variety of cultures with child that describe plants and animals and how they grow and change.
- Take child on field trips to observe and explore living things (farm, park, beach, fish hatchery).
- Read non-fiction books and sing songs with child that describe the properties of the earth.
- Help child explore dirt, sand, and water.

Goal 40: Children differentiate between events that happen in the past, present, and future

MOBILE BABIES MAY

- Show anticipation for regularly scheduled daily events.
- Recall information about the immediate past (after eating, says “All done!”).

YOU CAN

- Label events and routines (use time words such as today, tomorrow, next, later, yesterday).
- Look at photo album or family videos with child.

Goal 41: Children demonstrate awareness of location and spatial relationships

MOBILE BABIES MAY

- Explore how differently shaped objects fit or do not fit together (nesting cups or stacking cones).
- Explore barriers to movement when not able to walk or push past something.
- Explore their spatial sense (by bumping into things; squeezing into a tight space; or looking at an adult or a toy from a different angle, when bending over, or with head turned).

YOU CAN

- Provide many opportunities for child to explore the environment.

Goal 42: Children demonstrate knowledge of the relationship among people, places and geography

MOBILE BABIES MAY

- Recognize some familiar places (home, store, grandparents' house).
- Know where favorite toys or foods are stored in own home.

YOU CAN

- Describe what child sees and finds in the environment, such as local landforms or animals.
- Describe the weather outside when walking or looking out the window together.

Goal 43: Children demonstrate awareness of economic concepts

MOBILE BABIES MAY

- Depend on others to provide for wants and needs.

YOU CAN

- Read books to child about different types of occupations.
- Explain people's different jobs in context ("I'm going to work now.").

Goal 44: Children demonstrate awareness of the relationship between humans and the environment

MOBILE BABIES MAY

- Point to, or in some other way indicates, familiar people and objects when they are named.
- Express interest in nature (flowers, a breeze, snow).
- Recognize trash as trash.
- Know location of trash can and recycle bin, if available, in own home or learning setting.

YOU CAN

- Provide child with regular outdoor play.
- Show environmentally responsible behavior (not littering, picking up trash on a walk).

Goal 45: Children use technology appropriately

MOBILE BABIES MAY

- Understand the use of people as "tools" for help (recognizing that an adult can reach an object for them on a high shelf),
- Enjoy listening to music.
- Enjoy using play technology objects (wind-up toy.)
- Turn light switch on and off.

YOU CAN

- Continue to discourage use of TV, tablets, phones and other screens.
- Help child understand using "tools" (places object on blanket, demonstrates how to pull blanket toward self to get the object).

Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel

MOBILE BABIES MAY

- Use sounds and their voice as they play or look at books with adults.
- Make movements and sounds in response to cues in songs and finger plays.
- Stand with feet wide apart and sways to the sound of music.
- Create marks with crayons, paints, and chalk.
- Enjoy producing music with simple instruments (triangles, tambourines, drums, etc.).

YOU CAN

- Describe what you see to child.
- Sing songs to and with child (while working around the house or waiting for the bus).

Goal 47: Children demonstrate understanding and appreciation of creative arts

MOBILE BABIES MAY

- Recognize and associate a certain song or sound with a particular meaning (hearing a nap-time song and thinking that it's safe, secure, and time to nap).
- Make loud noises just for fun, such as screaming or yelling.
- Make movements and sounds in response to cues in songs and finger plays.
- Use facial expressions, sound (vocalizations, clapping), and movement to encourage singers or music to continue.

YOU CAN

- Offer daily musical activities, games, instruments, singing, and books.
- Display the work of artists through prints, posters, paintings, and books from child's own and other cultural backgrounds.
- Provide multiple opportunities for child to listen to music of all cultures and styles.

Domain 5: Communication, language, and literacy

Goal 48: Child demonstrates understanding of social communication

MOBILE BABIES MAY

- Respond to simple requests when accompanied by gestures.
- Identify familiar people or objects when asked to do so.
- Combine gestures and single words to communicate thoughts, feelings, or needs (reaches to caregiver when wanting to be held).
- Communicate needs through single-word speech and through facial expression, gestures, or actions (points to object desired).
- Be able to successfully communicate simple ideas to people who are close and familiar.
- Use a small number of real and made-up words that can be understood by familiar adults.
- Recognize and respond to mention of own name.
- Point to or reach for familiar objects when named.
- Enjoy listening to short stories.
- Enjoy imitation games.
- Watch for signs of being understood by others and repeat efforts if not initially successful.
- Initiate interaction, communication, or conversation with others through gestures, words, and facial expressions (by pointing at objects, requesting a favorite game, speaking or signing a word, sharing a toy or calling attention to an object or person).
- Be able to sustain turn taking in play and simple games (rolls ball back and forth several times).

YOU CAN

- Introduce simple baby games .
- Respond to the child's cues regarding needs for desire for closeness, comfort, diapering, food, etc.
- Provide simple requests to the child ("Where is your teddy bear?).
- Use the child's name and the names of people and objects in the child's life.
- Join with child during play with toys, books, and pictures familiar to the child.
- Invite child to lap sit for storytelling, singing songs, and repeat rhymes from child's own culture and language.
- Talk and interact with child during routine times (diaper changing, bath, meals, dressing).
- Provide play opportunities for child to "talk" to other children and adults with guidance.
- Demonstrate, explain, and provide play opportunities to practice talking and listening (use a play or make-believe telephone, talking to dolls/animals).
- Support child's understanding of non-verbal communication and gestures using eye contact and other facial expressions while talking, appropriate to child's culture.
- Help child link vocabulary to real-life experiences by using pictures, objects, and events (child sees a picture of boat in book and caregiver comments that it looks like daddy's fishing boat).
- Match child's communication of feelings and label feelings (copy child's sad face and say "You look sad").
- Avoid screen time, other than video chatting with caregivers and relatives (recommended by American Academy of Pediatrics).

Goal 49: Children listen and understand communication (receptive language)

MOBILE BABIES MAY

- Follow some routine and simple directions with support ("Where is your cup?").
- Show understanding of words by appropriate behavior or gesture ("Can you find your dinosaur?").
- Show enjoyment of music and move body to "dance".
- Show understanding of more words in the home and family routines (50 to 75 words by 15 months).
- Follow early directions, such as "Give me the block" (caregiver may extend hand).
- Begin to respond to limits, such as "No!".
- Use body movement/gestures when hearing words (Caregiver asks "Want up?" and the child extends their hands up to request being lifted up).
- Point to several body parts when asked "Where is your nose?".
- Show understanding of family member names (Child looks toward father when the word "daddy" is mentioned).
- Look for objects not present in room (Child runs to other room to find teddy bear when asked).
- Point to household objects and pictures in familiar books when asked "Where is the _____?" (16 to 18 months).
- Nod head "yes" or shake head "no" when asked a yes/no question.

YOU CAN

- Talk about what child wants when he/she points to something.
- Talk through actions throughout daily routines.
- Describe what the child is looking at.
- Give simple directions.
- Identify people in the child's life by name ("Grandma is waving bye bye.").
- Play/sing favorite songs.
- Use a variety of words to describe things to increase child's vocabulary ("This is a dog. This kind of dog is a Labrador.").
- Ask child to pat pictures in books when asked "Where is the ___?".

For English language learners, building a strong foundation in the family's home language first is essential, valued and must be celebrated. The indicators below apply to the development of the child's home language.

Goal 50: Children communicate their thoughts, feelings and ideas with others (expressive language)

MOBILE BABIES MAY

- Say "dada" or "mama" nonspecifically (calls father, mother and caregiver "mama").
- Show interest in imitating sounds and words they hear during play and routines.
- Enjoy making sounds and combining sounds in babble and strings of jargon using varying intonation.
- Babble when alone in crib.
- Use single word speech (one word to communicate message, child says "up" when wanting to be carried by adult) or begin sign language and symbols ("More," "nurse/bottle, "All done").
- Say short telegraphic sentences ("Me go," or "There Mama").
- Take hand or push caregiver to desired areas for assistance.
- By 18 months use words to refer to or request caregiver ("mama/dada").
- Use words in conjunction with pointing or gesturing (child reaches hands up and says "up" to be picked up).
- Say "hi" and "bye" with accompanying waves.
- Speech sound/articulation errors are frequent.
- Communication is 25 percent understandable by 18 months.
- Use 5 to 20 understandable words by 18 months ("Daddy," "bottle," "up") and/or "baby signs" ("more," "nursing/bottle," "all gone," "no," "all done").

YOU CAN

- Talk with other caregivers about ways the child communicates.
- Acknowledge child's efforts when he/she uses words and/or beginning "baby sign" to communicate.
- Use language in daily routines, talk with child, associate words with actions ("First, we wash our hands, and then we dry them. Next, we open the refrigerator, then we take out the milk. Next, we pour it in a glass.")
- Use finger play, lullabies, and songs from the child's home and other languages.
- Continue to expand on child's attempts to communicate words and early sentences (child says "doggy," caregiver could expand with "big doggy ... you see a big doggy").
- When child uses non-verbal cues, add language to describe what they're communicating.

Goal 51: Children demonstrate appreciation and enjoyment of reading

MOBILE BABIES MAY

- Listen to, participate in and play with a variety of sounds, language, stories, rhymes, poems and songs.
- Use sounds, signs or words to identify actions or objects in a book.
- Verbally imitate adult model and/or names pictures of familiar words when read to.
- Point to picture when asked "where is the _____?"
- Point at, look intently at, sign, or say name of, or talk about animals, people, or objects in photos, pictures, or drawings.
- Show increasing attention for short periods of time when read to.
- Hold a book right side up and turn the pages.
- Use 'book babble' when holding a book to mimic the sound of reading.
- Demonstrate preference for favorite books.
- Notice signs (store and restaurant logos).
- Learn new words and phrases from those frequently heard, either in conversation or in books.
- Ask for the story to be read again.
- Answer simple questions about details in the story.
- Carry books and use for comfort.

YOU CAN

- Sing songs, poems, rhymes and stories with the child and create opportunities for them to repeat.
- Engage in finger plays.
- Follow your baby's lead while lap reading. Allow child to flip through the pages as you enjoy book time together.
- Create short and repetitive stories as you read together to match your child's attention span. Don't worry about reading all of the text.
- Create opportunities for child to select texts they are interested in.
- Read and re-read child's preferred text with them.
- Ask simple questions about details in the stories or texts being read aloud.
- Hold baby and read a variety of books while baby/ child is interested.
- Create accessible, cozy spaces to keep books and include attractive books that are not tattered or torn. Include stuffed animals, comfortable seating and pillows to invite children.
- Encourage child to recount experiences and describe ideas and events important to them.
- Provide books at level on floor or low shelves so child can access and look at books.
- Visit public libraries with baby or child often. Join story time and group activities.

Goal 52: Children use writing for a variety of purposes

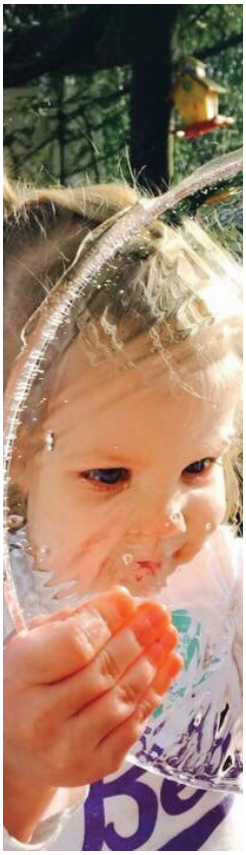
MOBILE BABIES MAY

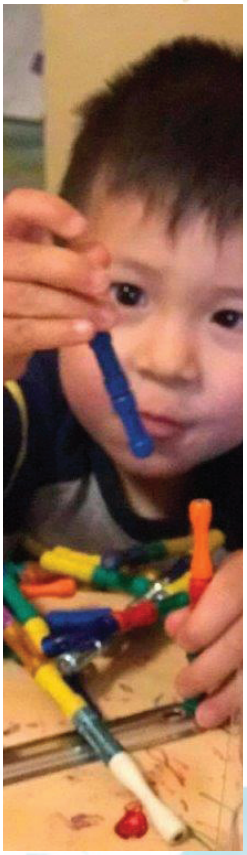
- Be able to use arms to reach across the front of their body in order to make marks or scribbles on large paper on vertical drawing surfaces.
- Imitate other's writing, drawings, or scribbles by making own marks, dots or scribbles.
- Use simple tools without adult assistance (makes mark on paper with large marker).
- Scribble on paper purposefully.
- Adjust body position to enable writing or drawing on paper.
- Pretend to write on paper without regard to location or direction.

YOU CAN

- Continue to offer a variety of sensory-based play materials where child can imitate and make marks (child imitates patterns in playdough with pokes and cuts).
- Write down what the child says he/she has drawn.
- Write child's comments at the bottom of drawings, collages or photos.
- Provide opportunities for the child to draw and paint in a variety of settings and on a variety of surfaces. Large paper and writing surfaces encourage whole body motor imitation (buckets of water and house painting brushes to "paint" outside of building).
- Engage child in writing in a variety of play settings.

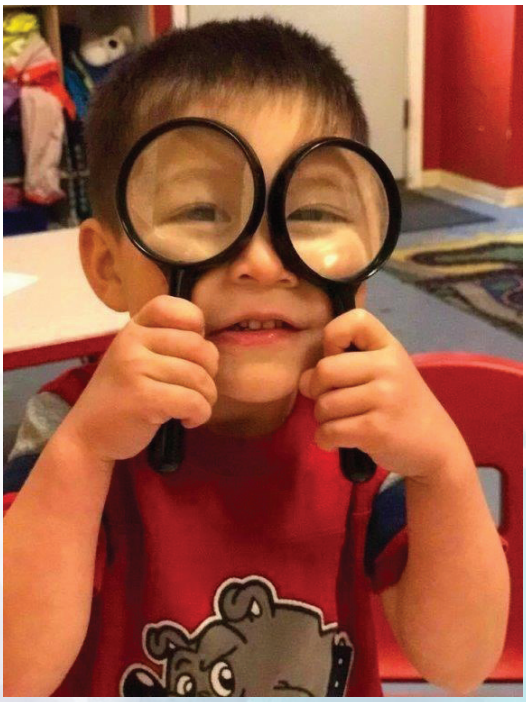
18 MONTHS TO 36 MONTHS





Screen time

Protecting children from negative impacts of screen time is a challenge, especially when there are older siblings or a mixed age group. Healthy brain development, language development, social emotional development, and physical health are all impacted by screen time. For children younger than 18 months, avoid use of screen media other than video-chatting. Parents of children 18 to 24 months of age who want to introduce digital media should choose high-quality programming, and watch it with their children to help them understand what they're seeing. (American Academy of Pediatricians Guidelines).



Sign Language

Have you ever felt like you had something to say and yet, no one could understand what it was? That's what your toddler experiences every day! Spoken language takes some time to develop but toddlers can use their hands much sooner. Teach some simple sign language like "more," "eat," "milk" or "all done." Your toddler will appreciate having a way to tell you what they are thinking. As they grow more confident in being able to communicate, you will notice they are less frustrated. Their spoken language will continue to develop while sign language helps fill in the gap.

Domain 1: Physical wellbeing, health, and motor development

Goal 1: Children engage in a variety of physical activities

TODDLERS MAY

- Try new activities that require physical movement, such as climbing on a chair, without adult assistance.
- Participate actively in games, dance, outdoor play, and other forms of exercise.
- Participate in playful and careful rough and tumble with close family or friends.
- Begin to participate in active games such as hide and seek and tag.

YOU CAN

- Encourage children to play together and avoid interrupting play.
- Play a variety of active games with toddlers (tag or a simple and safe obstacle course).
- Provide a variety of materials and toys, changing them as children get older and more capable.
- Limit child's screen time (watching movies, cartoons, playing computer games) to no more than one hour of quality programming each day. Adults should watch and discuss programing with the child.
- Move to music and sing songs with child.

Goal 2: Children demonstrate strength and coordination of gross motor skills

TODDLERS MAY

- Primarily walk heel to toe, not tip toe.
- Carry toys or objects while walking.
- Walk and run, changing both speed and direction; avoid obstacles.
- Walk backwards.
- Climb in and out of bed or onto a steady adult chair.
- Enjoy pounding objects (hammers peg with accuracy).
- Kick and throw a ball, but with little control of direction or speed.
- Jump in place.
- Balance on one foot briefly.
- Bend over easily at the waist, without falling.
- Walk in a straight line.
- Walk up and down stairs, not alternating feet, without assistance.
- Swing a small stick, bat or paddle.
- Enjoy riding toys they can move by pushing their feet on the ground.

YOU CAN

- Provide space and opportunities indoors to encourage toddlers to run, throw, jump, kick, and climb.
- Play outdoors with toddlers every day except in extreme weather.
- Provide a variety of materials and equipment scaled to size of the children (riding toys, low climbing structures).
- Provide opportunities for child to try different body positions (bending, twisting).
- Use music to encourage movement through song games and dance.

Goal 3: Children demonstrate stamina in daily activities

TODDLERS MAY

- Participate actively in games, outdoor play, and other forms of physical movement.
- Run spontaneously across the room or yard.
- Engage in unstructured physical activities for at least 60 minutes and up to several hours each day.
- Increase physical (aerobic) activity with age to 15 minutes at a time, for at least 30 minutes each day.
- Sleep well, awakening rested and ready for daily activities.
- Ride trikes or toys by pushing themselves along with their feet on the ground.
- Think of ways to encourage activity in daily tasks – let them "help" sweep, put away groceries, fold laundry, check the mail.

YOU CAN

- Engage in at least an hour of physical activity together each day.
- Offer freedom of movement for much of the day (not in car seat, high chair or crib).
- Provide riding toys they can push with their feet on the ground. Provide wagons.
- Provide child-sized equipment, musical instruments, active follow-along songs and basic rhythms.
- Ensure daily calm and rest periods or nap times.
- Give objects toddlers can dump and fill and containers they can use to carry objects.
- Encourage sustained play, without interruption.
- Limit screen time (watching cartoons, movies, playing computer games) to no more than 1 hour of quality children's programming, with adult watching and talking about the content.
- Take daily short walks.

Goal 4: Children demonstrate strength and coordination of fine motor skills

TODDLERS MAY

- Turn book pages one page at a time, most of the time.
- Scribble with crayons and begins to imitate marks (a circle), uses a paintbrush.
- Fold blanket, cloth diaper, or paper, with assistance.
- Pour liquid from small pitcher or cup.
- Attempt to stack small wooden blocks into a tower 4-6 blocks high.
- Open doors, with assistance, by turning and pulling doorknobs.
- Use spoons and forks (sometimes) appropriately.
- Work simple "insert" puzzles (completes simple puzzle, uses shape sorter box).
- String large beads.

YOU CAN

- Use crayons, chalk and child markers with child.
- Provide experiences that support the use of hands in many different positions (painting at an upright easel).
- Provide materials such as play dough or squishy foam toys to squeeze.
- Engage child in activities that promote moving fingers individually (finger plays, typing on a toy keyboard, making music, using a remote control).
- Engage child in playing with and stacking blocks and/or small household objects.
- Help child learn to crank a jack-in-the-box or a wind-up toy or music box.
- Show how fine motor skills are used in your daily life – making a grocery list, knitting, repairing a net and cooking.

Concerns about development.

If there is a concern about a delay or progress in any of the learning domains, there are free resources for a child to be screened and to support their development. For children under age three, the State of Alaska offers the Infant Learning Program throughout the state, and an interactive map helps find their local Infant Learning Program. Staff there can arrange for a free screening and, if needed, free help if a child is found to have some delays. http://dhss.alaska.gov/dsds/Pages/infantlearning/default.aspx

If the child is older than three years old, the same services are available through your local school district, and may include free preschool for children needing some additional support. https://education.alaska.gov/sped

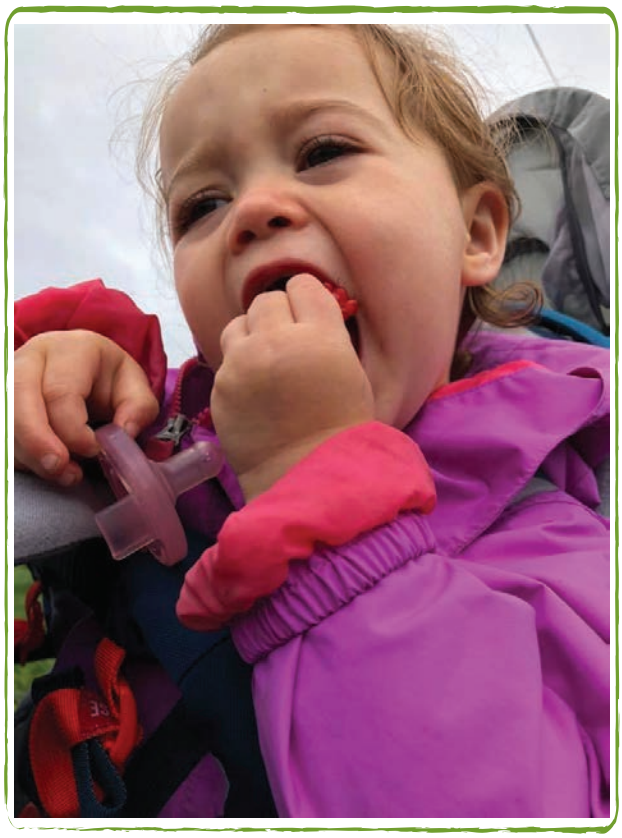
The Help Me Grow Alaska website has a free "Ages and Stages Questionnaire" for parents to complete, either online or a paper version. The American Academy of Pediatrics recommends every child be screened at 9, 18, and 24-30 months, or whenever there is a concern.

Parents can also ask their medical provider about developmental screening. Head Start/ Early Head Start, child care providers, and pre-school teachers are additional resources.

Goal 5: Children use their senses of sight, hearing, smell, taste and touch to guide and integrate their learning and interactions (sensory motor skills)

TODDLERS MAY

- Respond to music with body movements.
- Imitate animal sounds and movements.
- Enjoy sensory activities such as playing in the tub or making mud pies.
- Eat food with a variety of textures.
- Explore and gather materials of different textures (rocks, sticks, shells, leaves).



YOU CAN

- Provide physical experiences that integrate child's movements with all of the senses (shadow play, painting with feet, playground equipment).
- Provide a variety of sounds in the environment: some are soft, some louder, some quiet.
- Model movements and invite child to participate (dance or drum together).
- Provide sensory materials such as water, snow, mud, or sand for children to explore.
- Avoid sensory confusion with scented items that are not edible (scented markers, scented play dough).
- Provide objects toddlers can chew.
- Sing familiar songs, especially ones where the child can make choices such as "Old MacDonald".
- Observe and participate in cultural events and activities such as food, dances, games and stories.
- Provide textures from nature such as animal skin and horns/antlers, bark, flowers.

Goal 6: Children practice health skills and routines

TODDLERS MAY

- Use tissue to wipe nose, with assistance.
- Indicate wet or soiled diaper by pointing, vocalizing, or pulling at diaper when prompted.
- Wash and dry hands at appropriate times, with minimal assistance (after diapering/toileting, before meals, after blowing nose).
- Drink from an open cup independently.
- Communicate with caregiver when he/she is not feeling well.
- Wean from pacifier (if used).
- Start brushing own hair with assistance.
- Drink water from a cup before bed; no longer uses a bottle.
- Cooperate and assist caregiver with tooth brushing.
- Feed self with spoon.
- Help put on their shoes and socks.
- Show interest in toilet training and can use toilet regularly by 36 months, with assistance.
- Participate in sleeping routines such as getting and arranging his/her bedtime comfort items.
- Clean up after a meal with little assistance.

YOU CAN

- Model and practice proper hand washing and drying with child.
- Support child's efforts in toileting, brushing teeth, bathing, and washing hands.
- Show child how to clean up after self, acknowledging when he/she does clean up.
- Talk with child about health rules (cover mouth when coughing, throw away soiled tissues in wastebasket).
- Model words to describe symptoms of illness ("I feel hot." "My tummy hurts.").
- Provide opportunities for child to participate daily in personal care (choose clothes to wear, use toothbrush, get dressed).
- Offer opportunities for child to be responsible for personal belongings (hanging up own jacket).
- Provide easy on/off clothing to allow child chance to practice personal care.
- Read with child and practice other calming routines at bedtime and naptime.
- Provide child-sized cups.

Goal 7: Children eat a variety of nutritious foods

TODDLERS MAY

- Begin to recognize and eat a variety of nutritious foods.
- Tell the difference between food and non-food items.
- Make personal food choices among several nutritious options.
- Try new foods when offered.
- Consume age-appropriate amounts of nutritious beverages (water, milk, occasional 100% juice).
- Scoop foods onto their plates with assistance.
- Begin to help prepare simple food with assistance (tear lettuce, cut up banana with dull knife.

YOU CAN

- Establish regular meal and snack times in daily schedule.
- Prepare and provides a variety of nutritious snacks and meals from child's own cultural background and other cultures.
- Model eating nutritious foods yourself (avoid drinking soda pop and eating junk food in front of children).
- Talk with child about how food and water help us to be healthy.
- When adding a food to the menu that is new to child, include other foods that are child's favorites.
- Encourage child to drink plenty of water throughout the day.
- If child has food allergies, talk with him/her about healthful food choices that fit his/her needs.
- Provide opportunities for the child to serve themselves at mealtimes.
- Avoid using sweets as a reward or incentive (to put on a coat or finish their dinner).
- Allow children time to feed themselves (including using utensils and cups).
- Provide finger foods for children to feel successful at mealtimes.

Goal 8: Children are kept safe, and learn safety rules

TODDLERS MAY

- Begin to recognize and avoid dangers (hot stoves, sharp knives) but cannot be relied upon to keep safe.
- Know to hold caregiver's hand when walking in public places.
- Begin to identify safe adults.
- Be mostly willing to wear appropriate clothing for current conditions.
- Tell an adult when someone hurts him/her or makes him/her feel bad.

YOU CAN

- Teach (repeatedly) that guns, lighters, and matches are not toys; for adults only.
- Use poison symbols in classroom and at home and teach children what they mean.
- Teach the difference between good touch / bad touch (any touch in area of swimming suit).
- Respect child's decision to hug or kiss friends and relatives.
- Closely watch children learning to use scissors and tools.
- Teach child to tell an adult if he/she is afraid, has been hurt by an adult or another child, or sees something that is not safe.
- Introduce child to safety personnel and places (firefighters, fire stations, health clinics, health aides, Village Public Safety Officers (VPSOs), doctors and hospitals.
- Provide individual or sanitized helmets for all people riding bikes, scooters, snow machines, 4-wheelers, sledding, etc.
- Compliment the child when he/she behaves safely.
- Ensure child begins swimming lessons and how to be safe around water.

Domain 2: Social and emotional development

Goal 9: Children develop positive relationships with adults

TODDLERS MAY

- Looks to adults for help and responds to offers of help from familiar adults (takes hand to walk to car).
- Follow directions with support ("Let's go brush our teeth.").
- Initiate interactions with adults (brings favorite book to the adult).
- Communicate thoughts and feelings, likes and dislikes ("I want more.", "No").
- Seek independence (helps with dressing self).
- Follow basic safety guidelines (walks with adult when near street).

YOU CAN

- Show empathy and understanding to children (matches facial expression to their expression, stays close, helps problem solve).
- Listen carefully and with interest to what children say and expand on the message ("Your dad is home now! What do you like doing together?").
- Help children manage feelings ("You seem sad, you wanted your aunt to stay longer. What can you do to feel better? You can look at books or play with your friends. What's best for you?").
- Provide opportunities for children to interact with familiar and unfamiliar, trustworthy adults ("Let's wave to the firefighters", "Let's say hello to my friend.").
- Demonstrate to children how to meet and greet a new adult (wave or say hello).

Goal 10: Children develop positive relationships with other children

TODDLERS MAY

- Be happy to see other children ("Denali is here!").
- Play side-by-side with children, shares toys (parallel and associative play).
- Share and takes turns, with assistance.
- Indicate preferences and intentions by answering yes/no questions ("Are you finished with that? Are you still using it?").
- Have preferred playmates.
- Recognize similarities and differences between self and others ("Nyamal doesn't like ham, but I do.").
- Be aware of others' feelings (move towards upset child and offers a toy).
- Be aware of other children's belongings and space (puts another child's toy in their cubby during clean up).
- Imitate roles and relationships through play ("I'm the mom and you're the brother.").
- Use words and gestures to communicate ("Play with me", "Stop").

YOU CAN

- Spend time with children playing and interacting, following the child's lead when possible.
- Provide guidance and shows how to play with children (plays side by side offering to trade toys).
- Provide toys that can be played with by two or more children at the same time (doll house, open ended materials such as play dough or Duplos).
- Support children if he/she plays with or discusses imaginary friends or plays opposite gender roles (a boy wears girls' clothes and plays with his "pretend" friend).
- Provide photos, dolls, tools and clothes that represent diversity in cultures and abilities.
- Read stories about diverse friends who are playing together.
- Schedule play dates with same-age children.
- Teache rules, values, or limits. ("We are helpful, we are kind, we keep it safe." Share examples, reinforce by noticing and taking photos of children, reteach by reviewing photos).
- Provide children with ample time to play with other children and toys until finished.
- Role-play with puppets or dolls, demonstrates problem solving scenarios.
- State feelings and intentions when interacting with children and others ("I don't like it when she yells. I'm going to take some deep breaths and calm down.").
- Teach children to avoid aggressive behaviors (biting, hitting, yelling, name calling. Calm with slow breathing, acknowledge feelings, empathize with what was wanted, offer two positive choices).
- Demonstrate and explains taking turns ("When you gave Gala a turn on the swing, she smiled because she didn't have to wait anymore.").
- Finds out how other adults in children's lives problem solve and share these strategies.

Goal 11: Children demonstrate awareness of behavior and its effects

TODDLERS MAY

- Show understanding that playing with objects will get adult's attention, which includes both desirable and forbidden objects.
- Learn consequences of behavior, but may not understand why the behavior justifies the consequence (put away toy toddler is using to hit the wall, but doesn't understand why).
- Recognize that behaving with challenging ways will cause corrective action or unhappiness from adults.

YOU CAN

- Read books with child that show consequences of behavior by characters.
- Play games with child that demonstrate how behavior and actions cause effects (Simon Says).
- Talk with child about how his/her behavior might make others feel.
- Talk to child and shows him/her about behaviors (waiting your turn in store checkout line).
- Provide time for child to figure out a solution to a problem and praise him/her when problem is solved.

Goal 12: Children participate positively in group activities

TODDLERS MAY

- Follow family routines (meal time behavior).
- Show increasing excitement about being in the company of loved ones or trusted adults.
- Begin to share and take turns, with assistance.
- Participate in group games (chase, pretend play).

YOU CAN

- Provide opportunities for child to play with multiple children.
- Offer group activities such as singing and movement games.
- Encourage child to participate in group activities and household chores.

Goal 13: Children adapt to diverse settings

TODDLERS MAY

- Separate from primary caregiver in familiar settings outside home.
- Ask questions or acts in other uncertain ways in unfamiliar settings and environments.
- Explore and play in a range of familiar settings.
- Show comfort in a variety of places with familiar adults (home, community events, store, playground).

YOU CAN

- Accept that child may be uncomfortable when routines change. Provide comfort when needed.
- Introduce child to a variety of settings, including diverse cultural settings.
- Talk with child about how one setting is different from another setting (school and store).

Goal 14: Children demonstrate empathy for others

TODDLERS MAY

- Notice other children who are happy or sad.
- Demonstrate awareness of feelings during pretend play (comfort a crying baby doll).
- Name emotions experienced by self and others.
- Express how another child might feel ("She is crying and must be sad.").
- Express interest and excitement about animals and other living things.

YOU CAN

- Explain responses to loss, injury or pain.
- Encourage child to develop understanding of the feelings, ideas and actions of others.
- Help child to understand that everyone has feelings.
- Provide ways to identify emotions with mirrors, pictures, posters, books.

Goal 15: Children recognize, appreciate, and respect similarities and differences in people

TODDLERS MAY

- Begin to play in presence of other children.
- Ask simple questions about other children.

YOU CAN

- Provide opportunities for child to interact with children with diverse abilities, cultures, and ethnic backgrounds.
- Provide child with a variety of pretend play materials reflecting cultures of families in community.
- Introduce child to diversity through books, songs and people.
- Talk to child in home language, which will help build a strong cultural identity.
- Show appreciation and interest in diverse people and cultures.

Goal 16: Children show awareness of their unique self

TODDLERS MAY

- Test limits and strive for independence.
- Recognize and call attention to self when looking in the mirror or at photographs.
- Identify self and uses own name when asked ("I am a boy." "My name is Rueben.").
- Show awareness of being seen by others (exaggerate or repeat behavior when notices someone is watching).
- Occupy self appropriately for brief periods of time (10 to 15 minutes).
- Identify objects as belonging to him or her.
- Point to and names some of own body parts.
- Show preference for familiar adults and peers.
- Make choices when given two to three options to choose (what clothes to wear).
- Show preference for favorite books, toys, and activities.
- Indicate preferences and intentions by answering yes/no questions ("Are you done with that?" "Are you still using it?" "Can José use it now?").

YOU CAN

- Give child appropriate and varied choices ("do you want grapes or orange slices?").
- Give child limits.
- Provide opportunities for child to talk about self and others, being aware of cultural and language characteristics.
- Sometimes allow child to play without your interaction.
- Provide opportunities for child to express him/herself through the arts (drawing, painting, drama).
- Expect child to protest as he/she expresses individuality.
- Teach preferred behaviors.
- Tell family stories and reads books from child's home culture.
- Show happiness for child's abilities and preferences ("You really like to draw with those crayons, don't you?" "You are walking carefully over tree roots.").
- Describe activities and introduce vocabulary to accompany child's actions during play, using language from child's home and school if different.
- Delight with child over accomplishments and explorations.
- Explain family traditions, rituals, language, and activities.
- Invite others to share their culture and traditions with child.

Goal 17: Children demonstrate belief in their abilities to control motivation, behavior and social environment

TODDLERS MAY

- Want to take care of self.
- Recognize own accomplishments.
- Show completed projects (drawing, pile of blocks) to caregiver.
- Act as though she/he is capable of doing new tasks and activities (copies use of adult tools, tries to sweep the floor with an adult-sized broom).
- Seek help after trying something new or challenging.

YOU CAN

- Encourage child to engage in new tasks they can accomplish successfully.
- Provide safe environment for active exploration.
- Celebrate with child over accomplishments and explorations.
- Monitor child as he/she pushes self to try new abilities (keeps going higher on ladder when asked to stop).

Goal 18: Children understand and follow rules and routines

TODDLERS MAY

- Test limits and strive for independence.
- Anticipate and follow simple routines, with reminders and assistance (wash hands and help set table at snack time, help to pick up and put away blocks at clean-up time).
- Anticipate and follow simple rules, with reminders (expect to be buckled up when he/she gets in car seat).
- Accept transitions and changes in routines with adult support.
- Anticipate consequences for not following rules.

YOU CAN

- Establish consistent routines while being flexible to meet child's needs.
- Give praise when a child behaves well.
- Set simple rules and responds consistently to child's behavior.
- Offer child two real choices ("Do you want to wear a red or blue sweater?").
- Maintain consistency when establishing limits (bedtime, sweets, etc.).
- Recognize that a child protesting limits are a normal part of development.
- Make changes between structured activities fun and low stress (sing the clean-up song).

Goal 19: Children regulate their feelings and impulses

TODDLERS MAY

- Show developing ability to cope with stress and or strong emotions such as getting familiar toy or blanket, or seeking caregiver support.
- Name some emotions (happy, excited, sad, mad, tired, angry, scared).
- Begin to control impulses (say "no" when reaching for forbidden object; restrains self from stepping on a book on the floor).

YOU CAN

- Recognize and name child's feelings and behaviors ("you seem happy today").
- Help child explore safe ways to manage and express feelings and impulses (self-regulation, redirecting to appropriate activity when necessary).
- Gently assist child who is having difficulty regulating impulses (offer choices, teach negotiation skills: when two children are fighting over a toy, help them to problem-solve).
- Notice and voice support of child's efforts to calm self and make connections with caregivers.
- Read books, tell stories, sing songs, play games, and use multisensory materials with child that focus on emotions and controlling emotions.
- Show how to take turns by saying "I can wait," when two or more children want to do the same activity.

Goal 20: Children express appropriately a range of emotions

TODDLERS MAY

- Recognize and express emotions towards familiar people, pets, or possessions with appropriate facial expressions, words, gestures, signs, or other means.
- Name emotions (happy, excited, sad, mad, tired, scared).
- Learn about own feelings and that it is ok to feel silly, sad, angry, and all other emotions.

YOU CAN

- Listen carefully and with interest to what child says, expanding on the message.
- Use words and pictures to teach child to associate feelings with their proper names, using language from child's home and school if different.
- Support and comfort child if he/she develops fears.
- Talk with child about positive and negative feelings.
- Understand child may need assistance in discussing and expressing feelings.
- Recognize that some children may not express emotions verbally (invite child to draw pictures, use signs or gestures, or go for a walk to express emotions).
- Consider the values of families and cultural groups regarding emotional expression (do not force or deny child's emotional expression).

Goal 21: Children demonstrate awareness of family characteristics and functions

TODDLERS MAY

- Recognize family members by voice. Know own first and last names.
- Recognize role within own home ("Daddy cooks supper and mommy washes the dishes.").
- Pretend to nurture a doll by feeding and talking to it.
- Give names to toys and dolls that reflect family and circle of friends.
- Identify boys and girls.
- Recognize that family members' hunting will provide for family.
- Comply with simple two-part requests that involve waiting ("Eat your breakfast and then we'll play with the blocks.").

YOU CAN

- Provide opportunities for family members to talk with child about family history and culture.
- Provide props and dress-up clothes for child to play different family roles (both male and female).
- Read books to child that show people in a variety of roles.
- Display photos of child and his/her family at child's eye level.
- Encourage child to participate in food gathering activities (picking berries, setting up camp, finding items in the grocery store).

Goal 22: Children demonstrate awareness of their community, human interdependence, and social roles

TODDLERS MAY

- Identify the possessions of other children.
- Show interest in peers by including them in play, referring to them by name.
- Recognize that different people have different roles and jobs in the community. Show interest in community workers (garbage collector, Village Public Safety Officer, mail carrier, health aid).
- Participate in family routines.

YOU CAN

- Engage child in using clothing and props for dramatic play that represents different roles in society.
- Take field trips in the community to increase awareness of roles people play (library for story hour, fire department, nursery where children can pot plants).
- Encourage child to participate in classroom duties and household chores.
- Display pictures and read aloud books that portray a variety of workers and community helpers.

Goal 23: Children demonstrate civic responsibility

TODDLERS MAY

- Try out roles and relationships through dramatic and pretend play.
- Begin to recognize that there may be different rules in different places (school rules may be different from those at home).
- Help adult with simple chores.
- Follow adult directions when given simple guidance.
- Comply with simple two-part requests that involve waiting ("Eat your breakfast and then we'll play with the blocks.").

YOU CAN

- Discuss how each person, including adults, can share in classroom responsibilities.
- Give child options rather than commands. Have child help make rules for dramatic play.

Goal 24: Children demonstrate awareness and appreciation of their own and others' cultures

TODDLERS MAY

- "Chat" with family members, although only half of the words they use may be recognizable.
- Identify known people in photographs.
- Shadow adults in their work by imitating such activities as sweeping or picking up toys, and attempting to help.
- Identify basic similarities and differences between themselves and others.

YOU CAN

- Provide food, music, art materials, books, photos, and dramatic play props that reflect child's own family and culture.
- Display images reflective of child's own cultural heritage and physical appearance.
- Provide accurate and compassionate answers to help child develop a sense of appreciation for the differences of others.

Domain 3: Approaches to learning

Goal 25: Children show curiosity and interest in learning

TODDLERS MAY

- Explore the immediate environment (ask about a new object he/she finds, actively search through collection of toys).
- Ask simple "wh" questions (why, what, where).
- Try new ways of doing things and begin to take some risk.
- Initiate play with others.
- Choose one activity over another and pursue it for a brief period of time.
- Show interests in wanting to take care of self (dressing).
- Initiate activities at caregivers' suggestions.
- Seek and take pleasure in both new and repeated skills and experiences.

YOU CAN

- Make child's surroundings safe and inviting to encourage exploration.
- Provide child with a variety of safe and interesting objects that increase interest.
- Interact with child by asking simple questions and responding to his/her questions.
- Wonder aloud with child about why things happen.
- Read and tell diverse stories that introduce child to many people, places, and cultures.
- Try new tasks with child and describe them.
- Support child's choices during daily activities (selecting books to read together).
- Provide consistency in the environment and the routine so child develops confidence and a sense of mastery.

Goal 26: Children persist when facing challenges

TODDLERS MAY

- Show interest in favorite activities over and over again.
- Complete simple projects (3- to 5-piece puzzle, stacking blocks on top of one another).
- Continue to try a difficult task for a brief period of time (build a block structure for 3 to 5 minutes).
- Insist on some choices (what to wear, completing a project).
- Seek and accept assistance when encountering a problem.
- Listen and participate in story time (turning pages of book, using hand motions such as clapping at appropriate times).

YOU CAN

- Provide time for child to engage in sustained activities.
- Respond to child's requests for assistance.
- Limit environmental distractions to help child sustain attention to activities (turn television off while child plays in the room).
- Talk with child about his/her activities using open-ended questions ("How did you do that? Tell me more.").
- Involve child in active movement and language games (fingerplays, hokey pokey, freeze dance).
- Tell the child what he/she is doing while he/she does it (you are climbing the slide, and now you're coming down.)

Goal 27: Children demonstrate initiative

TODDLERS MAY

- Try new ways of doing things and begin to take some risks.
- Initiate play with others.
- Choose one activity over another and pursue it for a brief period of time.
- Propose an idea for how to spend time.
- Show interest in wanting to take care of self (e.g., dressing).
- Initiate activities at caregivers' suggestions.
- Seek and take pleasure in both new and repeated skills and experiences.
- Pretend to be in new and familiar places with new and familiar roles.

YOU CAN

- Provide child with many opportunities to play by self and with other children.
- Try new tasks with child and describe them.
- Support child's choices during daily activities (selecting books to read together).
- Provide consistency in the environment and the routine so child develops confidence and a sense of mastery.
- Help child feel safe and capable of trying something new or taking reasonable risks in a variety of settings.

Goal 28: Children approach daily activities with creativity and imagination

TODDLERS MAY

- Invent new uses for everyday materials (bang on pots and pans).
- Approach tasks experimentally, adapting as the activity evolves.
- Display an understanding of how objects work together (get the dustpan when adult is sweeping the floor).
- Enjoy opportunities for pretend play and creating things ("cooking" dinner for adult, feeding pretend food to adult).
- Pretend and use imagination during play.
- Use creative language to describe events.
- Build with blocks and other manipulatives.
- Play with dolls, costumes and acts out animal roles.
- Pretend to be in new and familiar places with new and familiar roles.
- Create an art project and with a simple story to accompany the artwork.

YOU CAN

- Provide child with art materials and a place to use them without adult-created models or specific instructions.
- Provide opportunities for child to remain absorbed in play.
- Engage child in creating and completing projects using different media (clay, collage, paint, music, dance, chalk, box construction, etc.).
- Encourage child to talk about and revisit his/her creative work.
- Use open-ended questions and descriptive language when interacting with the child.
- Make sure child has props from own culture to support pretend play.
- Encourage child to pretend, make-believe, and use his/her imagination.
- Engage child in narrating or dictating a story about a picture he/she drew.

Goal 29: Children learn through play and exploration

TODDLERS MAY

- Substitute similar objects (stack boxes like blocks).
- Realize that behaviors can precede events ("If mom or dad put the pot on the stove, she/he is going to cook something to eat.").
- Alter behavior based on a past event and builds on it (hand-washing prior to mealtime).
- Relate an experience today to one that happened in the past (hand-washing prior to mealtime).

YOU CAN

- Think "out loud" and talk about ideas with child using descriptive language ("you remembered where the puzzle piece fits.")
- Invite the child to share thoughts and ideas about the world around him/her.
- Provide materials that are similar but produce different results (crayons, markers, paint).
- Narrate child's play to him/her by describing what you see and hear.
- Demonstrate, explain and provide opportunities for child to think about and avoid negative or dangerous behavior ("The stove and iron are hot").

Domain 4: Cognition and general knowledge

Goal 30: Children gain reasoning and critical thinking

TODDLERS MAY

- Explore cause-and-effect relationships by intentionally repeating an action and observing the reaction (rolling a car down a ramp repeatedly).
- Explore cause and effect by repeating an action and observing the reaction (rolling a car down a ramp repeatedly).
- Explore the properties of objects by grabbing, pushing, pulling, turning over, and throwing them.
- Make simple decisions, takes action, and observes the impact of their actions on others (pushing a toy truck toward an adult, watching it hit the adult, and observing how the adult reacts).
- Engage in pretend play and games requiring several sequential actions (playing kickball, which requires kicking a ball, running, and then stopping at a base).
- Treat objects differently as they begin to understand similarity and difference (squeezing stuffed animals and throwing balls).

YOU CAN

- Provide clear explanations for cause and effect (when child tries to touch something hot, say "HOT! Stop! Hands off.").
- Play with and manipulates different materials so child can see changes (mixing flour and water makes dough).
- Provide opportunities for children to experiment with outcomes (turning lights on and off). Describes how objects react ("when you kick the ball it rolls;" "listen, when you bang the bell, it rings").
- Show child how to compare objects' size, shape, and other characteristics (explore how a flower is different from a tree).
- Ask child what he/she likes and does not like about experiences.
- Engage child in routine activities, explaining the "why's" ("We vacuum the floor to clean up the dirt").
- Help child make generalizations ("If it is sunny here it will probably be sunny at the park".

Goal 31: Children find multiple solutions to questions, tasks, problems, and challenges

TODDLERS MAY

- Make plans before attempting to solve a simple problem.
- Understand actions in sequence (saying "goodbye" and then leaving, or asking for music and then dancing).
- Put two actions together in sequence (grabbing a large ball and rolling it).
- Know where things are kept in familiar environments.
- Successfully follow two-step directions.

YOU CAN

- Provide opportunities for child to work out problems with and without assistance.
- Talk through a process out loud, or otherwise demonstrates possible solutions, while problem solving ("I can't find my keys so I want to remember the last time I had them. Oh, they're in this coat pocket!").

Goal 32: Children use symbols to represent objects

TODDLERS MAY

- Find objects after they have been hidden nearby.
- Draw or scribble and explain the drawing.
- Experiment with new uses for familiar objects.
- Provide a simple description of a person or object that is not present (child barks when asked what noise the dog makes).
- React to mental images of objects or events (claps hands when told aunt/uncle is coming to visit).
- Identify symbols for familiar objects correctly (photo of dog).

YOU CAN

- Engage child in exploration, supporting imaginative play ("Did you make me some coffee in that cup?").

Goal 33: Children can distinguish between fantasy and reality

TODDLERS MAY

- Play make-believe with props (dolls, stuffed animals, blocks).
- Create an imaginary friend.
- React to people in costume as if they are the characters they portray.
- React to puppets as if they are real.

YOU CAN

- Play make-believe with child ("Let's pretend that we are cooking dinner.").
- Understand that the line between fantasy and reality is unclear at this age, and a child may become frightened by this confusion.
- Discuss child's dreams, ideas, and imagination with him/her.
- Allow child to have imaginary friends.
- Read fiction and non-fiction books and share family and traditional oral stories with child, discussing how they are different.

Goal 34: Children demonstrate knowledge of numbers and counting

TODDLERS MAY

- Understand that putting two sets of objects together makes more and taking sets of objects apart will make less.
- Add and subtract with sets of objects smaller than three.
- Begin to say or gesture the number two when asked how old they are.
- Put objects in accurate, one-to-one correspondence (placing one plastic egg into each indentation of an egg carton).
- Name their first number word, typically "two" (or holds up two fingers).
- Count up to five objects.
- Name and identify some written numerals.
- Identify numerals as being different from letters.
- Bring two treats when asked to get treats for two people.
- Count to ten (or in some way indicates a knowledge of words for the numbers from one to ten in sequence) with occasional errors.

YOU CAN

- Use numbers in everyday routines (ask child if he/she would like one or two more pieces of something.
- Pair objects during daily activities ("One child gets one snack.").
- Provide child with math-related toys and objects from own and other cultural backgrounds.
- Talk about using math and writing numerals in daily activities in front of child (cooking).

Goal 35: Children demonstrate some knowledge of measurement: size, volume, height, weight and length

TODDLERS MAY

- Find and point to small objects (the tiny mouse on the pages of Goodnight Moon).
- Use words such as "big," "small," and "more."
- Understand and use general measurement words, such as "big" and "hot."
- Recognize when their food bowl is empty and gesture to indicate that, or say "more" or "all gone."
- Notice when another child has more of something and gestures or verbalizes "want more".
- Put groups of objects together and begins to subtract (share) objects by offering one or more to a friend or adult.
- Have a general understanding of the passing of time and the meaning of phrases like "not now" and "after lunch."

YOU CAN

- Use size words, such as "many," "big," and "little" when talking to children.
- Provide sand and water play, giving child opportunities to pour, fill, scoop, weigh, and dump.
- Help child measure (during cooking, art projects, grocery shopping).
- Help child to arrange blocks, toys, or objects from smallest to largest or shortest to longest.
- Chart child's changes in height and weight.

Goal 36: Children sort, classify, and organize objects

TODDLERS MAY

- Separate objects by a single feature ("all the red blocks go here").
- Match simple geometric forms (circle, square, triangle).
- Notice when two things share similar attributes (cars and buses have wheels).
- Recognize and extend a simple repeating pattern (stomp/clap, stomp/clap).
- Match small and large objects (counting bears to make "Mommy and Baby" pairs).
- Copy an adult's made-up verbal pattern ("me, me, moo").
- Recognize patterns within stories and songs.

YOU CAN

- Show simple patterns using children, objects, or a flannel board (tallest to shortest, same color on boots).
- Engage child in comparing and putting in order objects (blocks, crayons).
- Help children see patterns in nature (types of leaves).
- Play matching games with familiar sights (artwork, murals, clothing, utensils).
- Provide play and art materials that have different shapes (circles, squares, triangles).

Goal 37: Children collect information through observation and manipulation

TODDLERS MAY

- Use all five senses to examine different objects with attention to detail.
- Identify similarities or difference in objects.
- Systematically explore the world (notice different types of insects).

YOU CAN

- Explore the environment with child and show interest in objects found and observed.
- Provide materials for a variety of sensory experiences (rice, sand, playdough).
- Provide opportunities for child to examine things in detail by asking open-ended questions ("Why do you think spruce needles are so sharp?").

Goal 38: Children make predictions and experiment

TODDLERS MAY

- Ask simple questions about the natural world ("Where did the rainbow go?").
- Observe and/or manipulate objects and events to answer simple questions about the natural world.
- Make guesses about what might happen based on past experience.

YOU CAN

- Engage child in discussions about thinking ahead by asking "what if" questions about the natural world.
- Help child notice patterns in behaviors and discusses what comes next. ("After we read a bedtime story, we turn out the lights.")

Goal 39: Children observe and describe the natural world

TODDLERS MAY

- Show understanding of how things grow and change.
- Comment on what it takes to make things grow ("The plant needs water.").
- Ask questions about the earth.
- Identify weather (sun, rain, snow).
- Identify or labels earth's materials (water, rocks, dirt, and leaves).
- Demonstrate curiosity about the natural environment by asking "Why" questions (Why is the flower red?").

YOU CAN

- Provide opportunities for child to play safely with water.
- Play with child outside and talks about safety (stay in yard, wear warm clothes).
- Safely introduce child to pictures of natural phenomena (sea, caves, waterfalls, forests).
- Help show child how to take care of the environment.

Goal 40: Children differentiate between events that happen in the past, present, and future

TODDLERS MAY

- Remember and communicate what happened earlier in the day.
- Recall basics of recent events (are able to follow a daily routine).
- Anticipate recurring events in typical routines ("After I eat lunch, I will hear a story.").
- Connect new experiences to past experiences. Experiment with general terms related to the elements of time ("Today we are going to Grandma's").
- Make predictions about what might happen in the future.

YOU CAN

- Use pictures to talk with child about what will happen in the future and what has happened in the past.
- Tell stories from the past, indicating awareness of time by beginning, "A long time ago..." .
- Talk with the child to recall what happened yesterday or last night.
- Show the child pictures and tell stories about the way something or someone looked in the past compared to now.

Goal 41: Children demonstrate awareness of location and spatial relationships

TODDLERS MAY

- Match familiar shapes (circle, square, triangle) that have the same size and the same orientation.
- Attempt to stack blocks as high or higher than themselves.
- Match simple shapes (placing a shape on a shape board).
- Explore gravity (push toy cars down an incline, such as a slanted board).
- Respond to spatial directions, such as "come here," "go over there," and "get down on the floor," especially if the words are accompanied by pointing.

YOU CAN

- Use position words in a conscious way (suggest child puts magazine under the book that is on the table).
- Play "travel" with child, (takes "trips" on a bus or plane, use road maps and pictures of different places he/she has been).

Goal 42: Children demonstrate knowledge of the relationship among people, places and geography

TODDLERS MAY

- Know different environments (sees pictures of fish and says "They live in water.").
- Recognize familiar buildings (home, school, post office, library, community building).

YOU CAN

- Read aloud books and tell family and traditional stories about children living in different climates and discuss how their food, clothing, and houses are different.
- Take child to geographical locations that may be unfamiliar (parks, mountains, ocean, new neighborhoods.)
- Take child for walks and points out signs and landmarks that indicate locations.

Goal 43: Children demonstrate awareness of economic concepts

TODDLERS MAY

- Recognize relationship between supply and demand (understand that he/she cannot have another cracker because they are all gone).
- Recognize and use objects for barter or trade during play (with assistance).

YOU CAN

- Provide child with play materials that have economic uses (cash registers, wallets, purses, checkbooks, credit cards, receipts, for dramatic play).
- Use the names of coins and currency, demonstrating and explain both their real and relative value ("buy" groceries from child).
- Read books to child about jobs in different parts of the world.

Goal 44: Children demonstrate awareness of the relationship between humans and the environment

TODDLERS MAY

- Help with home and class routines that keep the house/classroom clean.
- Discard trash in trash can.
- Recognize and responds to characteristics of the environment (exclaims out loud when he/she sees bird or a very tall tree).
- Use natural objects for play (makes mud pies, makes a house out of sticks, uses leaves for a pillow).

YOU CAN

- Make taking care of the indoor and outdoor environment a normal part of the daily routine.
- Use recycled materials to create props for play (empty oatmeal box, wrapping paper tube).
- Carry a bag on walks with child to pick up litter.
- Collect and uses natural materials for play (leaves, sticks, shells).

Goal 45: Children use technology appropriately

TODDLERS MAY

- Play with battery-operated toys and learning objects, with assistance.
- Make mechanical toys work, if labeled safe for children under three years.
- Change their behavior in response to their environment by using the "tools" around them (If a toy is on a towel, pulling the towel to bring the toy closer, rather than just going over to the toy). Adapt "tools" (using a stick to reach something under a chair).
- Use objects in new ways to solve a problem or meet a goal (propping up a track with a block so a toy train can pass underneath).

YOU CAN

- Teach child basic phone skills ("Hello," "Good-bye," words instead of gestures).
- Limit child's screen time to no more than one hour a day of quality time when more than two years old.
- Engage in listening to stories and music from own and other cultural backgrounds.
- Ensure that child is exposed to diverse cultures, languages and ethnic heritages.
- Eliminate resources that contain violence, including cartoons.
- Talk with child about how assistive technology helps people (motorized wheelchairs, communication devices.)

Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel

TODDLERS MAY

- Squeeze soft clay and dough into abstract shapes.
- Repeat the same song over and over.
- Dance alone or with others.
- "Play" musical instruments (attempts to blow into a whistle or harmonica).
- Explore roles through imaginative play, such as saying "Boo" to them.
- Demonstrate preferences for favorite colors.
- Move their body with increasing skill to express emotions and rhythms.
- March with musical instruments with support from adults.
- Imitate simple songs and finger-play movements.
- Watch and copy other children's play activities.

YOU CAN

- Introduce child to a variety of art materials and allows open-ended exploration.
- Engage child in the use of simple musical instruments (rhythm sticks, drums, tambourine).
- Expose child to a variety of live and recorded music.

Goal 47: Children demonstrate understanding and appreciation of creative arts

TODDLERS MAY

- Talk or sing to themselves for comfort or enjoyment.
- Stop, turn their head to listen, and watch when hearing music or other rhythmic sounds.

YOU CAN

- Express a sense of awe and appreciation of works of art, those that the child creates and those that others create.
- Exhibit child's artwork in places that can be viewed and admired easily.
- View art materials as meaningful and provides a space for their use.
- Display local and classic art forms from child's cultural background.

Domain 5: Communication, language, and literacy

Goal 48: Children demonstrate understanding of social communication

TODDLERS MAY

- Enjoy finger plays (songs and games that use hands).
- Respond to action words by performing the action (child starts to eat when caregiver says "Let's eat!").
- Respond by looking and attempting to locate when directed, toward a certain object ("There's a car").
- Listen to short and simple stories.
- Change intonation and tone to communicate meaning.
- Use non-verbal gestures and body language to express needs and feelings (gives spontaneous hug).
- Communicate with familiar play partner (says sibling's name instead of crying).
- Use jargon along with regular words in conversation (child uses inflection to say sentence-like communication with embedded real words).
- Pay attention to speaker for at least a portion of a conversation.
- Begin to demonstrate turn-taking in play and conversation.
- Make a related comment (adult says, "Here is your water." Child says "Cup." or "Water cup.").
- Make a formal verbal or sign request or response ("Please?" "Thank you.").
- Follow non-verbal directions (signal for "Come here").
- Follow simple verbal direction in home language and attempt to make sense of direction given in English when accompanied by a non-verbal gesture.
- Use sounds from home language when speaking in English (Spanish "v" may be pronounced like "b" so Spanish speaking child might say "bery" for "very").
- Have a larger vocabulary in home language and begin to acquire an English vocabulary.
- Recall words from simple songs in home language and recognize words from songs in English.
- Ask simple questions in home language; use gestures or single words to ask questions in English.
- Sometimes insert words from home language while speaking in English.
- Enjoy creating or participating in humorous situations (child puts shoe on head as a hat, child makes up a nonsense word).

Goal 48: Children demonstrate understanding of social communication (continued)

YOU CAN

- Use puppets and/or other props when reading or telling stories.
- Have a child listen to recorded stories and nursery rhymes.
- Include songs and stories from child's home language in group activities.
- Use hand motions that go along with stories and songs (e.g. make a duck beak with hand to quack with ducks).
- Hold child in arms/lap while telling stories or reading books.
- Play simple games asking child to find toys or pat pictures in books ("Where's the doggy?").
- Listen to child and give him/her time to respond.
- Find places where child can play with other children, encouraging taking turns and, with adult assistance, pretend play (baby doll falls, gets hurt, caregiver talks about feelings and how to help baby feel better, rock and hug baby).
- Demonstrate, explain, and encourage child to practice cultural values (greeting an elder).
- Communicate using English in ways that help English Language Learner children communicate and socialize (simple sentences, repetition, use of gestures).
- Rephrase or expand child's speech during conversations. (If child comments "I eat," caregiver expands with "You are hungry, you are ready to eat").

For English language learners, building a strong foundation in the family's home language first is essential, valued and must be celebrated. The indicators below apply to the development of the child's home language.

Goal 49: Children listen and understand communication (receptive language)

TODDLERS MAY

- Follow directions with two related elements ("Get your boots and coat").
- Be willing to sit through most picture books and enjoys longer stories.
- Understand a greater variety of words in the home and community (300 words by 24 months).
- Show understanding of verb/action words ("Who is eating?" and points to a picture of child eating).
- Answer simple questions.
- Begin to show understanding of concept words, such as big/little, hot/cold, fast/slow, one vs. all.
- Begin to point to a greater variety of body parts when asked (chin, cheek, knee, etc.).

YOU CAN

- Play simple listening games such as hiding toys and asking child to find it by listening to clues ("Your car is on the couch ... under the pillow.").
- Continue to play simple games during routines (When diapering ask "Where are your toes?").
- Ask child to help with household activities, such as doing laundry. Ask child to use listening skills to "find the sock" or "give me the shirt."
- Provide opportunities for English Language Learner (to ask questions in his/her home language first as that might be more closely linked to the development of understanding).
- Use a game or echo song where child repeats what you say ("I Met a Bear" and "Down by the Bay").
- Read same story many times, including stories from diverse cultures and then engage child in conversation about the story.
- Find ways to include the child's home language when telling a story from a book or an oral story.
- Continue to add to the child's descriptive language by adding new words regularly (spongy tundra, slimy fish, windy day).

Goal 50: Children communicate their thoughts, feelings and ideas with others (expressive language)

TODDLERS MAY

- Use mostly two- and some three-syllable words ("cracker," "banana").
- Ask others to label unfamiliar objects and pictures by pointing and/or asking "what's that?".
- Use adjectives to describe nouns ("red ball").
- Imitate simple two-word phrase/sentences.
- Use some pronouns ("Mine"; older toddler adds "My, me, I, you").
- Use simple questions with rising intonation ("What's that?").
- Use regular plural forms for nouns, sometimes ("boots").
- Use negatives ("I don't want it.") in English or home language.
- Begin to sing along with familiar songs and fingerplays.
- Use three-to four-word sentences with noun and verb.
- Begin to tell others about prior event with help from caregiver.
- Say first name.
- Produce early developing sounds and vowels as they form simple words. Expect speech articulation errors.
- Child's speech is 75 percent understandable by 36 months.
- By 24 to 36 months, demonstrate use of an expressive vocabulary of more than 100 words, or a combination of words and signs, or alternative communication, in home language.

YOU CAN

- Help child expand language by adding new descriptive language and more complete sentence structures (instead of "there's a doggy," "there's a woman holding a dog on a leash. They're going for a walk.").
- Engage child in conversations that require more than a single word response ("Tell me about ...").
- Read books from child's home language and in other languages.
- Make sure to wait long enough for the child to answer, when asking a question, as some children need more time to understand questions and put words together.
- Recognize that English Language Learners may mix words from different languages in the same sentence; repeat what child said using all words in the same language.
- Provide play opportunities that encourage children to engage in conversation with others and to tell family stories.
- Engage child in a game using a small stuffed animal to demonstrate prepositions (Caregiver and child play with teddy and model "The teddy bear is in the box." or "The teddy bear is next to the chair.").
- Support children to share experiences and interests with specific vocabulary across settings (childcare provider asks family to bring in family drum to share traditional song and language with peers at group time).
- Talk during everyday activities about words and sounds (at the grocery store, identify fruits with the same beginning sound, peach and pear).
- Learn and use keywords from home language that are used by children who are acquiring English as an additional language, including "signs" if appropriate.

Goal 51: Children demonstrate appreciation and enjoyment of reading

TODDLERS MAY

- Imitate tempo and speed of rhythm (clapping hands fast and clapping hands slowly, speaking fast and speaking slowly).
- Recite a song with the letters of the alphabet, with assistance (alphabet song).
- Select specific details in a story and repeat them.
- Complete a familiar rhyme or line from a familiar story or song by providing the last word ("The wheels on the (bus)").
- Participate in rhyming games and songs with other children.
- Begin to understand that print represents words (pretend to read text).
- Turn pages, usually a single page at a time.
- Purposefully use pop-up and interactive books (child understands purpose of different text features, such as lifting a pop-up window or petting fur on page).
- Use action words to describe pictures (picture of person running, child says "run").
- Recalls specific characters or actions from familiar stories.
- Enjoy books about different things (books about animals, occupations).
- Respond to emotional expressions in a book (point to a happy face).
- Recognize signs and images in public (stop signs, store signs).
- Request favorite book to be read repeatedly.
- Look at books, magazines, and other printed matter without assistance and as through reading.
- Make comments on book.
- Select books and magazines when asked to select favorite objects/toys.

YOU CAN

- Read books with child in home language with supplemental reading in English.
- Print materials available in both home language and English.
- Make up rhyming songs with varied tempos using familiar names.
- Repeat favorite books containing chants and rhymes. Leave off the last word and wait to see if child can fill in the blank.
- Encourage child's attempts to identify letters in books.
- Engage child in pointing out letters and words in the environment (street names, billboards, signs, printed material).
- Sing alphabet songs.
- Look at the cover, reading the title and author's name, when reading with child.
- Read and provide child with a variety of books from home culture and in home language, as well as other cultures and cultural backgrounds.
- Sometimes run finger along text while reading with child to demonstrate text progression.
- Read big books at story time so child can see the printed word on the page and encourage child to follow the printed words on the page.
- Use creative materials to help children identify their written name (Make a name block or rock for child with his/her name on one side and child's picture on the other).
- Have child help decorate labels for objects in child's environment (bookshelf, clothes closet, and shelf).
- Point out common signs when walking in neighborhood.
- Take child to library, bookstore, or places where child is exposed to books.
- Select books that are connected to the child's life and help the child make those connections (when reading a book about gifts for grandmother, ask the child what gift he/she would like to give his/her grandmother).
- Read books yourself.

Goal 52: Children use writing for a variety of purposes

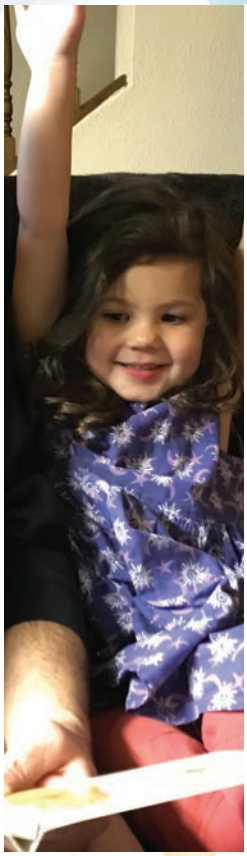
TODDLERS MAY

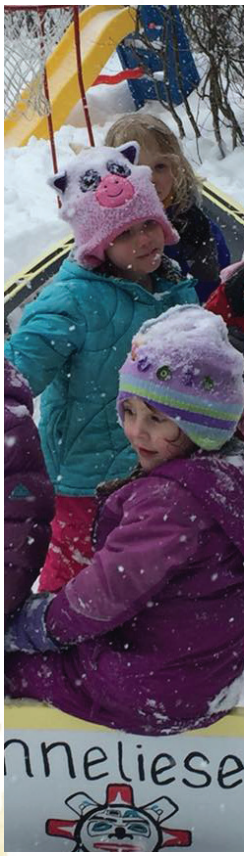
- Enjoy "making a mark" on paper and in play outside.
- Enjoy scribbling and may label pictures using scribble writing.
- Begin to watch and imitate drawing a horizontal and vertical stroke as well as a circular motion.
- Continue to observe and imitate adult writing behaviors.
- Enjoy making large strokes and movements with paint and markers.
- Draw simple pictures or scribble word-like marks to communicate a message or an idea, may label or tell a simple story related to their drawing.

YOU CAN

- Include child in cooking, involving pouring, cutting, stirring and feeling different food textures.
- Introduce playdough and other sensory play experiences that include poking, rolling, cutting and imitating the shapes of others.
- Encourage painting and coloring in upright positions, such as on an easel or paper taped to the wall. Offer large paper and thick handled brushes and markers.
- Draw simple stories child is telling using "quick draws" and using scrap paper or white boards.
- Encourage the child to use finger or sticks to make marks in outdoor environments, such as sand, mud, water painting.
- Find opportunities to label familiar items in the child's environment (putting name on labels above coat hook or name inside coat and boots).
- Provide opportunities for the child to observe adult writing lists or notes.
- Engage the child in activities where he/she can manipulate and copy letters using different textures, tools, and mediums.
- Provide physical/motor activities to practice letter shapes (make letters with body parts, on floor with yarn, chalk).

36 MONTHS TO 60+ MONTHS





Routines and Transitions

Routines help reduce stress for both adults and children. By planning and thinking ahead about the daily transitions such as eating, sleeping, and playtime, adults can feel more organized, and help children change from one activity to the next. When children know what to expect, they feel more safe and secure and tend to be calmer. Routines are as simple as reading a book before nap and bedtimes, or singing a special song while washing hands before eating. As preschoolers start learning about time, setting a timer, and giving a five minute countdown before the next activity can help.

Domain 1: Physical wellbeing, health, and motor development

Goal 1: Children engage in a variety of physical activities

PRESCHOOLERS MAY

- Enthusiastically participate in different full body physical activities (walking, climbing, playing in snow, throwing, dancing, digging, bouncing, swimming).
- Incorporate various physical activities while transitioning from one place to another (marches between the kitchen and the bathroom).
- Play actively with other children.
- Spend most of the day moving and choosing activities and playmates.
- Regularly participate in physical activity (walks, dances, plays organized or informal sports).
- Help with physical chores (shoveling snow, sweeping the floor, carrying laundry, putting away toys).
- Participate in cooperative games with peers.
- Work on physical challenges such as climbing rocks, hills and trees, rolling, jumping, throwing, digging, shoveling.

YOU CAN

- Engage child in group exercise times/activities (dance party, outdoor walks, sledding).
- Engage child in different kinds of full body physical activities (throwing balls, climbing playground equipment, helping with chores).
- Provide opportunities to play in different settings (neighborhood park with outdoor play equipment, playgroups with other children).
- Provide a variety of materials and toys, changing them as children get older and more capable.
- With close supervision, provide opportunities for exploring natural settings such as the beach, forests, tundra, creeks, rocky surfaces, garden.
- Create obstacle courses that encourage the child to use a variety of muscles for strength, balance, agility and control (jumping from pillow to pillow laid on the floor). Participate in regular physical activities with child (swimming, walking, skating, hiking, drumming, dancing, gymnastics, skiing, skating, hopscotch, jump rope, and games with balls).
- Offer opportunities for child to play song games incorporating music, movement, and other children.
- Provide opportunities and materials for child to participate in activities that require new skill development including muscle control such as skipping stones, building with blocks, or playing with Legos.

Goal 2: Children demonstrate strength and coordination of gross motor skills

PRESCHOOLERS MAY

- Walk and run in circular paths (around obstacles and corners).
- Crawl through a play tunnel or under tables.
- Climb on play equipment.
- Throw beanbags or large lightweight ball with progressively more accuracy.
- Catches large balls with two hands, with progressively more skill for smaller balls.
- Kick ball forward.
- Balance on one foot.
- Hop forward on one foot without losing balance.
- Jump on two feet and over small objects with balance and control.
- Gallop comfortably.
- Pedal steadily when riding tricycle.
- Walk up and down stairs, using alternating feet, with less and less assistance.
- Jump sideways.
- Run with an even gait.
- Maintain balance while bending or twisting.
- Begin to use a racquet, paddle, bat, stick or club, or balls.
- Hop with one foot at a time briefly.
- Mount and pump a swing with no assistance.
- Skip.
- Run with an even gait and with few falls.
- Hops on each foot separately without support.
- Maintain balance while bending, twisting, or stretching.
- Move body into position to catch a ball, then throw the ball in the right direction.
- Kick a large with some accuracy.
- Alternate weight and feet while skipping or using stairs.
- Throw a medium-size ball with some accuracy.
- Use a racquet, paddle, bat, stick or club, pucks or balls with more skill.

YOU CAN

- Help encourage balance through rocking, swinging, rolling and spinning (and beach walking).
- Offer dance and other movement activities that use both sides of the body (bending, twisting, stretching, balancing).
- Dance, swim, ball play, and bike riding are better choices than structured team sports at this age.
- Offer physical chores (but do not expect it accomplished at adult levels of competence).
- Include child in simple, small physical chores (sweeping, feeding pets, clearing dishes from the table).
- Dress in comfortable clothes appropriate for the weather to encourage movement.
- Be inventive – create obstacle courses with household items, explore the outdoors.
- Begin teaching and leading informal sports or games with more complex rules. (soccer, basketball, tee ball, gymnastics, cheer). The emphasis should be on learning basic skills rather than competition.

Goal 3: Children demonstrate stamina in daily activities

PRESCHOOLERS MAY

- Carry light objects, bags, or backpack for a short distance.
- Repetitively practice new skills.
- Engage in physical activities at least one hour a day, with sustained physical activity for at least 15 minutes at a time (swinging, playground equipment, running games).
- Follow along with guided movement activities, such a music and movement or child yoga/Zumba.
- Ride a trike by pedaling for extended periods of time and distance.
- Run 50 to 75 yards without stopping.
- Engage in physical activities for at least one hour throughout each day.
- Complete extended activities such as short hikes or bike rides with supportive adults.
- Initiate physical activities (movement games with other children, dancing to music).
- Pump on a swing for several minutes.
- Skip for 2 minutes.
- Jump and hop with increasing persistence.

YOU CAN

- Provide at least 60 minutes of physical activities each day.
- Make physical activity fun (set up a simple and safe obstacle course outside or inside where child climbs over, under, and through things; incorporate movement to music).
- Offer balance between stimulating and restful activities.
- Lead activities where children follow along to dance, yoga or marching.
- Provide equipment and activities that encourage safe swinging or jumping.
- Have children help with chores, such as sweeping or carrying light groceries.
- Engage child in activities that require some physical exertion, such as "races" and throwing balls through holes in boxes.
- Encourage child to reach new physical goals (hopping on one foot repeatedly, jumping over small boxes).
- Support child to reach and exceed personal goals rather than to compete with others.
- Provide hula hoops, swings, bikes, skis, sleds and other equipment that encourages sustained activity.
- Plan activities such as hikes or bike rides, appropriate to the skill level of the child, that require stamina.

Goal 4: Children demonstrate strength and coordination of fine motor skills

PRESCHOOLERS MAY

- Eat with utensils.
- Use various drawing and art materials (markers, pencils, crayons, small brushes, finger paint).
- Copy shapes and geometric designs.
- Open and closes blunt scissors with one hand.
- Cut paper on a straight line and on a curve but without precision.
- Manipulate small objects with ease (strings beads, fits small objects into holes).
- Fasten large buttons.
- Use large zippers.
- Increase strength in fingers with age, progressing to using a stapler or hole punch.
- Fit complex puzzles together (single, cut-out figures to 10-15 piece jigsaw puzzles).
- Write some recognizable letters or numbers.
- Use fine motor muscles in a variety of activities (winking, snapping fingers, clucking tongue).
- Remove and replaces easy-to-open container lids.
- Fold paper and makes paper objects (airplanes, origami), with assistance.
- Cut, draw, glue with materials provided.
- Tie knots and shoe laces, with assistance.
- Print some letters in own name.
- Button large buttons on clothing.
- Tear tape off a dispenser without letting the tape get stuck to itself, most of the time.
- Put together and pulls apart manipulatives (Legos, beads for stringing and sewing, Lincoln Logs) appropriately.
- Fit jigsaw puzzles with smaller pieces together.

Concerns about development.

If there is a concern about a delay or progress in any of the learning domains, there are free resources for a child to be screened and to support their development. For children under age three, the State of Alaska offers the Infant Learning Program throughout the state, and an interactive map helps find their local Infant Learning Program. Staff there can arrange for a free screening and, if needed, free help if a child is found to have some delays. http://dhss.alaska.gov/dsds/Pages/infantlearning/default.aspx

If the child is older than three years old, the same services are available through your local school district, and may include free preschool for children needing some additional support. https://education.alaska.gov/sped

The Help Me Grow Alaska website has a free "Ages and Stages Questionnaire" for parents to complete, either online or a paper version. The American Academy of Pediatrics recommends every child be screened at 9, 18, and 24-30 months, or whenever there is a concern.

Parents can also ask their medical provider about developmental screening. Head Start/ Early Head Start, child care providers, and pre-school teachers are additional resources.

Goal 4: Children demonstrate strength and coordination of fine motor skills (continued)

YOU CAN

- Engage child in activities that strengthen hand grasp (molding play dough, using a hand-held hole punch).
- Encourage child to use pincer grasp of thumb/forefinger (gluing small pieces of paper, peeling/sticking stickers, picking up small objects with fingers).
- Demonstrate and provides opportunities for child to use scissors safely.
- Provide many opportunities throughout the day for using small muscles (playdough, markers, scissors).
- Provide opportunities for child to practice tying, buttoning, and beading.
- Spend time with child using a variety of writing materials (crayons, pencils, markers, paints).
- Modify activities to ensure participation of children with special needs (example: attach rubber grips to pencils).
- Challenge children to wink, snap, cluck and otherwise develop small muscles.
- Involve child in activities using fine motor skills (setting a table, preparing food, and sorting buttons).
- Play card games in which child must hold, pick up, and turn over cards (" "Go Fish").
- Play games with spinners or dice that require moving markers around the board.
- Provide daily opportunities for child to use art supplies that support fine motor skills (crayons, chalk, pencils, scissors, glue, stickers).
- Provide small materials to manipulate such as Legos, hammer and nails, beads for stringing and sewing.
- Encourage play with stacking blocks and make a variety of structures such as houses, castles, roads, etc.
- Provide supervision and activities to use small handheld tools, such as screwdrivers and hammers.
- Use yoga or other activities to promote balance and core muscle control.

Goal 5: Children use their senses of sight, hearing, smell, taste and touch to guide and integrate their learning and interactions (sensory motor skills)

PRESCHOOLERS MAY

- Physically react appropriately to the environment (bend knees to soften a landing, move quickly to avoid obstacles).
- Demonstrate concepts through movement (imitates an animal through movement, sounds, dress, dramatization, dance).
- Practice sensory regulation by pushing objects, climbing short ladders, swinging on a swing, and sliding.
- Move their body in response to sound, marching or dancing with rhythm.
- Explore new foods through sight, smell and touch, eventually tasting.
- Enjoy watching their own image in photo albums, videos and their motions in the mirror.
- Match pairs of colors and patterns.
- Match pairs of similar sounds.
- Correctly identify high tones and low tones on a music instrument.
- Identify a variety of smells.
- Echo back a rhythm of hand clapping or drumming.
- Be willing to touch the unknown in a "feely bag".
- Match textures by feel such as plastic, furs, woods.
- Experiment with music instruments.
- Use materials to create mosaic patterns.

YOU CAN

- Play word games and sings songs that use the body
- Set up an obstacle course of chairs, sticks, boxes and give directions ("Go over the box, under the chair, and beside the stick.").
- Provide opportunities for child to explore natural surroundings.
- Expose child to a variety of different types of musical sounds, rhythms and patterns.
- Provide opportunities to experience new tastes, textures, and smells (variety of fruits and vegetables).
- Help children to use technology (mobile phone) to record sights and sounds.
- Offer play clay (cornstarch and water), non-toxic shaving cream, finger paint and playing in the sand and water.
- Consider allowing children to explore other sensory stimulation such as fish or game preparation, if acceptable in the culture.
- Allow children to participate in cooking projects, smelling, touching and tasting ingredients as feasible.
- Ensure that children at all ages are checked for vision and hearing, as suggested by doctor or early educator.
- Provide small opaque containers for matching sounds, such as pennies in two containers, sand in two, bell in two, rocks in two, nickels in two, etc. Do the same with matching smells such as extracts. Or cotton balls soaked in vinegar, etc.
- Provide access to music instruments and plans activities with them.
- Explore food with tastes and textures from a variety of cultures.
- Lead safe and supervised opportunities for child to try a variety of simple activities with limited sensory input (using headphones, blindfold, and gloves).
- Provide opportunities for play and games with other children using sensory instructions.
- Offer access to craft materials in a variety of patterns, shapes, textures and sizes.

Goal 6: Children practice health skills and routines

PRESCHOOLERS MAY

- Use tissue to wipe own nose and throws tissue in wastebaskets.
- Take care of own toileting needs.
- Wash and dry hands before eating and after toileting, without assistance.
- Cooperate and assist caregiver with tooth brushing.
- Identify health products (shampoo, toothpaste, soap).
- Cover mouth when coughing.
- Recognize and communicate when experiencing symptoms of illness.
- Feed self with fork and spoon, without assistance.
- Clean up spills.
- Get a drink of water without assistance.
- Dress and undress with minimal help.
- Choose own clothes to wear, when asked.
- Put shoes on, without assistance.
- Decide, with few prompts, when to carry out self-help tasks (washing hands when dirty and before meals).
- Choose to rest when he/she is tired.
- Participate in helping younger siblings with personal care routines.
- Get own snack out of the cabinet.
- Begin to tie own shoes with assistance. Brush teeth and attempts flossing with supervision, and then allows assistance to complete process.
- Wash face, without assistance.
- Cover mouth and nose when coughing and sneezing with elbow or tissue.
- Use fork, spoon, and (sometimes) a blunt table knife.
- Pour milk or juice easily and with minimal spills.
- Dress and undresses in easy pull-on clothes, without assistance.
- Brush and comb hair, with assistance.
- Help select clothes appropriate for the weather.

Goal 6: Children practice health skills and routines (continued)

YOU CAN

- Offer plenty of guidance and opportunities for child to take care of self (put on own coat, clean up after spills and messy projects).
- Give child enough time to take care of personal needs such as zipping and unzipping coat.
- Help child recognize personal signs of fatigue and need for rest.
- Provide opportunities for child to help set the table, clean messes, put dishes away, or clean their room.
- Suggest child help younger siblings and other children with appropriate personal care routines.
- Demonstrate clear and consistent boundaries about harmful objects and situations (always put child in car seat as needed).
- Permit child to brush own teeth; caregiver brushes after child
- Talk with children about why personal hygiene is important.
- Demonstrate hygiene and health practices yourself.
- Encourage children to brush their own teeth, while adults finish to ensure proper brushing.
- Show child difference between candy and pills, food and non-food items, addressing drug-abuse concerns.
- Provide opportunities for child to select their own toothbrush, brush, and other items when possible.
- Place a visual checklist in the child's grooming area.
- Introduce child to health care workers (dentist, nurse, health aide, doctor).
- Talk with child about positive personal care routines.
- Provide opportunities for child to take responsibility for own special personal care (eyeglasses, hearing aids).
- Encourage child to model care routines with dolls or other toys.

Family style dining

Meal times are some of the most important learning times of the day. When adults sit and eat together with children, they create social emotional connections, and can model trying new foods, and talk about the day. Children are practicing their motor development skills, turn taking, making choices, and politely turning down foods. In family style meals, children learn to serve themselves small portions from platters of food, with help from adults. They practice new skills such as passing, pouring, and scooping, as well as how to clean up small spills. Encourage children to try new foods - it can take up to 15 times of seeing and exploring a food before children are comfortable trying and letting their taste buds get used to it. Adults can set a positive tone by keeping the conversation light, and complimenting children on their skills and for trying new foods.

Goal 7: Children eat a variety of nutritious foods

PRESCHOOLERS MAY

- Participate in preparing nutritious snacks and meals.
- Choose to eat foods that are healthy for the body, with assistance.
- Pass food at the table and take appropriate sized portions, or other culturally-specific family serving style.
- Be able to explain the primary function of certain foods (milk helps build strong bones).
- Recognize foods from different food groups, with assistance.
- Provide simple explanations for own and others' food allergies.

YOU CAN

- Engage child in shopping for nutritious food (have child help pick out fruit or pick berries).
- Talk with child about food choices in relation to allergies, religion, culture, family choices, and overall health.
- Avoids soda pop and processed food.
- Feed child small amounts frequently rather than large amounts three times a day.
- Involve child in planting, growing, and harvesting a vegetable garden.
- Involve child in family and community subsistence activities (gathering plants and berries, fishing, hunting).
- Provide opportunities for child to help set the table at mealtimes.
- Show children how to wash fruits and veggies.
- Serve healthy foods and allows each child to select their portion.
- Treat mealtime as a sociable, happy time.
- Engage child in the preparation, serving, and eating of nutritious foods.
- Talk with child about why certain foods are more nutritious than others (fruit is more nutritious than candy).
- Keep nutritious food at home.
- Provide small family-style dining rather than eating on their own or serving them like a cafeteria setting.
- Model healthy eating habits yourself, and trying small bites of new foods.
- Identify wild edible plants or berries with child.
- Offer tasting of new foods, compare different types of apples.
- Ask the child to help set the table.
- Respect children's food preferences and offer choices.

Goal 8: Children are kept safe, and learn safety rules

PRESCHOOLERS MAY

- Tell peers and adults when they see dangerous behaviors (throwing rocks on the playground).
- Use and ask to use helmets when riding on movable toys.
- Carry scissors and pencils with points down to avoid accidents.
- Begin to look both ways before crossing street or road, and know to cross with adult assistance.
- Recognize danger and poison symbols and avoid those objects or areas.
- Know to not touch or take medicine without adult assistance, but knows that medicine can improve health when used properly.
- Understand the difference between "safe touch" and "unsafe touch".
- Follow emergency drill instruction (fire, earthquake, tsunami).
- Begin to try to help getting buckled into car seat.
- Know not to accept rides, food, or money from strangers.
- Know to not talk with strangers unless trusted adult is present and gives permission.
- Understand that some practices may be personally dangerous (smoking, drinking alcohol, playing with matches, contact with germs and blood).
- Identify local hazards (thin ice, wildlife, dogs, moving water, guns).
- Identify adults who can assist in dangerous situations (parent, teacher, police officer).
- Consistently follow safety rules.
- Understand why emergency drills are important.
- Explain how to get help in emergency situations (calling 911, finding a police officer or responsible adult, local emergency response).
- Demonstrate safety rules as engages in dramatic play ("Tell your doll to keep his/her fingers away from the hot stove.").

YOU CAN

- Invite firefighters and police officers to talk to child about fire and safety precautions.
- Read stories to children in which children face harmful situations and discusses how they deal with them (research books for teaching children safety).
- Discuss safety rules with child (holding hands in crowds, around small aircraft, wearing a personal flotation device, wearing a bike helmet).
- Practice appropriate emergency drills (fire, earthquake, and tsunami).
- Model using basic safety equipment yourself.
- Participate with child in community health and safety programs (local and tribal clinics, dentist, doctor, veterinarian, firefighter, police officer).
- Discuss safety practice with child (crossing streets, medicine is not candy, guns are for adults, avoiding strange dogs and wild animals).
- Learn about current approaches to personal safety (checks resources from Department of Education or Center for Disease Control).
- Take neighborhood walks with child, look for and discuss potentially dangerous situations.

Domain 2: Social and emotional development

Goal 9: Children develop positive relationships with adults

PRESCHOOLERS MAY

- Separate from primary caregiver with help from familiar adult (consistent adult is at the door with a smile and a high five).
- Express affection for significant adult ("I love you.").
- Use familiar adults when engaging new adults (Stays close to mom and makes minimal eye contact with new adult).
- Follow directions and rules with minimal support (puts on coat and boots, settles in car seat).
- Ask questions of adults to obtain information ("Why are we doing this?").
- Follow directions in different environments with minimal support ("Remember we use our whisper voices in the library.").

YOU CAN

- Establish one-on-one time when child can confide in a trusted adult on a daily basis (bedtime, after dinner, during morning routine).
- Acknowledge and reinforces children's positive behavior with adults ("You said hello to the mail carrier, that was kind.").
- Keep all promises. ("Remind me tomorrow and I will try to get out that toy.").
- Be honest with children ("I don't know.", "We can try again another day, it's time to go.").
- Play with children, follows their lead (be present, notice their play, ask if YOU CAN play, ask what they are doing).
- Teach feeling words and how to handle big emotions ("We get disappointed when we have to wait.", "You look frustrated, breathe with me.").
- Interact with less familiar adults in the community (staff at school, church, bank teller).
- Confide in at least one adult ("My tummy hurts because I'm hungry." "Johanna is bullying me.").
- Interact with adults respectfully ("please and thank you," polite interrupting).
- Seek help from adults in the community (familiar adults, police officer, doctor).
- Ask questions and checks with an adult before deviating from rules and routines ("Is it ok if we play a little longer?").
- Demonstrate understanding of when to bring issues to an adults' attention (big problems vs. little problems).
- Acknowledge and validates children's feelings, supports problem-solving strategies ("You seem upset, you wanted to keep playing. It is time for lunch, you may put the toy away and meet me at the table or I can help you, what's best for you?").
- Engage in meaningful conversations with children, following their lead (asks open-ended questions, "What will you do with that?", "Where will that go?").
- Increase connection activities (greetings such as touch, smile, fun, lap reading, one-on-one time).
- Explain why it is important to be respectful in a variety of settings and contexts ("You're not allowed to put your feet on Grandma's couch. Why does she have that rule? Because she is worried that you could make it dirty.").

Goal 10: Children develop positive relationships with other children

PRESCHOOLERS MAY

- Separate willingly from adults to play with other children.
- Make and maintains a positive relationship with at least one child (develops friendships).
- Initiate or enters play, with more than one child, shows flexibility in roles (cooperative play).
- Participate in simple sequences of pretend play ("It's time to feed the baby, I will get the bottle, you change her diaper.").
- Attempt to solve social problems, with assistance (asks for a timer, offers to trade, says "When I'm done YOU CAN have it.").
- Use mostly words and some gestures to communicate ("Do you want to play with me?").
- Interact with other children positively ("I want to be the dad, who do you want to be?").
- Share materials and toys, with assistance ("That is mine." Adult: "You left it here and Carmen saw it."). Helps other children and follows suggestions given by another child ("I'll help you clean up." "Ok, you do the blocks.").
- Have positive relationships in different settings (child has friends at school and church).
- Maintain positive relationships with multiple children.
- Show understanding of another child's feelings and attempts to comfort them (child falls and is crying, another child goes to see if they are ok).
- Attempt to solve problems, seeks adult assistance ("Can we take turns?").
- Share materials and toys with other children.
- Initiate more complex cooperative play, with three or more children, for extended periods of time.
- Play games with rules, with assistance (adult teaches a simple board game and then children play).
- Play different roles and makes plans with children (leader, follower, dad, baby).
- Complete projects with other children (children make a fort with sheets. The fort changes often.).
- Use multiple strategies to solve problems (attempts to communicate and then seeks assistance).
- Demonstrate understanding of others' intentions or motives ("You wanted my toy because yours broke.").

Goal 10: Children develop positive relationships with other children (continued)

YOU CAN

- Engage in conversations with child so he/she can practice listening and talking.
- Provide opportunities for children to engage in a variety of cooperative play activities (dramatic play, art projects, free play outside, dance class).
- Help child join other children in ongoing play (give them the words to ask, "Can I play with you?", "Can I have a turn to be the dog?").
- Teach vocabulary using objects, pictures and labels things around the house; using these words throughout the day).
- Support children's play by staying nearby, offering toys, and assisting with problem solving.
- Help nonverbal children to communicate (sign language, objects, photos, and visual supports).
- Read and tell stories or invent puppet plays in which characters share, take turns, and cooperate (Sometimes I'm Bombaloo, and When Sophie Gets Angry).
- Positively notice when children play well ("You waited for Taku to put his piece on the table. That was kind.").
- Give suggestions to children for solving problems ("get a timer to wait for a turn," sign-up list, play something else).
- Give children time to solve own problems before intervening.
- Provide opportunities for children to play in small groups in which each child has a specific role and responsibility.
- Encourage children to rely on and help each other (helps zip coats or tie shoes).
- Provide opportunities for child to be part of group activities (group sports, cultural and family events).
- Actively address bullying behavior or child's attempt to exclude others (reinforce your rules and values, "We are kind, we are helpful.").
- Ask families to share cultural food, clothing, dance, song and art.
- Participate with children in activities to help others (helps at a community garden, draws pictures for people in a nursing home, thanks your school or church staff).
- Promote acceptance and respect for differences in others (Reads books that highlight differences positively, provides materials and activities that highlight uniqueness of children.).
- Read books about children and families from a variety of cultures and unique places.
- Guide children through problem solving by modeling appropriate responses ("I don't like it when you take my spot, please ask me if YOU CAN sit there.").
- Talk with children about how he/she handled a challenging situation.

Goal 11: Children demonstrate awareness of behavior and its effects

PRESCHOOLERS MAY

- Show empathy for physically hurt or emotionally upset child.
- Describe other children's positive, thoughtful, kind behaviors.
- Demonstrate understanding of the consequences of own actions on others. ("I gave him the block and he is playing with it now.").
- Ask "why" questions about behavior he/she sees.
- Take turns and share with peers, with assistance. Practice empathetic, caring behavior so others respond positively.
- Describe how own actions make others feel and behave.
- Explain his/her response to others' actions and feelings ("I gave him a hug because he was sad.").
- Cooperate with peers to complete a project with little conflict.
- Guess how own and others' behavior will influence responses.

YOU CAN

- Engage child in pretend play so that he/she can practice taking another's role or perspective.
- Discuss the results of behavior, (when Auntie is happy, she smiles).
- Create 'if-then' scenarios, (If I pick up my toys, then we will go for a walk.).
- Show empathy and understanding when children are involved in a conflict.
- Help child to predict what may happen with positive and negative behaviors ("If you get your coat and boots on now, you can have this book to read in the car.").
- Demonstrate and provide opportunities for child to take another's perspective before making decisions (What would she think or feel if you gave her your books?).
- Discuss with child how he/she likes to be treated.

Goal 12: Children participate positively in group activities

PRESCHOOLERS MAY

- Seek out other children to play with.
- Notice and comment on who is absent from group settings.
- Identify self as a member of a group (family, culture, school).
- Use play to explore, practice and understand social roles.
- Join a group of other children playing, with adult encouragement.

YOU CAN

- Promote a sense of community within groups (clean up or meal preparation).
- Engage child in pretend play that encourages group work and an understanding of social roles.
- Provide times when child can participate in group activities.
- Show children how a group works (preparing meals, berry picking, fishing, gardening). Follows simple rules of participation in group activities.
- Cooperatively engage in group activities and sometimes is a leader and other times, a follower.
- Invent and set up activities that include more than one child.
- Participate as a member of an audience, as well as an active participant in group activities (drumming, dancing, games).
- Engage child in discussions and decision making, asks for their ideas, and helps them listen to others.
- Encourage participation in group games, allowing child to make up or modify rules.
- Provide opportunities for child to observe adult decision-making and cooperation.
- Talk about the importance of teamwork when working with others.

Goal 13: Children adapt to diverse settings

PRESCHOOLERS MAY

- Explore objects and materials and interact with others in a variety of group settings.
- Make smooth transitions from one activity/setting to the next during the day, with guidance.
- Adjust behavior to different settings. Express anticipation of special events in different settings.
- Adjust to a variety of settings throughout the day.
- Anticipate diverse settings and what will be needed in them, with assistance ("We are going to the library, so I will need the books.").

YOU CAN

- Provide child with reminders when changes in schedule are planned ("Today is swim class, so our lunch will be late.").
- Demonstrate and explain expected behavior for different settings ("When we're at the library, people are reading, so we need to whisper and be quiet.").
- Involve child in signaling transitions, (ringing bell, singing a cleanup song).
- Read books about transitions.
- Prepare child for transition to kindergarten through a number of activities (visits kindergarten class, bus ride).
- Encourage child to think about and be prepared for diverse cultural settings.
- Ask child to describe or draw pictures of different places, including places from his/her cultural background.
- Discuss importance of cultural activities in different settings (community dances, songs, feasts).

Goal 14: Children demonstrate empathy for others

PRESCHOOLERS MAY

- Notice and show concern for another child's feelings.
- Adopt a variety of roles and feelings during pretend play.
- Care for and doesn't destroy plants, flowers and other living things with guidance.
- Act kindly and gently with safe, child-friendly animals. Describe how another child feels ("I think her feelings are hurt because I was picked to help rake leaves.").
- Comfort family members or friends who are not feeling well or are upset.
- Express excitement about special events and accomplishments of others.
- Be able to adjust plans in response to injured peer or animal ("I know we can't go to the gym today because David hurt his leg.").

YOU CAN

- Listen and respond to child's comments.
- Tell stories and read books with child from diverse cultures and family structures (single parent, same-sex parents, adoptive or foster parent).
- Name and discuss feelings ("You are looking angry. Can you tell me why?").
- Imagine out loud with child how animals and plants might feel.
- Demonstrate empathy for both children involved in a conflict ("It's hard to share and it's hard to wait for your turn.").
- Provide opportunities for child to share and discuss feelings.
- Help child to assist others and take others' perspectives into consideration.
- Encourage child to draw a picture of a time a friend felt happy, sad, lonely, etc.
- Discuss why a character reacts as he/she does in a story, taking cultural differences into consideration.
- Set an example for child by respecting the natural world and discussing why it is important ("The trees drop leaves in the fall, but they shelter us all summer from sun and rain.").

Goal 15: Children recognize, appreciate, and respect similarities and differences in people

PRESCHOOLERS MAY

- Identify gender and other basic similarities and differences between self and others.
- Compare similarities or differences of others (hair color, skin color).
- Develop awareness, knowledge and appreciation of own gender and cultural identity.
- Begin to include other children in her/his activities who are of a different gender, ethnic background, who speak other languages, or have special needs.
- Ask questions about others' families, language, ethnicity, cultural heritage, physical characteristics. Shows concern about fairness within peer group.
- Recognize others' abilities in certain areas (Maria is a fast runner).
- Name and accept differences and similarities in preferences (food likes/dislikes and favorite play).
- Notice that children might use different words for the same object.
- Explore a situation from another's perspective.

YOU CAN

- Provide chances for child to describe own cultural and physical characteristics (drawing, photographs of families).
- Demonstrate and explain that one person may play different roles ("Your Auntie is a mom, works at a store, and loves to fish.").
- Invite parents and others from diverse cultures to tell stories and read books to children.
- Invite families to share their traditions (holidays, food, games, music, dance).
- Provide opportunities for child to explore similarities and differences of other children.
- Engage child with songs, rhymes, and counting games in a second language.
- Actively address bias behavior and teaches anti-bias responses.

Goal 16: Children show awareness of their unique self

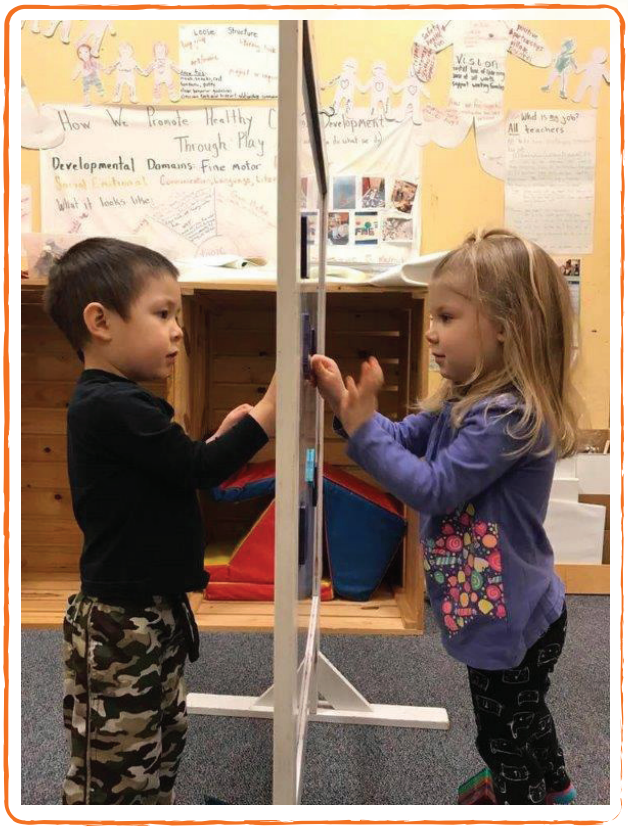
PRESCHOOLERS MAY

- Describe self as a person with a mind, a body, and feelings.
- Refer to self by first and last name and use appropriate pronouns (I, me) rather than referring to self in third person.
- Choose individual activities (doing puzzles, painting).
- Participate in pretend play, assuming different roles.
- Describe family members and begin to understand their relationship to one another.
- Show awareness of own thoughts, feelings, and preferences.
- Describe own basic physical characteristics.
- Try to get his/her way and express clear preferences.
- Test abilities through trial and error.
- Test limits set by caregiver.
- Develop awareness, knowledge, and appreciation of own gender and cultural identity.
- Identify feelings, likes and dislikes, and begin to be able to explain why he/she has them.
- Share information about self with others.
- Know some important personal information (family's name, street name).
- Play alone and with others, and enjoy him or herself.
- Accept responsibilities and follow through on (helps with chores).
- Request quiet time and space.
- Describe self, using several physical and behavioral characteristics ("I am tall and I can reach up high.").
- Describe own skills and abilities in certain areas ("I like to paint.").
- Suggest games and activities that demonstrate own preferences and abilities (sets up a game of catch).
- Notice different preferences between self and others ("I like to play with dolls and she likes to play with toy animals.").

Goal 16: Children show awareness of their unique self (Continued)

YOU CAN

- Support child's developing understanding of own characteristics and culture ("You have freckles just like your Grandma").
- Provide opportunities for child to make choices.
- Provide dress-up and pretend play materials from child's daily life and cultural background.
- Compare, contrast, and celebrate physical similarities and differences in children (hair, skin, eye color, size of hands).
- Invite others to share their culture and traditions with child.
- Provide opportunities for child to share information about self in multiple ways (storytelling, drama, drawing, writing).
- Encourage communication in home and school languages for bi-lingual/bi-cultural learning.
- Allow child to safely exercise independence when appropriate.
- Assign simple chores, demonstrating how to accomplish the tasks and then letting him/her work with increasing independence.
- Talk with child about the characteristics he/she has that represents his/her cultural backgrounds.
- Provide culturally relevant materials that allow child to see himself/herself in books, dolls, and dramatic play materials.



- Engage child in conversations about his/her preferences and abilities by asking who, what, where, when, why questions ("What do you like to do?" "Where do you like to go best?").
- Compare, contrast, and celebrate physical similarities and difference in children (hair, skin, eye color, size of hands).
- Invite others to share their culture and traditions with child.

Goal 17: Children demonstrate belief in their abilities to control motivation, behavior and social environment

PRESCHOOLERS MAY

- Express delight with mastery of a skill ("I did it myself.").
- Ask others to view own creations ("Look at my picture.").
- Demonstrate confidence in own abilities ("I can climb to the top of the big slide!").
- Express own ideas and opinions.
- Enjoy process of creating.
- Take on new tasks and improve skills with practice (catching a ball).
- Express delight over a successful project and want others to like it too.
- Start a task and work on it until finished.

YOU CAN

- Show how to do something and provide opportunities for child to try to do it.
- Provide plenty of time and opportunity for child to play, explore, experiment, and accomplish tasks.
- Invite child to share thoughts and feelings when accomplishing a new task.

Goal 18: Children understand and follow rules and routines

PRESCHOOLERS MAY

- Participate easily in routine activities (meal time, snack time, bedtime).
- Follow simple rules without reminders (handles toys with care).
- Demonstrate increasing ability to use materials purposefully, safely, and respectfully.
- Adapt to changes in daily schedule.
- Predict what comes next in the day, when there is an established and consistent schedule.
- Manage transitions and adapt to changes in schedules and routines with adult support.
- Engage in and complete simple routines without assistance (puts coat on to go outside to play).
- Follow rules in different settings (lower voice when enters library).
- Explain simple family or classroom rules to others.
- Manage transitions and adapt to changes in schedules and routines independently.

YOU CAN

- Provide child with consistent schedules and routines.
- Prepare child for changes in daily schedule by providing advance warning, talking with, and listening to child.
- Display visual cues for rules and routines (dimming lights before nap time).
- Keep list of rules positive and short; include rules addressing bias and prejudice that are understood by child.
- Enforce rules consistently and respectfully.
- Engage child in setting appropriate rules.
- Help child accept changes in routines or request for behavior and reinforce compliance (child gives a toy to a friend when time is up with encouragement from the adult).
- Clearly communicate rules, routines, and expected behaviors.
- Make daily plans with child, underlining items different from the usual routine
- Talk with child about the positive reasons for having rules (so people don't get hurt).
- Manage transitions and adapt to changes in schedules and routines independently (will go from home to school with a routine to ease anxiety such as a wave from a window or blowing a kiss goodbye).

Goal 19: Children regulate their feelings and impulses

PRESCHOOLERS MAY

- Express strong emotions constructively, at times with assistance.
- Recognize own feelings and desire to control self, with assistance.
- Calm self after having strong emotions, with guidance (go to quiet area or request favorite book to be read when upset).
- Wait for turn and sometimes show patience during group activities.
- Stick with difficult tasks without becoming overly frustrated.
- Express self in safe and appropriate ways (express anger or sadness without fights.)
- Show ability to control destructive impulses, with guidance.
- Seek peaceful resolution to conflict.
- Stop and listen to instructions before jumping into activity, with guidance.

YOU CAN

- Work with child to establish ways to take turns.
- Encourage child to settle disputes with other children independently, but monitor to ensure children's safety.
- Guide group discussions about problem solving and conflict management.
- Engage child in discussions about accepting different ways of expressing emotion and communicating (set rules that prohibit children from making fun of each other).
- Role-play and act out social situations where child can practice skills in negotiating and problem solving.

Goal 20: Children express appropriately a range of emotions

PRESCHOOLERS MAY

- Name and talk about own emotions.
- Use pretend play to understand and respond to emotions.
- Associate emotions with words and facial expressions.
- Express a broad range of emotions across settings, during play and interactions with peers and adults.
- Share own excitement with peers, caregivers, and adults.
- Acknowledge sadness about loss (change in caregiver, divorce, or death).
- Not inhibit emotional expression (cry when feeling sad; name some levels of emotion such as frustrated or angry).

YOU CAN

- Provide opportunities for child to understand and discuss own and others' feelings.
- Talk about how you feel and how you respond to those feelings (singing when you are happy, sighing when you are frustrated).
- Discuss how the characters in a book might feel while reading books with child.
- Be aware of cultural and gender differences in expressing feelings.
- Avoid stereotyping child's expression of emotion (Ok for boys to cry, girls to get angry).
- Read books on feelings that reflect the language and cultural background of child.
- Engage child in pretend play with other children to act out real-life situations and feelings.
- Provide opportunities for child to share and talk about feelings with adults and peers.
- Praise child for expressing emotions appropriately.
- Help child express his/her feelings as he/ she plays with others, pretends with toys, and listens to stories.
- Help the child compare positive and negative emotions, and the situations that evoke each.

Goal 21: Children demonstrate awareness of family characteristics and functions

PRESCHOOLERS MAY

- Recognize extended family members (cousins, aunts, uncles).
- Talk about how other children have different family compositions.
- Quickly adjust to a new rule (lining up inside the building rather than outside when the weather gets colder or it rains).

YOU CAN

- Apply different rules in different contexts that require different behaviors (using indoor voices or feet versus outdoor voices or feet).Assist child in creating an All About Me book with pictures and captions.
- Read stories about families and talk about child's own and others' families.
- Help child distinguish people and relationships (grandparents, brother, aunt, cousins).
- Provide opportunities for child to spend time with elderly relatives.
- Provide opportunities for child to participate in family functions.
- Provide opportunities for child to make friends with children who have different family compositions (children whose grandparents live with them).
- Help children to understand relationship among family members and their roles.

Goal 22: Children demonstrate awareness of their community, human interdependence, and social roles

PRESCHOOLERS MAY

- Recognize others' capabilities in specific area ("That woman is good at fixing cars.").
- Identify some types of jobs and some of the tools used to perform those jobs.
- Understand personal responsibility as a member of a group ("If you put away the toys, then I'll clean up the art table.").

YOU CAN

- Take child on field trips to observe community workers.
- List with child all of the people you see doing jobs that help others.
- Use group time (family dinner, circle time) to discuss the idea of community and how we are all interconnected.
- Play song games to explore community helper roles.
- Encourage child to help others, appreciating others' needs and perspectives.
- Take child on a neighborhood walk and has child draw a picture of his/her neighborhood.
- Engage child in play opportunities that take on different social roles (salesperson, captain, mail carrier, police/safety officer, health aide, hair stylist).
- Make a book, poster, or mural about people in the community and their jobs).
- Support in-depth projects for child to explore his/her immediate community (field trips, sample interviews with community helpers).

Goal 23: Children demonstrate civic responsibility

PRESCHOOLERS MAY

- Show awareness of group rules (wait before painting because the easels are full).
- Help to make rules for free choice play ("Only four people at the sand table.").
- Follow rules while playing games and reminds others of the rules.
- Respond to another child's needs by sometimes giving and sharing.
- Notice if another child is missing an essential article needed to participate in the group (other child does not have crayons to draw with).
- Invite other children to join groups or other activities.
- With adult support, avoid imitating the negative behavior of another child. With adult reminders, waits to communicate information in a group.
- Exhibit positive citizenship behaviors by sharing, taking turns, following rules, and taking responsibility for classroom jobs.

YOU CAN

- Discuss with child how rules/standards protect everyone's rights and safety.
- Provide opportunities for child to participate in projects such as helping at the food bank or litter pick up.
- Have child help organize clothes, toys or household items to donate to community organizations.

Goal 24: Children demonstrate awareness and appreciation of their own and others' cultures

PRESCHOOLERS MAY

- Follow rules and understand that there may be different rules for different places.
- Share information about their family and community.
- Identify themselves as members of a family or classroom.
- Create art that contains realistic elements (pointing to one of their drawings and saying "This is my house.").
- Engage in pretend play and act out different settings or events that happen at home (being a doll's "Daddy" or using a spoon to feed a doll).
- Demonstrate an understanding of the rights and responsibilities in a group (following simple classroom rules, participating in classroom clean-up).
- Demonstrate an awareness of and appreciation for personal characteristics ("That man is nice.", "She has red hair.").

YOU CAN

- Create charts and pictures, with child's help, showing names of objects in child's home language and in home languages of other children in child's circle of contact.
- Teach child words in other languages ("Hello" in Yupik is "Waqaa." "Hello" in Spanish is "Hola." In Chinese it is "Ni Hao." "Good Morning" in Tagalog is "Magandang Umaga.").
- Choose books, music, activities, and children's shows that include diverse cultures.
- Listen to music from other parts of the world and discuss its characteristics.
- Reinforce the value of child's home language and culture.

Domain 3: Approaches to learning

Goal 25: Children show curiosity and interest in learning

PRESCHOOLERS MAY

- Ask others for information ("What is that?" "Why is the moon round?").
- Use "Why" to get additional information.
- Develop personal interests (trains, farm animals).
- Ask a peer to join in play.
- Join a play activity already in progress.
- Select new activities during play time (select characters for dress-up).
- Find and use materials to follow through on an idea (blocks for building a tower, blank paper and crayons for drawing about a story or experience).
- Engage in discussions about new events and occurrences ("Why did this happen?")
- Ask questions about changes in his/her world.
- Look for new information and want to know more about personal interests.
- Develop increasing complexity and persistence in using familiar materials.
- Form a plan for an activity and act on it.
- Tell the difference between appropriate and inappropriate (or dangerous) risk-taking.

YOU CAN

- Provide stimulating materials geared toward expressed interests (build a stable in a cardboard box for toy horses).
- Encourage children to play together.
- Modify group activities to ensure participation of children with special needs.
- Provide a learning environment that reflects the children's and families' cultures.
- Build on child's interests by providing books, field trips, and other experiences related to similar topics.
- Provide child with resources to answer questions (if child wonders about dinosaurs, find a dinosaur book at the library or if possible, search a child-appropriate website together).
- Explore non-fiction books with child and demonstrate where information can be found (in the glossary, graphs, pictures, captions, etc.).
- Provide opportunities for child to observe and listen to adult conversations about why things happen.
- Provide opportunities for child to interact with a variety of people (peers, elders, shopkeepers, neighbors).
- Provide opportunities for child to form, design, and undertake activities and projects.

Goal 26: Children persist when facing challenges

PRESCHOOLERS MAY

- Focuses on tasks of interest to him/her.
- Remains engaged in an activity for at least 5 to 10 minutes at a time.
- Completes favorite tasks over and over again.
- Persists in trying to complete a task after previous attempts have failed (finish a puzzle, build a tower).
- Uses at least two different strategies to solve a problem.
- Participates in meal time with few distractions.
- Works on a task over a period of time, leaving and returning to it (block structure).
- Shifts attention back to activity at hand after being distracted.
- Focuses on projects despite distractions.
- Accepts reasonable challenges and continues through frustration.
- Cooperates with a peer or adult on a task.

YOU CAN

- Be available and respond when child encounters problems, without being intrusive ("Can I help with the top of the tower?").
- Comment positively on child's persistence and concentration.
- Try using interventions that the child suggests when problems are encountered; talk with child about what worked and did not work.
- Encourage child story telling.
- Provide increasingly complex games (puzzles, matching and sorting and other activities).
- Create projects for child to work on over time (plant seeds and nurture them to watch them grow).
- Provide opportunities for child to take on activities or responsibilities that last more than one day (feed the gerbil this week).
- Provide adequate time and support for child to complete increasingly complex games or tasks.
- Provide opportunities for child to work successfully with others.

Goal 27: Children demonstrate initiative

PRESCHOOLERS MAY

- Ask a peer to join in play.
- Join a play activity already in progress, with assistance.
- Select new activities during play time (select characters for dress-up).
- Offer to help with chores (sweeping sand from the floor, helping to clean up spilled juice).
- Find and use materials to follow through on an idea (blocks for building a tower, blank paper and crayons for drawing about a story or experience).
- Make decisions about what activity or materials to work with from selection offered.

YOU CAN

- Encourage child to pursue favorite activities.
- Demonstrate and explain to child that taking reasonable risks is acceptable.
- Facilitate play in groups.
- Modify group activities to ensure participation of children with special needs.
- Acknowledge when child initiates activities and point out the positive outcomes.
- Provide non-critical environments that create opportunities for child to initiate activities.

Goal 28: Children approach daily activities with creativity and Imagination

PRESCHOOLERS MAY

- Invent new activities or games.
- Use imagination to create a variety of ideas.
- Create acceptable rules for group activities.
- Make up words, songs, or stories.
- Express ideas through art construction, movement, or music.
- Engage in extensive pretend play that includes role play (play "house" or "explorers").
- Investigate and experiment with materials.
- Represent reality in a variety of ways (pretend play, drawing).
- Invent projects and work on them.
- Engage in role play.

YOU CAN

- Ask open-ended questions to encourage creative thinking.
- Provide tasks where the goal is trying different strategies rather than right or wrong answers.
- Ask child how a story may have ended differently ("What if…").
- Provide opportunities for child to create and complete projects in own way.
- Demonstrate and explain how to be flexible about changes in routines and plans ("if the pool is closed, we can go to the park instead").
- Provide child with access to artists and artwork from their own and other cultures.
- Maintain file of creative works for child to periodically revisit and comment on.
- Display a variety of children's creative work instead of mass-produced or teacher-created display.
- Engage child in drawing a series of pictures that represent or illustrate an experience or a story he/she made up.
- Play make-believe games with child, including games that introduce the child to diverse people, places, and cultures ("If you were a frog, what would you think about the rain outside?").
- Ask open-ended questions that create an interaction and dialogue with child ("What do you think about …?).
- Provide a variety of creative outlets for child (opportunities to dance, paint, build, make music, invent stories and act them out).
- Encourage child to invent stories.

Goal 29: Children learn through play and exploration

PRESCHOOLERS MAY

- Tell others about events that happened in the past.
- Represent things in environment with available materials, moving from simple to complex representations (recreate pictures of a house, bridge, road with blocks).
- Think out loud and talk through a situation.
- Work out problems mentally rather than through trial and error.
- Use a variety of methods to express thoughts and ideas (discussion, art activities).
- Demonstrate long-term memory of meaningful events and interesting ideas.
- Describe or act out a memory of a situation or action.
- Seek information for further understanding.
- Use multiple sources of information to complete projects and acquire new information, with assistance.
- Plan activities and set goals based on past experience.
- Demonstrate beginning understanding of what others are thinking, their intentions, or motivations.

YOU CAN

- Talk with child about what he/she has seen, heard, or done.
- Provide child with time to process experiences and information.
- Help child remember experiences with photographs, mementos, and souvenirs.
- Ask open-ended questions that encourage reflection ("What if...? or how else could you do this?").
- Provide opportunities for child to express thought through a variety of methods.
- Provide opportunities for child to recall past experiences in planning new activities and setting new goals.
- Provide opportunities for child to share the lessons learned from his/her experiences (story time).
- Support the child to perceive and understand other's perspectives.
- Provide a variety of problem-solving experiences.
- Use vocabulary that is related to problem solving ("You had a problem building that tower, but the bigger block makes it easier.").

Domain 4: Cognition and general knowledge

Goal 30: Children gain reasoning and critical thinking

PRESCHOOLERS MAY

- Explore cause-and-effect relationships (rolling two different cars down a ramp and observing the different distances traveled).
- Recognize and labels aspects of an event (long, fun).
- Compare experiences, with adult assistance (recalls and compares play times with different children).
- Use comparative words ("Now the music is faster." "The soup is hotter than the juice.").
- Solve simple problems without trying every possibility (putting big blocks at the base of a tower and smaller blocks on top to make a tower that doesn't topple).
- Use previous experiences to make plans before attempting to solve some problems (using a wagon to gather toys into one spot rather than trying to carry them all by hand).
- Explain reasoning behind a strategy or choice and why it did or didn't work.
- Try out different solutions to problems (trying to staple pieces of paper after unsuccessfully trying to tape them together).
- Remember past experiences in the correct order and includes relevant details. ("How did the peddler feel when the monkeys didn't give him back his caps?").

Goal 30: Children gain reasoning and critical thinking (continued)

YOU CAN

- Offer activities that demonstrate cause and effect (cooking projects, planting seeds to watch them grow).
- Talk to child about local issues such as littering in a way that explores cause and effect.
- Engage child in activities and interactions that notice similarities and differences in the environment.
- Engage child in role-playing activities that assume others' perspectives.
- Read or tells stories to child and then talks about the characters' similarities and differences.
- Use open-ended questions with child ("What if ...", "What do you think ...?", "How do you think that ...?").
- Engage child in "remember when ..." games and discussions.
- Talk to child about activities that recall past events and relates what he/she learned from it ("It's cold today. Remember how you wanted a hat yesterday?").
- Engage child in generalizing by asking open-ended questions ("Where else would this work?" "What if ...?").
- Engage child in cause-and-effect activities (freezing water with objects in it and then timing the melting).
- Provide child with a variety of materials that affect each other differently (different colors of paint, water and flour).
- Describe steps for an outcome (explore together the steps needed to cook a meal).
- Discuss pros and cons for making decisions.
- Pose simple challenges with open-ended solutions ("Let's build a play house using only the objects we can see in this room.").
- Explore questions and guides child toward solutions (do you remember where we put that puzzle yesterday when we cleaned up?").
- Invite child to expand on what he/she meant by a certain response ("Tell me more about why you said that.").
- Engage child in discussing what he/she thinks another child meant by a given response ("Why do you think Josie did that?").

Goal 31: Children find multiple solutions to questions, tasks, problems, and challenges

PRESCHOOLERS MAY

- Find their own solution or agree to try someone else's idea for a problem (accepting a suggestion to secure a tower's greater stability by building it on a wood floor rather than on a thick rug).
- Successfully follow three-step directions. Retells a familiar story in the proper sequence, including such details as characters, phrases, and events.
- Follow detailed, multi-step directions.

YOU CAN

- Assist child with challenges, questions, and tasks to solve ("I have too much mail to carry. How should we get this to the car?").
- Apply problem solving to social problems. ("Enrique and you both want to paint at the easel. What can we do so that YOU CAN share the easel and paint together?").
- Give children solvable problems ("You and Annabelle both want spaghetti for lunch, but Henry wants a sandwich. What should we do?").
- Present the pros and cons of different solutions, encouraging children to help identify the best solution.

Goal 32: Children use symbols to represent objects

PRESCHOOLERS MAY

- Provide more complex description of a person or object that is not present (the dog is black, soft, and runs around; child gestures to show how big).
- Use symbols or pictures as representation for talking.
- Use objects to represent real items in make-believe play (card becomes camera).
- Recognize objects, places, and ideas by symbols (recognizes which is the men's or women's restroom by looking at the doors).
- Use physical objects to demonstrate vocabulary (creates two piles of blocks, one with "more" blocks, one with "less").
- Represent simple objects through drawings, movement, mime, three-dimensional constructions.

YOU CAN

- Engage child in symbolic play (uses a block as a phone).
- Encourage child to draw pictures of feelings, people, animals, and objects.
- Tell stories without pictures and encourages child to visualize and express what he/she sees.
- Identify and point out symbols during daily activities, demonstrating and explaining what symbols refer to; including the teaching of letters, numerals, and signs (stop signs, school bus letters).
- Help child create symbols for familiar objects ("What would a symbol for your bed look like?").
- Engage child in culturally specific activities (storytelling, oral history, dance, song).

Goal 33: Children can distinguish between fantasy and reality

PRESCHOOLERS MAY

- Take on pretend roles and situations, using the appropriate language, tone, and movements (pretends to be a baby, crawling on the floor and making baby sounds).
- Engage in complex make-believe play, theme-oriented play that involves multiple characters and settings).
- Make connections between characters in books, stories, or movies, with people in real life.
- Question the reality of characters in books, family and traditional oral stories. Explain if a story is real or make-believe when prompted.
- Understand and express when fantasy is influencing actions ("I was just pretending to do that.").
- Recognize that some characters, places, and objects in stories, movies, television shows are not real.

YOU CAN

- Help child develop fantasy characters while helping them differentiate between make-believe and reality ("It's fun to pretend to be a school bus driver, but when it's lunch time, you have to be Janelle again.").
- Help child distinguish among cartoons, puppets, characters in books and movies and real people.
- Use make believe with child (tell a story and ask child to help make up the ending).
- Help the child identify real characters, places, and objects in books, movies, and television shows, as well as family and traditional oral stories.

Goal 34: Children demonstrate knowledge of numbers and counting

PRESCHOOLERS MAY

- Quickly count objects up to four.
- Use toys and other objects as tools to solve simple addition and subtraction problems when the total is smaller than five.
- Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1 to 20 in sequence) with occasional errors.
- Count to 10 from memory.
- Understand that the last number counted represents the number of objects in a set.
- Recognize and write some numerals up to 10.
- Solve simple word problems with totals of five or fewer items (know they will have a total of four pencils if they already have three and are given one more).
- Continue to count when another item is added to a set. Quickly name the number in a group of objects, up to 10.
- Use counting to compare two sets of objects and to determine which set has more, less, or the same as the other.
- Understand that adding one or taking away one changes the number in a group of objects by exactly one.
- Use toys and other objects as tools to solve simple addition and subtraction problems with totals smaller than 10.
- Verbally count beyond 20, demonstrating an understanding of the number pattern.
- Use strategies to count large sets of objects (more than 10).
- Know the number that comes before or after a specified number (up to 20).
- Recognize and order each written numeral up to 10.
- Solve simple word problems with totals of 10 or fewer items (know they will have nine grapes if they have seven and are given two more).

YOU CAN

- Provide different objects for children to manipulate (e.g. buttons, stones, pine cones).
- Have children divide objects equally among a group of people by assigning one for each person in turn and checking that quantities are the same (each person gets five different color crayons).
- Pose math questions that apply to daily life ("How many days until we have school again?").
- Play simple games with dice.
- Estimate how many objects you have or will see and then count out loud.
- Pose math questions that apply to daily life ("How many days until we have school again, or the next steam-bath or sauna.").
- Ask simple math equations that are relevant to daily life ("How many jars of jam are left?").
- Use numbers and counting day-to-day (plays grocery store, engages child in recording inventories of canned goods or fish).
- Have child divide objects equally among a group of people (each person gets three strips of dry fish or five different color crayons).

Goal 35: Children demonstrate some knowledge of measurement: size, volume, height, weight and length

PRESCHOOLERS MAY

- Compare two small sets of objects (five or fewer).
- Make small series of objects (putting three or four objects in order by length).
- Recognize differences in measuring (when trying to pour the same amount of juice into three cups, looks to see if one cup has more than the others).
- Use multiple copies of the same unit to measure (seeing how many pillows make up pillow fort wall).
- Use comparative language ("shortest," "heavier," "biggest").
- Build block buildings and include such structural features as arches and ramps.
- Order four or more items by decreasing or increasing (arranging a rock collection from the largest to the smallest).
- Use correct tools to measure different items (choosing a scale for weight and a cup for volume).
- Use measurement language ("This is three blocks long.").
- Correctly add an object to an existing series (put longest block at end of row of increasing lengths).

YOU CAN

- Show use of measuring tools and methods ("How many cups of milk do we need for everyone?").
- Show children how to use non-standard measurements (handfuls to measure rice, footsteps to measure distance).
- Show children how to use measuring every day (measuring for cooking, laundry).
- Play measuring games with child ("Which is heavier?" "Which is longer?").

Goal 36: Children sort, classify, and organize objects

PRESCHOOLERS MAY

- Sort objects and then counts and compares them.
- Sort objects by one attribute into two or more groups (big, medium, and small).
- Classify everyday objects that go together (mittens, hats, coats).
- Copy, complete, and extend repeating patterns.
- Build block buildings and include such structural features as arches and ramps.
- Count only those objects in a group that have a specific attribute (all of the red cars in a picture).
- Place four or more objects or groups in order (number, length, etc.).
- Sort sets of objects by one characteristic, then sort by a different characteristic and explains the sorting rules ("These are all of the red ones, but these are all of the big ones.").
- Replicate and extend simple patterns (adds yellow to patterns of different colored blocks).
- Combine shapes into patterns that make new shapes or complete puzzles (rearranging a collection of circles and variously sized rectangles to make the image of a person).
- Build complex block buildings, intentionally maintain such features as symmetry.
- Help child create his or her own patterns ("What would it look like if we sorted blocks by color?").
- Suggest different rules for sorting (put a different color spoon with each plate).
- Offer art projects that use shapes ("You can draw a house by putting a triangle on top of a square.", "You can draw a rectangle for the door.").

YOU CAN

- Provide different objects to manipulate (buttons, stones, pine cones).
- Ask children to look for and describe patterns around them (different birds, different sizes of post office boxes).
- Allow children to arrange collections into groupings using different rules (color, size).
- Play classification games with child (gather a group of items to match, such as shoe/sock, flower/vase).

Goal 37: Children collect information through observation and manipulation

PRESCHOOLERS MAY

- Identify and distinguishe among senses (tastes, sounds, textures).
- Use non-standard tools (blocks, paper tubes) to explore the environment.
- Try new experiences provided by adults and describe observations (mixing soil and water to make mud).
- Seek information through observation, exploration, and conversations.
- Identify, describe, and compare objects.

YOU CAN

- Provide opportunities for child to share observations through pictures and words.
- Help child represent his/her observations using charts and graphs.
- Help child develop records of observations (drawings, objects, photos) from walks in the neighborhood.
- Encourage child to draw pictures of observations.

Goal 38: Children make predictions and experiment

PRESCHOOLERS MAY

- Ask questions and finds answers through active exploration.
- zMake predictions and develops generalizations based on past experiences.
- Use vocabulary that show recognition of changes (such as sink, float, melt, freeze).
- Communicate information learned from exploration of the natural world ("We picked lots of berries." "The snow was cold and wet.")
- Make reasonable explanations, without assistance.
- Describe and discuss predictions, explanations, and generalizations based on past experiences.

YOU CAN

- Help child find answers to "why" questions through conversation.
- Encourage children to predict natural events (growing seeds, caring for animals, charting weather).
- Invent and conducs simple experiments with child (which object will sink and which will float).
- Cook with child, demonstrating simple scientific principles (freeze, melt, liquid, solid).
- Help child experiment using everyday items (water and flour).
- Engage child in "if/then" questions ("If I keep pouring water into this cup, what will happen?").
- Engage child in thinking about scientific processes ("How can we find out what kind of insects live in this dirt?").

Goal 39: Children observe and describe the natural world

PRESCHOOLERS MAY

- Identify things as living or non-living based on their characteristics (breathes, moves, grows).
- Describe characteristics of plants, animals, and people ("That tree grew really tall!").
- Show understanding of changes in living things (plants, spider webs).
- Ask questions about growth and change in plants and animals.
- Investigate properties of rocks, dirt and water. Recognize and provide simple descriptions of the state of matter ("Water is wet.").
- Make simple observations of the characteristics and movements of the sun, moon, stars, and clouds.
- Discuss changes in the weather and seasons, using common weather-related vocabulary (rainy, sunny, windy).

YOU CAN

- Discuss the environment with child.
- Help child develop a nature collection (leaves, shells).
- Go to museums or community events that focus on the natural world (traditional cultural festivals such as the Blanket Toss Festival, Bladder Festival, Dog Salmon Festival, Celebration, Stick Dance, Native Youth Olympics, visit a planetarium or aquarium, participate in an Earth Day event).
- Read stories to child about growth and change of living things.
- Have child tell a story or draw a picture about an animal or insect that changes (The Very Hungry Caterpillar).
- Plant seeds with child, nurture them together, and monitor the changes.

Goal 40: Children differentiate between events that happen in the past, present, and future

PRESCHOOLERS MAY

- With support, retell or reenact familiar stories, including such details as characters, phrases, and events.
- Demonstrate an awareness of important activities that are "coming up" or "in the near future" (keeping track of the days until a birthday or vacation trip) as a strategy to control excitement.

YOU CAN

- Play with child with time-keeping materials (clocks, watches, timers, calendars).
- Talk to the child about what will happen in the future and what happened in the past ("What did you have for lunch today?").
- Engage child and family members in activities and interactions about family and community history.
- Talk with child about a memory of a past activity from a family, community, or cultural event.
- Readsbooks with child from a variety of cultures that have historical content.
- Examine evidence of change over time in ways meaningful to the child (photographs of him/herself; marks on the wall that show growth height).

Goal 41: Children demonstrate awareness of location and spatial relationships

PRESCHOOLERS MAY

- Make shapes from parts (using a set of circle, rectangle, and line shapes to create an image of a snowman).
- Combine and separate shapes to make designs or pictures (complete shape puzzles).
- Build simple examples of buildings, structures, or areas with three-dimensional shapes, such as building blocks.
- Name shapes (circle, triangle, square, rectangle), regardless of their size or orientation.
- Use basic language to describe location ("I am under the bed.).
- Correctly follow directions involving their own positions in space ("move forward," "sit behind," etc.).
- Link or sorts familiar shapes (circle, square, triangle) that have different sizes and orientation.

YOU CAN

- Play games with child that use position words (left, right, first, last, big, little, top, bottom).
- Use directional terms when traveling ("We will turn left at the next street.").
- Take walking trips around the neighborhood and talk about geographic features and landmarks.
- Incorporate pictures or murals of mountains or other landmarks in child's life (use laminating paper to secure pictures onto blocks for block play).
- Ask child to direct you when driving home from a familiar location.
- Help child create maps of routes in the home, playground for other familiar location.

Goal 42: Children demonstrate knowledge of the relationship among people, places and geography

PRESCHOOLERS MAY

- Match objects to their usual locations (stove in the kitchen, bed in the bedroom, tree in the park).
- Be aware of characteristics of own geographic region ("It rains/snow here a lot.")
- Recognize where he/she is while traveling in familiar areas, most of the time.
- Begin to express and understand concepts and language of geography in the contexts of the classroom, home, and community.
- Describe some physical characteristics (bodies of water, mountains, weather) and some of the social characteristics of the corresponding communities (types of shelter, clothing, food, jobs).
- Help to navigate on journeys ("After you pass the blue house, our house is next." "I live by the bus stop.").

YOU CAN

- Explain and provide activities about where child has been on trips or other places he/she has lived or visited.
- Explain and show the use of maps and globes.
- Point out rivers and glaciers that shape the environment.
- Help child draw, build with blocks, and create models of real places.
- Help child make drawings or models of his/her village or neighborhood, house or school.
- Show child other places people live (books, magazines, documentary films).

Goal 43: Children demonstrate awareness of economic concepts

PRESCHOOLERS MAY

- Understand that money is needed to purchase goods and services.
- Play store or restaurant with play or real money, receipts, credit cards, telephones.
- Talk about what wants to be when he/she grows up.
- Realize that making one choice means that you may not be able to do something else.
- Recognize that people rely on others for goods and services
- Understand the concept of saving resources for use in the future.
- Accurately name some coins and paper cash (penny, nickel, dollar).
- Recognize some things are owned by people and other things are collective goods.

YOU CAN

- Play with child, "buying" things in dramatic play (grocery store, bank, post office, shoe store).
- Involve child when using real currency and coins in everyday situations.
- Describe how to use substitutes for money (checks, coupons, credit/debit cards, subsistence goods).
- Help child cooperate and share with others, to demonstrate the value of interdependence.
- Encourage trades (exchanges two crayons for a marker during art time).
- Discuss why people save items and resources for the future (child's button blanket, piggy bank, dry fish, jam).
- Demonstrate and explais when appropriate that there are some things that no one owns and some things that everyone owns (sunshine, air, ocean, public property such as parks).

Goal 44: Children demonstrate awareness of the relationship between humans and the environment

PRESCHOOLERS MAY

- Show awareness of environment by noticing features of own home and other familiar places (recounts how water was flowing over the road on the way to store).
- Recognize things that do not belong in the environment (litter).
- Help protect equipment and materials from weather (helps cover outdoor furniture, sweeps leaves).
- Recognize, with adult support and guidance, how people can take care of the earth's resources.
- Exhibit simple concepts of conservation (uses paper judiciously, does not waste water).
- Show interest in understanding how animals gather and store food, sleep, and live.

YOU CAN

- Have child help keep a room or space clean and tidy.
- Show child that using recycled material helps the environment.
- Discuss what it would be like if everyone threw their garbage on the ground instead of putting it in the trash.
- Read or tell ecology-related stories set in various cultural communities.
- Recycle with child; sort cans, bottles, and paper into the proper recycling containers where available.
- Take child to an outdoor recreation area (local pond or park) and talks about what is found, what belongs there, what has been left by people, and what to do about that behavior.
- Let child choose a regular chore to help clean up.
- Demonstrate and explain the use of a resource and its proper care (not wasting animals taken for subsistence, storage of heating fuel or gasoline).

Goal 45: Children use technology appropriately

PRESCHOOLERS MAY

- Uses a telephone to talk to familiar people, with assistance.
- Identify some materials as natural or as human-made and explains how he/she knows the difference.
- Describe stories, images, or sounds experienced with technology (music on speaker, program on television, story heard on speaker).
- Use accurate vocabulary to identify technology (camera, computer, printer, television, phone).
- Identify ways in which technology helps people ("The wheelchair helps Alfonso get from one place to another. " "Email or texting lets you communicate with your friend Opal, who lives far away.").
- Identify alternate ways of doing things with and without technology (can use hands or dishwasher to clean dishes, can travel by foot or by car).
- Consider, with adult guidance, what it must have been like to live without technology in an earlier time.
- Use computer for simple 'point and click' operations on child-appropriate websites or software.

YOU CAN

- Provide child with a variety of natural materials (wood, cotton, fur, wool, stone, leather) and human-made materials (plastic, Styrofoam, paper) to learn their characteristics.
- Invent and construct simple objects or structures that can be used to assist in a task, (a stick with playdough on the tip used to pick up pieces of paper without stooping over).
- Actively participate with child when watching television or other screen.
- Show how to use technology responsibly (use the phone or computer to check the weather forecast).
- Talk about the values of Native technology as well as western technology (skin boats are lighter than boats made of aluminum or wood, dried fish does not have to be refrigerated).

Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel

PRESCHOOLERS MAY

- Create new songs and dances or adds their own words to songs.
- Express preferences for some different types of art, music, and drama.
- Explore musical instruments and uses them to produce rhythms and tones.
- Mold and build with dough and clay and then identifies and sometimes names their creation ("I make a dog and his name is Spot.").
- Act out plots and characters found in familiar stories.
- Participate in pretend play with other children.
- Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs.
- Intentionally create content in a work of art (picture, a playdough sculpture, etc.).
- Write and act out stories based upon familiar topics or characters.

YOU CAN

- Point out various types of art and materials found in books, photographs, and on the computer or other technology.
- Engage child in daily creative art activities using a variety of materials (watercolors, collage materials, paints, paper, scissors, glue, crayons, etc.).
- Involve child in diverse musical activities (song, dance, rhythm, playing musical instruments) from his/her own and other cultural backgrounds.
- Encourage child to draw, paint, sing, or move the way he/she feels. Introduces child to more complex musical instruments (guitar, piano) and instruments from diverse cultures.
- Take child on trips to museums and community centers to view what
- other people have created, and to share ideas and feelings about art.

Goal 47: Children demonstrate understanding and appreciation of creative arts

PRESCHOOLERS MAY

- Enjoy and engage with displays of art, music, and drama.
- Express clear preferences for types of artwork or art activities.
- Plan art and shows with increasing care and persistence in completing it.
- Choose own art for display in the classroom or for inclusion in a portfolio or book and explains their choices and preferences in some detail.
- Communicate about elements appearing in art, music and drama.

YOU CAN

- Attend live musical performances with child.
- Offer child puppetry, storytelling, dance, plays, pantomime, theater.
- Involve child in musical experiences that reflect diverse cultures (singing, dancing, listening, acting).
- Arrange for long-term art projects (mural, beading, music, dance, weaving, tile, carving, mask-making) with guest artists from child's own and other cultural backgrounds.
- Display art projects completed by child as well as copies of classic art, if possible.
- Take child to music, dance, and theatre performances.
- Talk about feelings and opinions after seeing a performance or looking at art.
- Provide child with experiences of art forms and performing groups from their own and other cultural backgrounds.
- Take child on field trips to dance, musical and theatre events and performances (community programs, school performances, traditional cultural presentations).

Domain 5: Communication, language, and literacy

Goal 48: Children demonstrate understanding of social communication

PRESCHOOLERS MAY

- Listen to others and take turns in a group discussion for a short period.
- Respond to simple open-ended questions.
- State point of view, likes/dislikes, and opinions using words, signs or picture boards.
- Use multiple word sentences.
- Relay a simple message (from grandparent to parent).
- Repeat words or ideas to be sure information is communicated.
- Use pre-writing (also known as "print approximations") in play with other children when pretending to communicate.
- Enjoy and participate in jokes and humor with peers (make up silly knock-knock jokes).
- Use and respond to a variety of more complex non-verbal cues (facial expressions for pride, displeasure, encouragement).
- Begin to understand that non-family adults and peers may not understand home language (code switching for children learning English as an additional language, using more or less formal language for different contexts).
- Work with caregivers and peers to solve simple problems verbally, and is progressing toward independence. (Caregiver identifies feelings and states problem "You both are upset...you both want the swing." Child states "I want swing").
- Begin to understand that non-family adults and peers may not understand home language.
- Listen to others and responds in group conversations and discussions.
- Enjoy telling jokes or creating humorous dramatic play.
- Enjoy listening to stories from different sources (in person, audiobooks, podcasts).
- Begin conversation by making statements or asking questions.
- Use language appropriately depending upon the purpose (to tell stories, get information, ask for help), most of the time.
- Adjust intonation and volume in a variety of settings (whispers when a baby is sleeping).

For English language learners, building a strong foundation in the family's home language first is essential, valued and must be celebrated. The indicators below apply to the development of the child's home language.

Goal 48: Children demonstrate understanding of social communication (continued)

YOU CAN

- Provide child with objects and toys to encourage talking and discussion ("What sound does an airplane make?").
- Increase the length and complexity of books read and stories told to child.
- Talk with child about pictures and stories in books, magazines, and catalogs.
- Encourage children to listen to each other ("Let's listen to Susie tell about her new cat.").
- Play games that require listening and understanding (Simon Says, Red Light Green Light).
- Invent games where a child retells a message verbally or in written form ("message relay").
- Share simple joke books with child. Create opportunities to use humor at circle time.
- Play games that use the body to tell a story or express an idea (mime or charades).
- Encourage use of traditional communication during play such as dance, music, drumming, and singing.
- Pair child with another child who speaks the same home language.
- Make special time to sit down for conversations of interest to child (turn off screens, turn phone ringer off).
- Interact with child within his or her own social conventions including home language and cultural group.
- Pause video or TV periodically and discuss what is being viewed.
- Help child develop reasoning skills through shared problem solving in play and routines.
- Sing songs that incorporate words from two languages (Pollito-Chicken, Galina-Hen).
- Create opportunities for children who speak English as an additional language to share words and phrases in their home language.
- Listen to children and encourages them to listen to others.
- Invite guests to talk to children informally and formally (elder tells story during circle time, carver explains significance of totem pole characters).
- Listen to an audio story or a story on the radio or musical selection with child and help him/her to interpret the story (through words, artforms, dance, acting). If told to a second language learner, help them understand without translation (use gestures, props, demonstrations).
- Provide recorded stories from child's home culture and home language.
- Engage child in play and conversations that help him/her practice appropriate social conventions (pretend to go to the grocery store or post office).
- Provide opportunities for child to engage in conversations in a variety of situations (at the playground with peers, at the post office with the postal worker, with elders at family and community gatherings).
- Be supportive in situations of stress, exhaustion, or emotional strain when child uses "interlanguage" (i.e., neither home language nor English but third language system based on both languages, often a pidgin).
- Use home language alongside English in a variety of activities.
- Limit screen use to one hour per day of high-quality programs. Watch with children to help them understand what they are seeing and apply it to the world around them.

Goal 49: Children listen and understand communication (receptive language)

PRESCHOOLERS MAY

- Follow directions that involve a two- or three-step sequence of actions which may not be related ("Please pick up your toys and then get your shoes").
- Show understanding of more concept words, such as on, under, behind, next to, first, last, above, below, basic colors).
- Show understanding of several shapes, colors (child able to find the green pillow when asked).
- Answer "who, where, why, and how many" questions.
- Know the difference between gender of self and peers.
- Show increased understanding of vocabulary words for most toys, pictures, objects, and materials in the household and familiar environments.
- Follow two- and three-part directions unfamiliar to the daily routine.
- Use and understand complex sentences in home language.
- Enjoy humor through word play (jokes, riddles, words that sound fun together).
- Begin to identify pairs of words that rhyme.
- Begin to represent a storyline through drawing, acting, or singing, with assistance,
- Make grammatical adjustments in English (men instead of "mans," went instead of "goed").
- Show increased understanding of advanced concept words, such as more/less, first/last, big, bigger, biggest, morning/daytime/nighttime.
- Be able to stay engaged for longer periods of time for books, in conversations and/or stories.

YOU CAN

- Play games with child that involve following directions ("Simon Says," "Follow the Leader," "Hokey Pokey").
- Create conversations while reading books together asking the child to recall or make predictions within familiar and unfamiliar books ("What will happen next?").
- Show child traditional activities and dances and encourage them to do them.
- Provide materials and opportunities for children to act out or retell stories using dress-up materials, puppets, props, etc.
- Demonstrate, explain, and provide opportunities for child to play word games (making puns, asking riddles).
- Ask child to categorize by naming things that are alike or different, such as types of clothing, holidays, things we use for transportation (bicycles, cars, four-wheelers, trucks, buses, snow machines).
- Engage child in activities where they listen to stories, allowing time for discussion and interaction with storyteller or person reading the book.
- Turn off a video after 5-10 minutes of viewing to discuss. Encourage child to respond with questions, opinions, or observation.
- Tell traditional and family stories and encourage child's response and questions.
- Use a game or song in home language to help child learn to repeat multi-step directions by acting out the directions.
- Engage child in acting out or role play a story or legend to show comprehension; "interview" child afterward from his/her character's perspective.

Goal 50: Children communicate their thoughts, feelings and ideas with others (expressive language)

PRESCHOOLERS MAY

- Use new vocabulary in spontaneous speech.
- Ask the meaning of unfamiliar words and then experiment with using them.
- Use words to further describe actions or adjectives ("running fast" or "playing well").
- Use multiple words to explain ideas (when talking about primary caregiver says "mother/father" and/or "parent").
- Use words to express emotions (happy, sad, tired, scared).
- Talk in sentences with five to six words to describe people, places, and events.
- Use words with past and future.
- Use verb tenses to denote and describe events from the past or future. (He jumped on the bed, I am going to grandma's house).
- Describe a task, project, and/or event sequentially in three or more segments.
- Use prepositions in everyday language, sometimes needing assistance (at, in, under).
- Child may go through a period of normal non-fluency or "stuttering".
- Be able to recall and describe a previous event, such as what they ate for breakfast.
- Use increasingly complex language in response to questions to show understanding of new ideas, experiences and concepts.
- Define words, with assistance ("Firefighters put out fires").
- Be able to retell a 3-part story or event in sequence.
- Use sentences in home language that show an emerging understanding of grammatical structure.
- Speech is 90 to 100 percent understandable.
- Express an idea in more than one way
- Expand vocabulary to include 1,000 to 2,000 words.
- Ask others for assistance to define new words in their vocabulary.
- Show an interest in playing with language through joke telling and word play.

Screen Time

Children are watching us and want to imitate us. If we want children to limit the amount of time they are using a (phone, TV, tablet), then we need to watch our own use of technology, especially smartphones. For children ages 2 to 5 years, limit screen use to 1 hour per day of high-quality programs. Parents should co-view media with children to help them understand what they are seeing and apply it to the world around them. Designate media-free times together, and encourage interactive activities that will promote brain development (games, playing, talking, singing, telling stories, and reading together).

Goal 50: Children communicate their thoughts, feelings and ideas with others (continued)

YOU CAN

- Show child how to use and expand language (jokes, rhymes, songs).
- Encourage child to repeat rhymes, short poems, expressions of courtesy ("Like the dinner, thank you"), etc.
- Interact with child by talking about books, laughing at his/her jokes.
- Support children learning English as an additional language, by avoiding translating everything for child; use props, gestures, role-plays, physical movements, and demonstrations to deepen understanding of new language.
- Explain household tools and objects when using them ("I am using a can opener to open a can of corn").
- Read wordless picture books so child can tell the story.
- Set aside a regular time to talk to child about an interest (if child is bilingual, in both languages separately at different times of the day).
- Point to words, sentences and paragraphs to show text progression when reading to child.
- Encourage child to repeat phrases with prepositions in a story ("Over the mountains ..." "Through the forest ..." "Around the lake ..." etc.).
- Ask open-ended questions ("Why do you think ...?" "What do you think will happen if ...?" "What if ...?"). After child answers, repeat the answer in a complete sentence or sentences.
- Create daily routines for family to share individual experiences (At dinner table, ask each family member to share favorite experience that day).
- Continue to support child in noticing and naming emotions in self and others.
- Engage child in making up rhymes.
- Ask questions that encourage child to use vocabulary to express complex or abstract ideas ("What would this look like if ...?").
- Demonstrate and explain how a word with the same sound can mean two different things (here and hear).
- Describe and explain the benefits of learning two or more languages and compare words and concepts between the languages with child.
- Engage child in conversations that use culture-specific language in play and learning activities ("smoking fish," "regalia," "umiak," traditions from the home country, names, etc.).
- Use mealtimes as an occasion to encourage child to talk about the events of the day and things of interest.
- Repeat what a child says, using correct grammar, rather than correcting the child.
- Encourage child to respond to questions using extended responses ("Tell me more about that" ... "What else did you notice?").
- Encourage child to indicate location or proximity using prepositional phrases in answer to questions ("Where are your shoes? They are under the bed.").
- Engage child in motor activities in which they are demonstrating relationships to objects in the environment. Describes what they are doing ("Crawl under the table, walk around the tree, crawl in the box, crawl out of the box, etc.).
- Provide opportunities for child to retell and/or respond to a story or event in their own words.

Goal 51: Children demonstrate appreciation and enjoyment of reading

PRESCHOOLERS MAY

- Participate in and create songs, rhymes, and games that play with sounds of language (claps out sounds or rhythms of language).
- Find objects in a picture with the same beginning sound, with assistance.
- Know that alphabet letters can be individually named and begin to show interest in naming them (letters from their name, letters common in their environment).
- Know first and last page of a book.
- Begin to understand that print progresses from left to right (Exceptions are Arabic, Chinese, Japanese text, etc.).
- Recognize some signs and symbols in environment (stop signs).
- Use pictures to predict a story.
- Recite some words in familiar books from memory.
- Fill in missing information in a familiar story.
- Pretend to read a familiar book.
- Enjoy a variety of genres (poetry, folk or fairy tales, nonfiction books about different concepts).
- Compare stories with real life.
- Recognize and name at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment.
- Produce the sound of many recognized letters.
- Make up an ending for a story.
- Be interested in reading a variety of printed materials (books, newspapers, cereal boxes) and may ask for help.
- Use signs he/she sees for information ("no fishing" sign on dock).
- Give opinion on books in terms of sections enjoyed.
- Enjoy a variety of genres (poetry, folk or fairy tales, nonfiction books about different concepts).

- Use picture clues for information (attempts to predict weather by looking at picture of clouds and rain in newspaper or on television news).
- Start to make letter-sound associations (begins to recognize that the sound "b" is present in the words ball, boy, and baby).
- Recognize beginning sound and letter in his or her name as well as some classmates.
- With prompting and support, run their finger under or over print as they pretend to read text.
- Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, direction of print).
- Recognize differences among letters, words, and numerals.
- Read own first name.
- Find objects in a picture with the same beginning sound, with assistance (all items that begin with a "b").

Goal 51: Children demonstrate appreciation and enjoyment of reading (continued)

- Differentiate among similar-sounding words in pronunciation and listening skills (three and tree).
- Provide one or more words that rhyme with a single word (What rhymes with log?).
- Use character voices when retelling a story or event.
- Begin to create and invent words by substituting one sound for another (Band-Aid/dambaid).
- Recognize function of common labels in the environment (bathroom sign).
- Use a simple cookbook, map, or similar printed material with assistance.
- Enjoy "how-to" books, non-fiction, and reference books.
- Share and talk about books with peers.
- Look for books of interest.
- Show interest in learning to read and make attempts at 'reading' favorite books aloud.
- Pay attention to story and engage during entire picture book read aloud.
- Have a favorite author/illustrator or series of books.
- Identify book parts and features such as the front, back, title and author.

YOU CAN

- Make up silly songs and chants with child.
- Play rhyming games.
- Sing words, leaving out parts as you sing along.
- Use books that have a lot of repetition or are predictable.
- Involve children in reading a book (omit a word that they fill in, encourage them to make appropriate sounds and hand motions, ask them to answer open-ended questions).
- Play letter games with child (start with the beginning letters in child's name, family members, etc., then point to objects with the same beginning letter as their name).
- Incorporate letter books and puzzles alongside other play materials.
- Point out and discuss letters present in the environment and how they build into words or link to language.
- Create word games using familiar objects (I like to eat apples and bananas, or fishing).
- Provide opportunities for child to make picture books and generate other printed materials in home language.
- Keep a variety of fiction and non-fiction books, poetry, etc., where child can reach and look through them. Place books near couch, chairs, pillows and or bed.
- Add books and print-rich material to all play areas (cookbooks and shopping lists in play kitchen, mechanic manuals with play cars, etc.).
- Ask the child to tell what the story might be about, based on what they see on the cover.
- Provide opportunities after reading for a child to act out a story like a play.
- Change roles when reading or telling stories with child. Have child become the storyteller and "read" to you.
- Have child draw a part of a story (drawing can be a simple shape and child says "that's the bear").
- Read books by Alaska authors or that represents Alaska cultures.
- Use books to enhance other activities (if child is making a castle, find books about castles; find books about children doing a favorite activity such as fishing, sledding, or bike riding).
- Provide opportunities for child to have "quiet time" daily to spend with books.
- Ask child to act out the story using props.
- Include books throughout the classroom to encourage children to use books as a resource (books about fish near the fish tank, books about cooking in the play kitchen).

Goal 51: Children demonstrate appreciation and interest in reading

- Play simple word games.
- Using commonly used language and key vocabulary, create a Word wall (place word and picture side by side and create opportunities for children to interact with the different terms and images).
- Show the cover of a book and ask child to predict what might happen in the story.
- Have child draw his/her favorite part of a story.
- Engage child in retelling a recently read or listened to story.
- Demonstrate that books provide information (look up information prior to answering question; provide books that have information they are interested in knowing more about).
- Provide scaffolding (identify words with the same meanings that are similar in home language and English, familiar terms, using picture clues and context) for children who speak English as an additional language to understand a book in English without translation.
- Point out letters and words in the environment.
- Adapt the game "I spy" to help children locate uppercase and lowercase letters.
- Provide opportunities for children to use books and magazines.
- Share written instructions with child and let him/her assist in putting something together.
- Demonstrate, explain, and provide opportunities for child to pronounce words correctly, enunciating each part of word clearly.
- Focus on parts of the word when presenting new words to child.
- Play listening games with the child where he/she blends the onset (the first part of a syllable) and the rhyme (the ending part) into one word (m-a-man).
- Introduce the parts of a book (title page, front and back covers).
- Use punctuation to create natural breaks when reading with child ("Let me finish this sentence before I answer your question.") When sentence is completed, point to period to indicate the end of the sentence.
- Acknowledge child when he/she uses printed matter appropriately (looks at picture on the cover page to find what book is about).
- Include clipboards with graph paper in the block area.
- Read part of a story in a book and ask child to predict how it will end.
- Use simple stories to help child understand cause and effect (Why did Humpty-Dumpty break into pieces?).
- Discuss the theme of a book or the "heart of the author's message."
- Allow time for child to discuss ideas, feels, and opinions about a book after reading.
- Read books that represent Alaska cultures to children (Hungry Giant of
- the Tundra, Kitaq Goes Ice Fishing, Kumak's House, Berry Magic, Dance on a Sealskin, etc.).
- Talk about weather-related icons with child (picture of clouds, rain drops, etc.).
- Promote family participation in reading (read favorite books in home language).
- Follow a family recipe and cook a dish.
- Place auto repair manuals in car and truck play area.
- Refer to gardening books and instructions on seed packets when planting seeds.
- Take child to the local library and ask him/her to select books to check out.
- Provide opportunities for child to listen to books on tape in both home language and English.
- Demonstrate to the child how to extend knowledge, learn more, and enjoy the same information from a book that he/she obtains from a television show or website.
- Tell children about a favorite story.
- Encourage the child to share his/her favorite books with younger siblings and playmates.

Goal 52: Children use writing for a variety of purposes

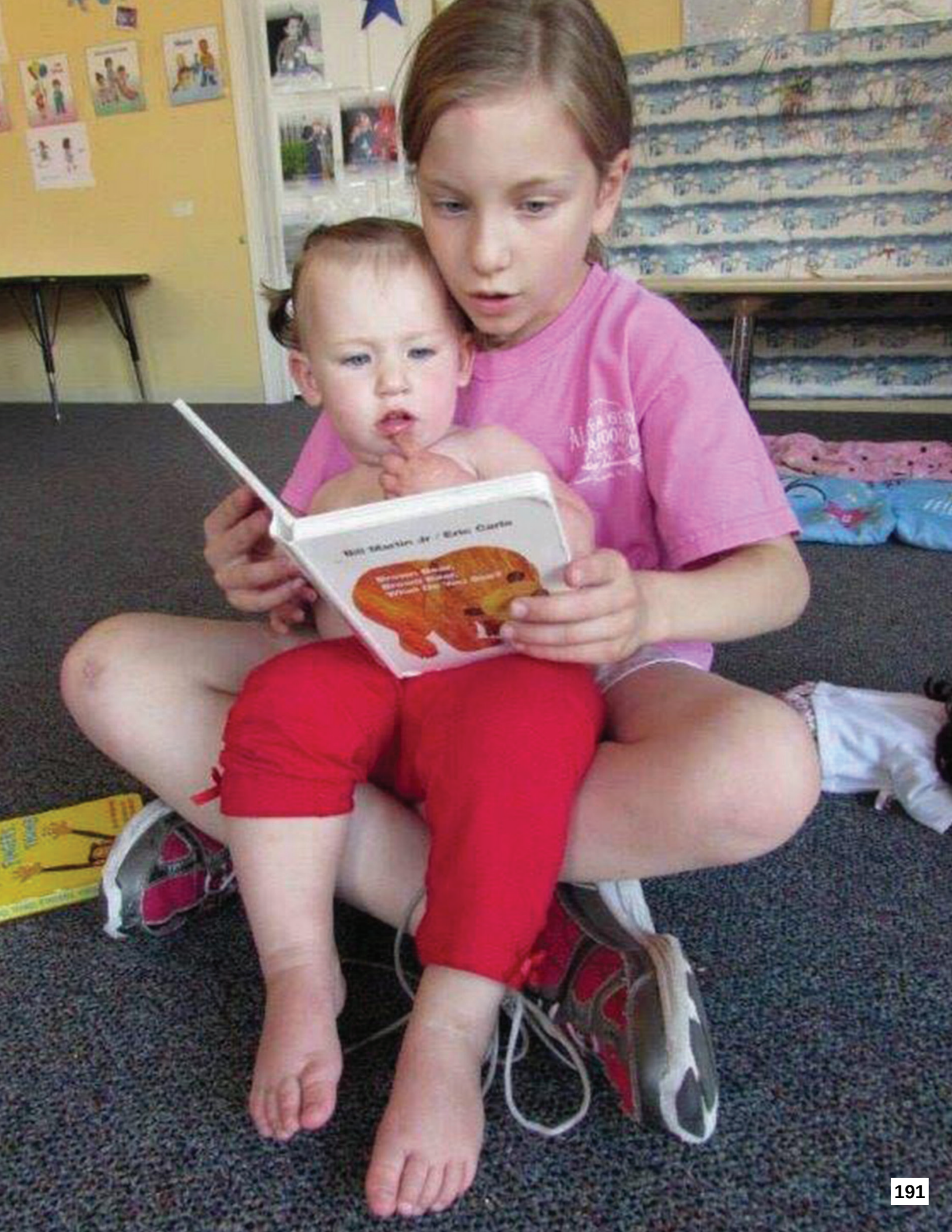
PRESCHOOLERS MAY

- Know the difference between printed letters and drawings.
- Create increasingly recognizable drawings, including attempts to represent human figures, older preschool expands drawings to include other objects, pets, scenery.
- Child may identify and refine or revise symbols to represent concepts and ideas they are exploring (squiggly lines for curly hair).
- Attempt to copy letters of the alphabet.
- Label pictures using letter-like marks.
- Try to connect sounds in spoken words with the written form.
- Show interest in using approximations of letters to write their own name or other familiar words.
- May use invented spelling with consistent or logical beginning sound substitutions.
- Attempt to convey meaning through writing.
- Dictate a story for an adult to put in print.
- Begin to hold marker/pencil in a tripod grasp (48 months).
- Write/draw/illustrate for a variety of purposes.
- May attempt to write a short phrase or greeting.
- May print several alphabetic letters for given letter names.
- Show an interest in writing his or her first name.
- Make a simple storybook using pictures, personal experience or culture and some words, with assistance.
- Create a variety of written products that may or may not communicate intended message phonetically.
- Show an interest in copying simple words posted in the classroom or in the environment.
- May attempt to independently write some words using invented spelling.
- Demonstrate understanding of print conventions when creating documents (text moves from left to right, page order, etc.).

Goal 52: Children use writing for a variety of purposes (Continued)

YOU CAN

- Use household items and recycled materials to construct and create. Use markers to draw on creation (Child builds a truck out of egg cartons and draws windows on sides, an appliance box becomes a boat.)
- Make lists and write notes in front of child.
- Offer tongs and tweezers to use finer movement skills in the hands and fingers to pick up small toys and objects.
- Write short notes to child with their names (sticky note saying "Aaron, I hope you have a good day).
- Continue to provide a variety of writing materials.
- Identify or highlight letters of the alphabet as they come up in real life situations (the "M" in McDonalds; the "P" in Pilot Bread).
- Call attention to names of children or pets whose names begin with the same letter of the alphabet.
- Print upper and lower case letters side by side for child to see relationship.
- Assist child in writing letters of their name when child shows interest (Help child label or sign artwork; when a child wants to have attribution for or to save a project).
- Create alphabet games with child.
- Allow child to tell you a story or idea and write the story out slowly and reread. Highlight that the dictation shows that writing represents words.
- Encourage the child to retell experiences or events using pictures and letters.
- Use paper or white board to draw pictures and words representing children's ideas at circle time (teacher draws what children report as their favorite play that day).
- Provide play opportunities for the child to engage in practicing emerging written/picture communication with appropriate materials (paper, writing implements, envelopes, markers).
- Watch for children's interest in writing letters and provide opportunities and materials to practice (creating a menu for the restaurant in the dramatic play area).
- Engage child in writing cards to friends or family.
- Use upper and lower case letters when labeling items or writing for child.
- Help child make his or her own books with pictures and labels.
- Point to the initial letters of words when reading a book and make the corresponding letter sound.
- Provide writing materials and embed writing opportunities within play areas to encourage the use of print and drawing (children write on vessel inspection checklist/clipboard during Coast Guard play).
- Make available a variety of writing opportunities and materials such as sticky notes, labels, clip boards, white boards, pens, pencils, makers, stationary, journals, rubber stamps, newsprint rolls, recycled materials.
- Create opportunities for child to label familiar objects (with adult support).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ALASKA RESOURCES

- Alaska Children's Trust (ACT) www.alaskachildrenstrust.org/ ACT mission is to ensures all Alaskan children grow up in a family and community that provides them with all the tools and resources necessary to make dreams come true. Thru donor support, ACT continues its goal of preventing child abuse and neglect throughout the state.
- Alaska Department of Education and Early Development (DEED) www.education.alaska.gov/ A guide to Alaska's public schools.
- Alaska Department of Health and Social Services (DHSS) Adverse Childhood Experiences (ACES) www.dhss.alaska.gov/abada/ace-ak News, events, data with related links and resources relating to ACES.
- Alaska Department of Health and Social Service (DHSS) Child Care Program Office (CCPO) www.dhss.alaska.gov/dpa/Pages/ccare/ CCPO promotes capacity and accessibility in child care with special attention to infants, school age child care, and children with special needs. CCPO monitors, regulates, and licenses child care facilities across the state and further promotes child care quality through grants to Child Care Resource & Referral agencies and the direct administration of the Child Care Grant Program.
- Alaska Head Start Association (AHSA) www.akheadstart.org/ AHSA is dedicated to strengthening early learning programs through advocacy, education and leadership.
- Alaska IN! www.dhss.alaska.gov/dpa/Pages/ccare/specneeds.aspx Referrals and subsidy information for families of children with special needs. Phone: 1(888) 268-4632 or (907) 269-4500
- Alaska Native Knowledge Network (ANKN) www.ankn.uaf.edu/ Resources for compiling and exchanging information related to Alaska Native knowledge systems and ways of knowing.
- Alaska Parent as Teachers State Office (RurAL CAP) www.ruralcap.com/early-childhood-education/parents-as-teachers/ Parents as Teachers (PAT) is an early childhood parent education and family support program designed to empower parents to give their children the best possible start in life. Home visits and group socialization are offered to families. The PAT approach is to support all children so that they will learn, grow and develop to realize their full potential.
- All Alaska Pediatric Partnership (AAPP) www.a2p2.org/ The All Alaska Pediatric Partnership supports and links healthcare and community-based services between government, healthcare entities, social services, and payers for children and families by leading collaborative opportunities, improving efficiency within systems, advocating on behalf of children, expanding education and training opportunities for healthcare professionals, and enhancing communication around children's health and wellness.
- Association for the Education of Young Children (AEYC) Alaska affiliates: Anchorage AEYC (AAEYC) www.anchorageaeyc.org/ Southeast AEYC (AEYC-SEA) www.aeyc-sea.org/ Northern Interior AEYC (NIAEYC) www.niaaeyc.org/
- Best Beginnings www.bestbeginningsalaska.org/ Best Beginnings is a public-private partnership that mobilizes people and resources to ensure all Alaska children begin school ready to succeed.
- Early Intervention-Infant Learning (ILP)) www.dhss.alaska.gov/dsds/Pages/infantlearning/default.aspx Intervention services for infant and toddlers at risk for developmental delays. Phone 1(877) 477-3659 (in state only)
- Easter Seals Alaska www.easterseals.com/alaska/ Offers hundreds of home and community based services and supports-categorized into five distinct support areas; Live, Learn, Work, Play and Act.
- Help Me Grow Alaska (HMG Alaska) www.helpmegrowak.org/ Connecting Caregivers and their children with resources and support for child development.

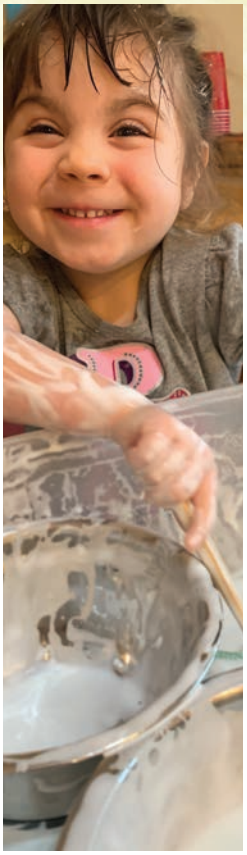
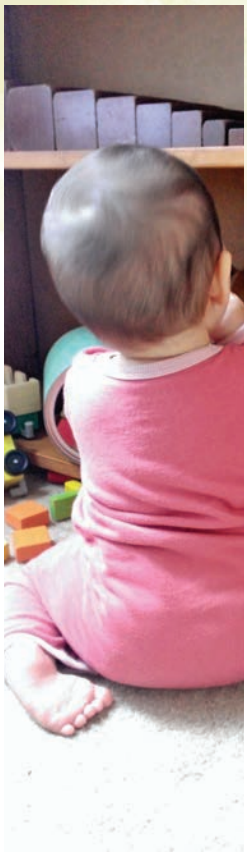
- Special Education Service Agency (SESA) www.sesa.org/ SESA is an educational service agency comprised of a low incidence disability service inclusive of a statewide lending library. Low incidence disabilities include autism, deaf and hard of hearing (DHOH), vision impairment, emotional disabilities and multiple disabilities.
- Stone Soup Group www.stonesoupgroup.org/ Stone Soup Group exists to sustain the health and well-being of Alaskan children with special needs and their families. Stone Soup Group works with families of children with special needs from birth up to age 26. Our services are available statewide to help families with medical, disability, mental health, and special education issues. Our programs focus on a specific need based on each family's unique story and most are at no cost to families.
- thread www.threadalaska.org/thread/families to help all Alaskan children receive the quality of early care and education they deserve.

NATIONAL RESOURCES

- Act Early www.cdc.gov/actearly App milestone tracker
- American Academy of Pediatrics (AAP) www.aap.org AAP mission is to attain optimal physical, mental, and social health and well-being for all infants, children, adolescents and young adults.
- Americans with Disabilities Act (ADA) www.ada.gov The U.S. Department of Justice provides information about the Americans with Disabilities Act (ADA) through a toll-free ADA information line. 800-514-0301(voice) 800-514-038 (TTY)
- Association for Childhood Education International (ACEI) www.acei.org/ The Association promotes and supports the optimal education and development of children, from birth through early adolescence, and the professional growth of educators and other committed to the needs of children in a changing society.
- Center on the Social Emotional Foundations for Early Learning (CSEFEL) http://csefel.vanderbilt.edu/ CSEFEL is focused on promoting the social emotional development and school readiness of young children birth to age 5.
- Center for Disease Control and Prevention (CDC) www.cdc.gov/ CDC is the major operating components of the Department of Health and Human Services and is recognized as the nation's premiere health promotion, prevention and preparedness agency.
- Childcare Aware of America www.childcareaware.org/state/alaska/ Find Alaska's resources for child care, financial assistance, health and social services and more.
- Consumer Product Safety Commission (CPCS) www.cpsc.gov/ CPSC is committed to protecting consumers and families from products that pose a fire, electrical, chemical, or mechanical hazard.
- Council for Exceptional Children, Division for Early Childhood (CEC DEC) www.cec.sped.org/ The Division for Early Childhood (DEC) promotes policies and advances evidence-based practices that support families and enhance the optimal development of young children (0-8) who have or are at risk for developmental delays and disabilities.
- Early Childhood Learning and Knowledge Center (ECLKC) eclkc.ohs.acf.hhs.gov/ Website and social media pages of the Office of Head Start (OHS).
- Family Education Network www.familyeducation.com/ A consumer network of learning and informational resources.

- Healthy Children Parenting www.healthychildren.org/ Provides information from the American Academy of Pediatrics (AAP) about health, development, safety, and awareness for parents and caregivers.
- HighScope Educational Research Foundation www.highscope.org/ Publishes many resources that support early childhood educators in their continued learning about best practices and the latest research in the early childhood field.
- Military Child Education Coalition (MCEC) www.militarychild.org/ (MCEC) is focused on ensuring quality education opportunities for all military-connected children affected by mobility, family separation and transition. The MCEC performs research, develops resources, conducts professional institutes and conferences and publishes resources for all constituencies.
- National Association for the Education of Young Children (NAEYC) www.naeyc.org Promoting high-quality learning by connecting practice, policy, and research.
- National Association for the Education of Young Children (NAEYC DLL) www.naeyc.org/resources/topics/dual-language-learners Use these resources to support young children who are learning a second language while continuing to develop their home language.
- National Association for Family Child Care (NAFCC) www.nafcc.org/ NAFCC is dedicated to promoting quality child care by strengthening the profession of family child care. NAFCC provides technical assistance to family child care associations by promoting leadership development and by promoting quality and professionalism through the organization's accreditation process for family child care providers.
- National Black Child Development Institute (NBCDI) www.nbcdi.org/ NBCDI provides and supports program, workshops, and resources for African American children, their parents and communities in early health and education, health, elementary and secondary education, child welfare and parenting, Affiliated chapter in many regions of the country provide direct services at the community level.
- National Center on Early Childhood Development, Teaching, and Learning (NCECDTL) eclkc.ohs.acf.hhs.gov/ NCECDTL advances best practices in the identification, development, and promotion of the implementation of evidence-based child development and teaching and learning practices that are culturally and linguistically responsive and lead to positive child outcomes across early childhood programs.
- National Database of Child Care Licensing Regulations https://childcareta.acf.hhs.gov/licensing/national-resources The National Database of Child Care Licensing Regulations is a repository of state and territory licensing regulations and agency contact information. It is organized by State and allows users to access child care licensing regulations that apply to child care centers, family child care homes, school-age programs, and infant care programs, and other specialized programs.
- North American Reggio Emilia Alliance (NAREA) www.reggioalliance.org/ The Reggio Emilia approach to early childhood education is an inspiration to early childhood educators worldwide. Ideas about this approach can be accessed through publication, a newsletter, traveling exhibits and seminars.
- Office of Child Care (OCC) www.acf.hhs.gov/occ OCC supports low-income working families through child care financial assistance and promotes children's learning by improving the quality of early care and education and afterschool programs.
- Office of Head Start (OHS) www.acf.hhs.gov/ohs OHS manages grant funding and oversees local agencies providing Head Start services. Head Start promotes school readiness of children under 5 from low-income families through education, health, social and other services.

- Parent as Teachers (PAT) www.parentsasteachers.org/ Parents as Teachers take a holistic approach to strengthening families. Through our evidence-based early childhood home visiting model, we provide services to pregnant women and families with children from birth through kindergarten.
- PBS for Parents www.pbs.org/parents PBS Parents is a trusted resource that's filled with information on child development and early learning. It also serves as a parent's window to the world of PBS KIDS, offering access to educational games and activities inspired by PBS KIDS programs.
- Sesame Street in Communities www.sesamestreetincommunities.org/ Resources, Strategies, and Support for community providers through ongoing collaboration, training experiences, and local partnerships and continually add content that meets the changing needs of the communities.
- Vroom www.vroom.org/ App A set of tools and resources designed to inspire families to turn everyday moments into "brain building moments" by layering activities that are essential to healthy brain development into existing routines.
- Zero to Three www.zerotothree.org/ to ensure that all babies and toddlers benefit from the early connections that are critical to their well-being and development.

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January 2020, updated from original 2007 version

Please send suggestions for future editions to
AlaskaELG@gmail.com

EARLY CHILDHOOD ALASKA

A Strategic Direction for 2020-2025

JUNE 2020

The Early Childhood Alaska project was supported by three grants: The Preschool Development Grant, funded by the federal Administration for Children and Families, Office of Child Care; The Impact Project with the State Capacity Building Center, a project of the Office of Child Care; and Indigenous Project LAUNCH through the Substance Abuse and Mental Health Services Administration.

Dear Alaskans,

A strong and equitable early childhood system is vital to the health and well-being of Alaska. The experiences and conditions during the first few years of a child's life are critical and have a powerful impact on their future.

For these reasons, we are pleased to share *Early Childhood Alaska: A Strategic Direction for 2020-2025* funded by a Preschool Development Grant from the U.S. Department of Health and Human Services. It is based on *A Needs Assessment of Alaska's Mixed-Delivery System of Early Childhood Care and Education* completed in December 2019 and was created collaboratively by Alaskans around the state.

As we all know, Alaska is unique in many ways and this plan builds on the inherent strengths of our state while also addressing the inequities and shortcomings in the system. There are three main goals of this plan:

1. Alaska's young children, aged prenatal through eight years, are healthy, safe, and stable,
2. Alaska's young children have quality early learning experiences
3. Alaska has a strong early childhood system infrastructure in place to support implementation of the plan.

We are proud of Alaska's cultural, ethnic, and linguistic diversity and this plan includes elements that celebrate and emphasize traditional knowledge, place-based learning, preserving indigenous languages and community-led initiatives. This plan also recognizes the importance of evidence-informed practices, trauma-informed care, and a healthy and well-compensated workforce. This plan calls for collaborative action and cooperation across sectors and provides a roadmap for how the state can stimulate system wide change

The Alaska Early Childhood Joint Task Force (JTF), along with the Alaska Early Childhood Coordinating Council, provided advisory guidance as we heard from hundreds of Alaskans about what should be included in this strategic plan. We commend the members of the JTF for their many hours of work

As members of the JTF Leadership Team, and as Alaskans, we want to see a brighter tomorrow for our children, our families, our communities, and our state. This will only be possible if we prioritize and improve our current early childhood system. With this plan guiding us, we hope all Alaskans will contribute to creating a better future for our children, families, and communities.

Sincerely,
Early Childhood Alaska Joint Task Force Leadership Team

Alaska's Early Childhood Joint Task Force meeting, October 2019

Acknowledgments

Early Childhood Alaska: A Strategic Direction for 2020-2025 was made possible through the commitment, hard work, dedication, and energy of stakeholders across the state. Many people, including parents, families, educators, caregivers, system workers, and local, regional and tribal leaders and members of the Alaska Early Childhood Coordinating Council (AECCC) dedicated time and energy to this plan. Credit goes to those who participated in meetings, work sessions, and surveys, as well as to those who provided feedback throughout the development of the plan.

A special thanks is owed to the diverse group of leaders from the Alaska Early Childhood Joint Task Force (JTF), and the JTF Leadership Team* and contractors** who worked tirelessly to ensure the interests of all Alaskans were represented throughout the strategic plan. Their names and organizations are listed below.

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PLAN AT A GLANCE

NORTH STAR TEN-YEAR VISION

Alaska's children and families thrive in a strong and equitable early childhood system.

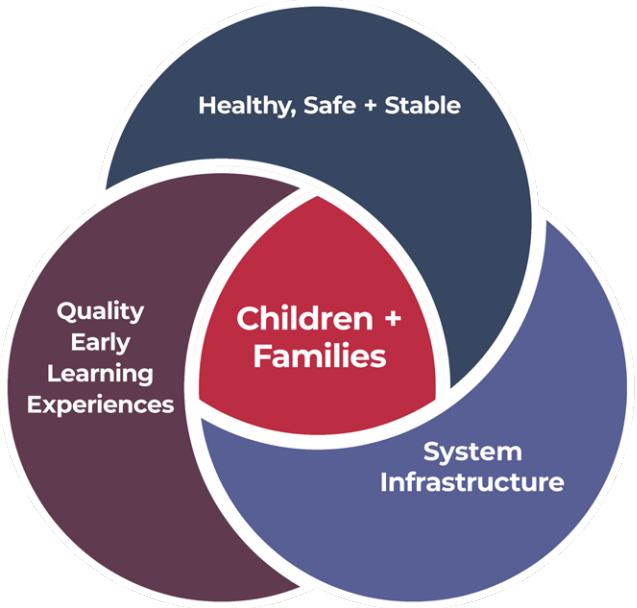
GOAL 1

ALASKA CHILDREN AND FAMILIES ARE HEALTHY, SAFE, AND STABLE

Objective 1 | Strong and Resilient Families and Communities

Families, programs, and communities partner to build protective factors that increase family resilience, enhance child development and reduce abuse and neglect.

- Build social connections and positive family relationships that provide emotional, educational and spiritual support.
- Increase the number of family and early childhood professional partnerships that use best practices in child development and parenting strategies that support physical, cognitive, social-emotional and language development.
- Increase access to concrete supports in times of need caused by a lack of safe housing, food security, out of home placement, behavioral health treatment and equitable access to resources that support healthy and resilient communities.
- Increase the social emotional well-being of children, their families, and their caregivers.



Objective 2 | Integrated Physical, Mental and Dental Health

Children and their families have regular, ongoing access to health care services that are comprehensive, equitable and culturally and linguistically responsive.

- Increase the percentage of insured children and pregnant women.
- Increase the percentage of children with and without special health care needs having a medical home.
- Integrate primary care and behavioral health services.
- Increase access to infant and early childhood mental health supports including family supports, therapies, consultation and reflective supervision services.

GOAL 2

ALASKA CHILDREN HAVE QUALITY EARLY LEARNING EXPERIENCES AND ARE PREPARED FOR SUCCESS IN SCHOOL

Objective 3 | Family Partnerships

As a child's first and most important teachers, families are full partners in all early childhood education experiences and are supported by, and connected to, early childhood education programs and services in which their children participate.

- Families' opinions and ideas drive the design of system policies and programming.
- Early childhood programs meet the cultural and language needs of children and families.

Objective 4 | Accessibility

Families have access to early childhood education programs that are high quality, culturally responsive, and affordable. Families have access to information that allows them to make choices that meet their individual needs.

- Identify all programs that provide and support infant/early childhood education across the state.
- Increase the awareness of early childhood education programs for all stakeholders with the common understanding that stronger consumer awareness results in more access.

- Increase technical assistance opportunities from the state and partners to improve access to high quality early childhood education programs.
- Assess and address barriers to access including transportation, facility and physical space needs of early childhood programs.

Objective 5 | Affordability

Alaska families have affordable early childhood education program options.

- Decrease the amount of income families spend on child care or early childhood education program expenses.
- Adjust child care assistance eligibility requirements to ensure financial support for more families.

Objective 6 | High Quality

Alaska's children are in high quality early childhood education programs.

- Increase the number of early childhood education programs participating and advancing in Learn and Grow, Alaska's Quality Recognition and Improvement System.
- Provide information and tools to families on how to assess the quality of early childhood education programs for their children.
- Increase access to high quality inclusive in-home or community based early childhood education programming.
- Provide supports to decrease suspensions and expulsions in early childhood education programs.

Objective 7 | Transitions

Children and families experience supportive transitions and continuity of services within and across early childhood education programs and K-12 settings.

- Establish procedures and practices for collaboration and communication between early education programs and kindergarten that support all domains, including social emotional learning.
- Establish procedures and practices for programs, in partnership with families, to develop transition plans for a child any time they move within a program or to a different program.
- Provide information to parents about transition points and best practices.

GOAL 3

ALASKA CHILDREN AND FAMILIES ARE SUPPORTED BY A FUNCTIONAL, COMPREHENSIVE, MIXED-DELIVERY EARLY CHILDHOOD SYSTEM

Objective 8 | Elevation of the Early Childhood System

Alaskans recognize the critical role early childhood plays and advocate to foster healthy families, early childhood development and access to quality care and education.

- Partner with families and local communities in all planning and decision-making on system change.
- Develop and implement communications and marketing strategies to increase public awareness about the importance of early childhood.
- Develop and implement a statewide public policy agenda.

Objective 9 | Strategic Funding

Funding for early childhood care and education is coordinated, based on current data, and supports the goals of this statewide plan.

- Develop fiscal policy that moves system sectors toward delivery of services in a whole-child approach.
- Provide financial incentives for ongoing quality and system improvement.
- Identify new and strategic ways to maximize funding.

Objective 10 | Data Integration and Accountability

Collection and use of reliable data on early childhood is coordinated, centralized, accessible and actionable.

- Map and analyze current early childhood data systems in Alaska.
- Regularly review, update, and use data to guide continuous improvement and inform planning, policy, practice and operations.

Objective 11 | Workforce

The early childhood workforce is stable, qualified, fairly compensated, diverse, and supported.

- Increase cross sector recruitment and retention of early childhood professionals.
- Increase professional development opportunities for early childhood professionals.
- Improve wages and compensation for early childhood professionals.
- Increase diversity across the early childhood workforce.

Objective 12 | Coordinated Plan Implementation

An aligned and coordinated process is used to implement this strategic plan resulting in a permanent and improved early childhood system for Alaska.

- Ensure coordination to develop aligned policies, standards, and regulations across all sectors and settings.
- Create an improved, sustainable and accountable governance approach with decision-making authority.
- Establish roles and responsibilities to implement this strategic plan for both current and improved governance approaches.

INTRODUCTION + PROCESS

Early Childhood Alaska: A Strategic Direction for 2020-2025 outlines a series of bold actions and improvements to benefit children and families across the state by 2025 and establishes a Ten-Year North Star Vision for Alaska's early childhood system. The three main goals focus on children from prenatal through age 8, their families, and their communities. This plan aims to provide children and families in all Alaska communities with equitable access to resources, quality affordable care and education, and every opportunity for them to succeed. While considering Alaska's fiscal challenges, the plan also recognizes the importance of elevating the early childhood system as a strategy to move us toward economic stability.

Why focus on early childhood?

As studies have repeatedly shown, the first years of a child's life are critical to brain growth and cognitive, physical, social, emotional and behavioral development. The way a child interacts with the people and the environment around them during this time significantly impacts their development and has lasting implications for the rest of their life. Positive experiences and healthy relationships can have an impact on healthy growth and development at the cellular level, which is why providing support during this time to children and families is crucial. At the same time, experiences of trauma, abuse, and neglect can have negative long-term effects. An estimated two in three Alaska children are exposed to traumatic experiences, which significantly affects their educational, social, health, and economic outcomes[1].

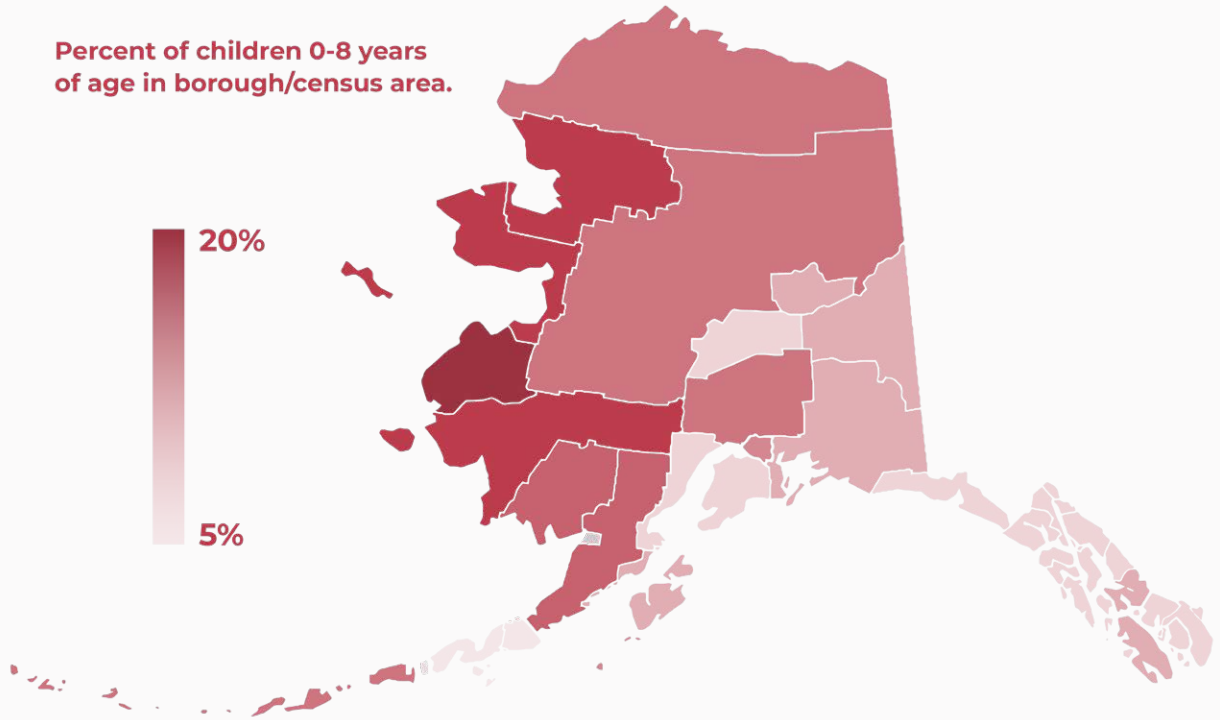
There are also important economic factors to consider when talking about early childhood. For example, research from the RAND Corporation shows there is a $2-4 return for every $1 invested in early childhood programs and initiatives.[2]

In Alaska, the early care and learning sector employs over 8,000 people and annually generates almost half a billion dollars in economic activity[3]. Supporting children during this period can have long-term positive effects on the physical, mental, emotional, and spiritual health of not only the child, but also their families, communities, and the entire state of Alaska. The early childhood sector drives the economy by allowing parents to access the workforce, generate income, and support their families.

Who are Alaska's young children?

In the State of Alaska, there are 94,000 children, birth through 8 years of age, making up 13% of the state population. While these children are spread out across the state, about 19% of them live in more rural areas of the state.

Children birth through 8 years of age by borough/census[4]



What is Alaska's Early Childhood System?

Alaska's early childhood system is a network of all programs and services focused on supporting young children's social, emotional, cognitive and physical development that build a foundation for lifelong learning and well-being. These programs operate in a complex interchange of health, social, child care and education services that provide a holistic system of support for children and their families.

Government, nonprofit, tribal and private entities support the system by providing early childhood education programs; medical and mental health care; home visiting; early intervention; resources, referrals and support for families; and education and training for early childhood professionals who work in all these sectors.

The mission, purposes, and policies of these programs can often vary, which has resulted in a fragmented approach to serving families and children. This plan provides strategies and actions to strengthen and align the early childhood system.

What are our strengths?

Language and Culture

Rich cultural traditions and history are a source of strength for Alaska children and families. Each strategy in this plan incorporates a commitment to place-based learning, sustaining Alaska languages and a respect for traditional knowledge. One strength the state and this plan can continue to build upon is the diversity in Alaska, where over 100 languages are spoken at home and 30% of the total population of children under 6 are non-white. Of these children, about 28% are Alaska Native/American Indian, 68% are white, and 11% are of Hispanic origin[4].

Family and Community Ties

Also among Alaska's strengths are a culture of caring for others and many strong connections among extended family members. Many of the state's rural communities are among the most remote in the nation and are located entirely off the road system. This necessitates strong community ties and strong networks of support among families and neighbors, who rely upon each other in times of need.

Nonprofit Organizations

Alaska children also benefit from a strong network of nonprofit organizations that are dedicated to improving outcomes and increasing supports for children and families. A crucial component of this plan is leveraging resources and using the existing network of support to maximize capacity and increase cooperation across the state.

Tribal Governments

Alaska is home to almost half the nation's federally recognized tribes. Tribal governments are serving their members, building on community needs, unique social connections, and funding opportunities.

Advocates and Educators

Alaska has many passionate advocates and educators dedicated to improving the lives of young children and families through advocacy and action. In recognition of the critical role early care and education play in student well-being and success, the Association of Alaska School Boards in 2019 set "providing resources for a quality PreK experience for every child" as one of its six legislative priorities.

Innovation in Education

Alaska also has a history of innovation in education with many charter schools, public alternative schools, language immersion programs, distance delivery, and homeschooling programs.

*Children Under 6 Years of Age by Race/Ethnicity Statewide, 2018[4]**

Race or Ethnicity (can select multiple)	Number of Children	Percent of Children under 6	Percent Change in Number of Children Under 6 since 2010
White	41,941	68%	-7%
Alaska Native or American Indian	17,325	28%	-3%
Black or African American	4,956	8%	1%
Asian	5,738	9%	2%
Native Hawaiian or other Pacific Islander	1,772	3%	-5%
Hispanic Origin (of any race)	6,871	11%	25%

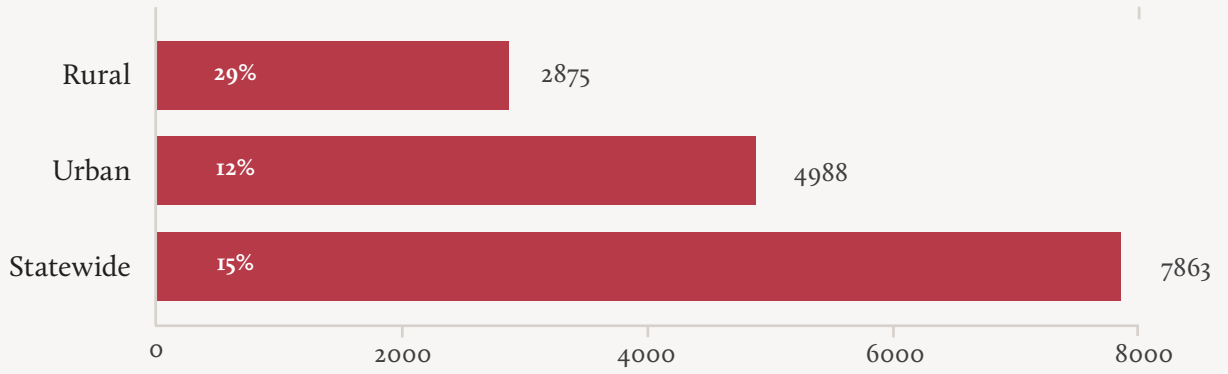
** Race is alone or in combination, therefore columns will not add up to 100%*

What challenges do we face?

Vulnerable and Underserved Populations

While there are many strengths inherent in Alaska's early childhood system, there are also obstacles faced by children and families on a daily basis. There is a large population of vulnerable and underserved children in Alaska, with almost 15% of children under the age of 6 living at or below the federal poverty level.

Percentage of children under 5 years of age living below 100% of the Federal Poverty Level[5]



Rural and Remote Communities

While there are deep connections and unique local resources in each community, there are also many children who live in rural, isolated communities where resources for children and families are both inaccessible and unaffordable. Most remote communities are not connected by road or rail to hub communities, and the cost of airfare is a challenge. Several of the goals of this plan are directly related to these issues and hope to mitigate some of these challenges at both the statewide and community levels.

Infrastructure Support

Another challenge faced by Alaska's early childhood system is the need to strengthen statewide program coordination and infrastructure support. The plan outlines how to address gaps and build system-wide supports for early childhood programs, projects, and initiatives.

How was the plan created?

Statewide Needs Assessment

This strategic plan is built on **A Needs Assessment of Alaska's Mixed-Delivery System of Early Childhood Care and Education**, which was finalized in December 2019. The assessment compiled and analyzed data about where Alaska's children live, what their lives are like, and what their families, caregivers, and educators need. The report also analyzed the critical status of governance including funding, facilities, data and research; the status of the early childhood workforce; and the possibilities for alignment and collaboration for the entire mixed-delivery system. The needs assessment provided a foundation for an early plan framework, and its findings and data are referenced throughout the strategic plan document.

Alignment with Existing Statewide Plans

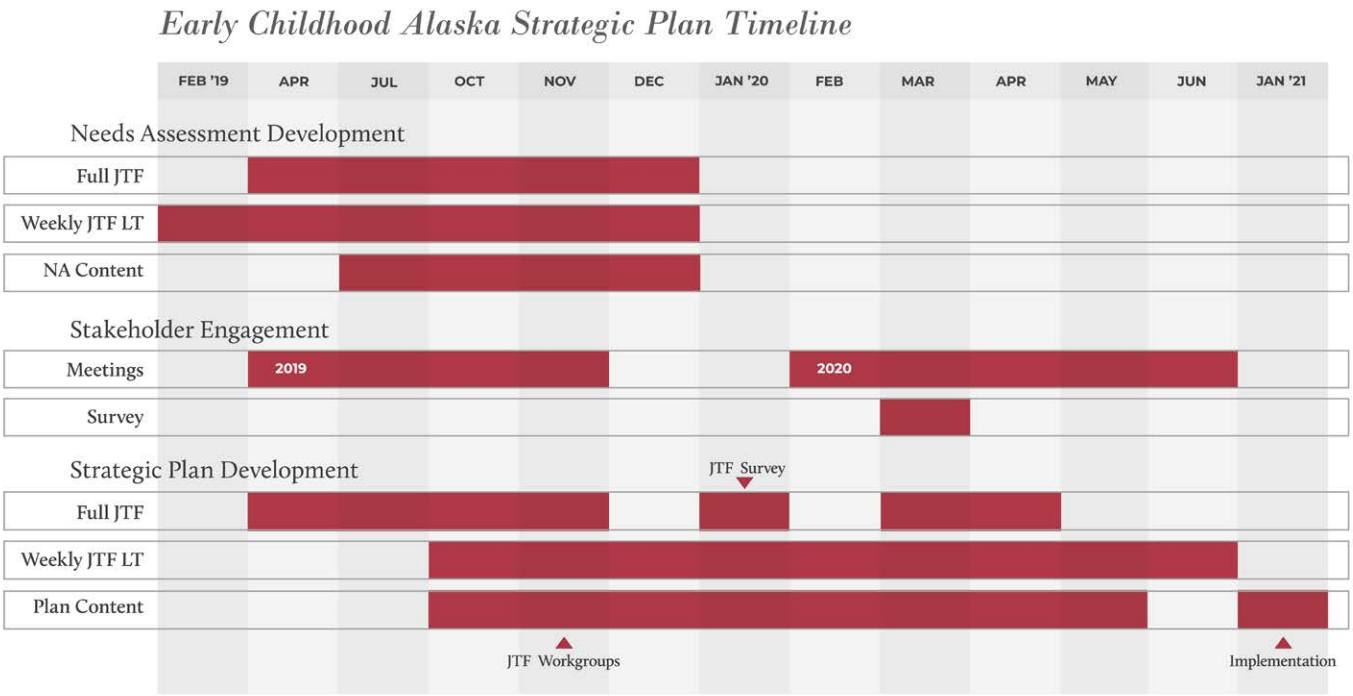
This document also builds upon existing plans for Alaska that address education, early childhood, mental health, trauma, homelessness, family services, and workforce development. The intent of this plan is to coordinate with and support these efforts as a means to advance the early childhood system in Alaska.

	Alaska's Education Challenge, State of Alaska Department of Education and Early Development
	Pathways to Prevention Statewide Plan, Pathways for Prevention Statewide Leadership Team
	2020-2024 Child and Family Services Plan - State of Alaska Department of Health and Social Services, Office of Children's Services
	Strengthening the System: Alaska's Comprehensive Integrated Mental Health Program Plan 2020-2024 - Alaska Department of Health and Social Services through partnership with the Alaska Mental Health Trust Authority
	Child Care Development Fund Plan
	Learn and Grow Strategic Plan
	Alaska SEED's 3-Year Professional Development Plan
	2019 Alaska MCH Title V Five Year Action Plan
	Healthy Alaskans (2030)

Alaska Early Childhood Joint Task Force (JTF) Meetings, Surveys, and Work groups

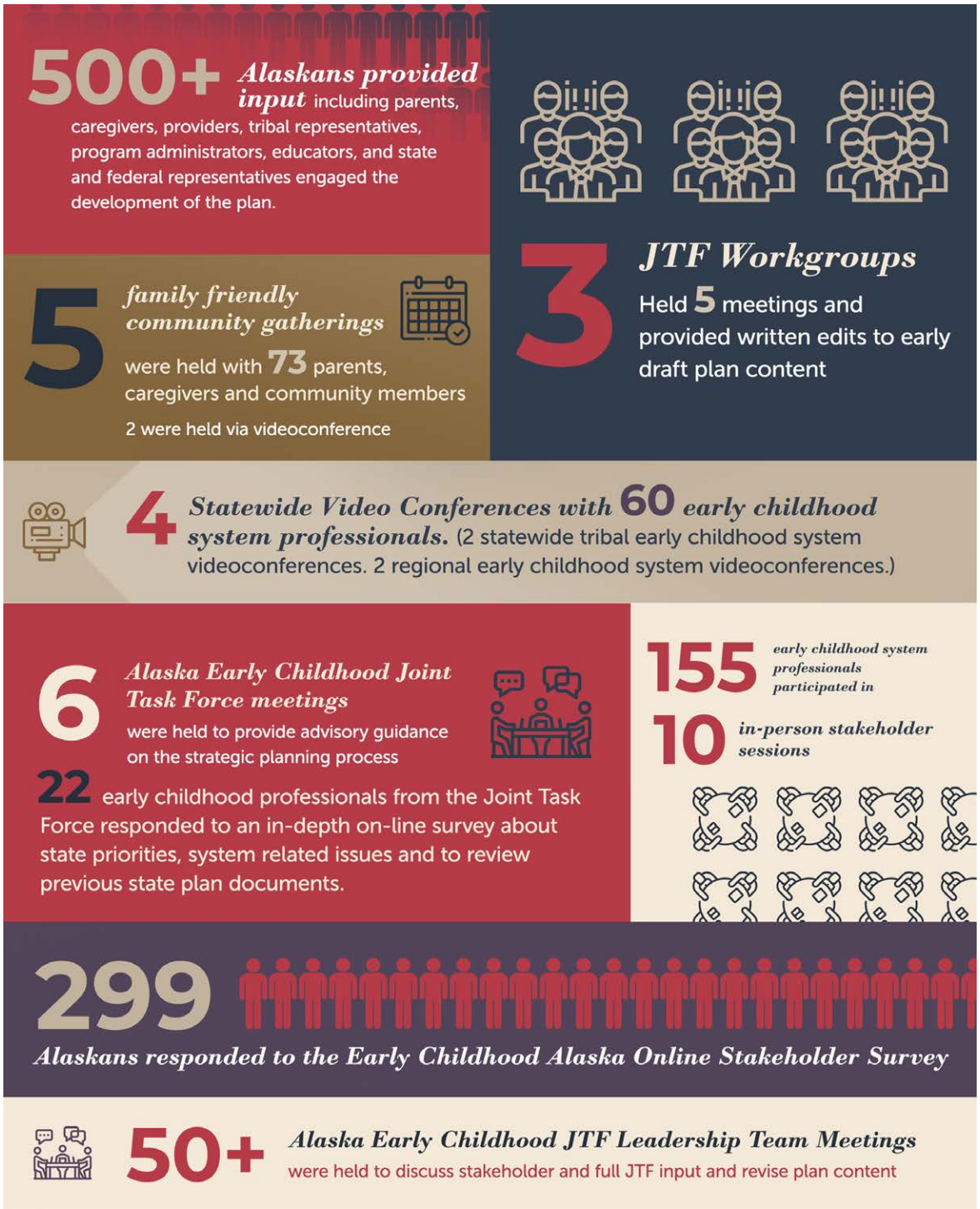
The JTF has an eight-member Leadership Team, which in turn engaged with and guided a full 40+ member early childhood JTF formed to align work on the early childhood needs assessment and strategic plan. This work was coordinated among three grants: the initial Preschool Development Grant B-5 received by the Department of Early Education and Development (DEED) and jointly managed by DEED and the Department of Health and Social Services (DHSS); an Impact Project grant from the State Capacity Building Center to align early care and education systems with programs and services, led by the DHSS Child Care Program Office; and an Indigenous Project LAUNCH grant to prepare Alaska Native children 0-8 with skills to succeed in school, led by Southcentral Foundation, a health and wellness organization serving the Alaska Native population in Southcentral Alaska.

The JTF and Leadership Team provided important guidance on plan content and process throughout the strategic planning effort. This included face to face meetings on plan framework, content, feedback on process, workgroup participation, editing and ongoing support.

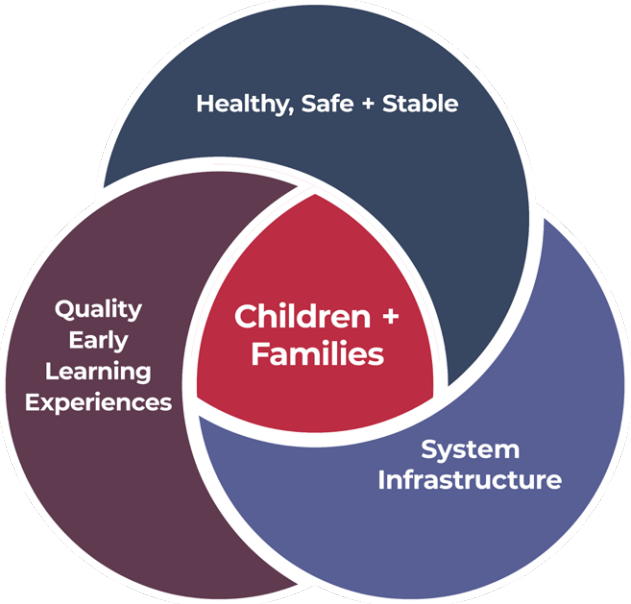


Stakeholder Engagement

During 2019 and 2020, face to face and virtual meetings were held with parents, families, community members, and people working in the early childhood system. A detailed recap of stakeholder engagement is provided in the **Strategic Planning Process Report and Appendices**. Nearly 300 Alaskans responded to an online survey and there were 288 participants who signed in to statewide in-person or virtual stakeholder meetings. A few individuals participated in more than one meeting, and some participated in both the survey and a meeting. The exact number of participants is unknown, yet the total number of people who provided input is conservatively estimated to be at least 500. The information gathered through this process was reviewed and considered in developing the strategic plan goals, objectives, strategies and actions.



PLAN FRAMEWORK



Strategic Plan Framework

North Star Ten-Year Vision	What Alaskans want to be true for children prenatal through 8 by the year 2030.
Early Childhood Alaska: A Strategic Direction for 2020-2025	This plan document establishes a strategic direction through the year 2025, with a new five-year plan to be developed at that time.
Guiding Principles	Our fundamental beliefs to be used throughout the development and implementation of Early Childhood Alaska: A Strategic Direction for 2020-2025
Goals	Priority areas where focused measurement is needed to change outcomes for Alaska children.
Objectives	Specific targets within each goal where we will focus our efforts.
Strategies	A coordinated set of actions designed to achieve the objectives.
Actions	Specific steps to drive change toward meeting our objectives. Actions will be time-sensitive and measurable.

EARLY CHILDHOOD ALASKA

A Strategic DIrection for 2020 -2025

NORTH STAR TEN-YEAR VISION

Alaska's children and families thrive in a strong and equitable early childhood system.

Guiding Principles

Whole Child and Family Focus

Alaska's children and families are at the center of our work. Families are engaged, empowered and respected as a child's most important and constant teacher. All areas of a child's growth, development and learning are considered and developmentally appropriate.

Committed to Equality

Improving early childhood outcomes requires removing inequities. We are committed to providing resources, supports and services to all of Alaska's children and families regardless of geography, race, ethnicity, income, access, and lack of opportunity.

Inclusive, Honoring, and Respectful

All programs, services and supports must be inclusive, culturally relevant and respectful of the language, history and knowledge of all Alaska families. We acknowledge, honor and respect Alaska Native and other cultures' indigenous ancestral heritage, practices and values.

Research Informed

Strategies are informed by evidence and promising practices that are developmentally appropriate, locally influenced, actionable, measurable, and implemented by a capable and well-supported workforce.

Cultivating System Change

This plan is our road map to guide policy and build a comprehensive, coordinated, outcomes-focused, measurable, and accessible early childhood system in Alaska. It is intentionally designed to be informed by data that builds on our strengths and indicates areas for continued growth and development.

GOAL 1

Alaska Children and Families are Healthy, Safe, and Stable

OBJECTIVE 1

STRONG AND RESILIENT FAMILIES AND COMMUNITIES

Families, programs, and communities partner to build protective factors that increase family resilience, enhance child development and reduce abuse and neglect.

Strategy 1.1

Build social connections and positive family relationships that provide emotional, educational and spiritual support.

Actions

a. Identify successes, barriers, and gaps for families to access opportunities for social connections and supports.

b. Increase community and neighborhood-based opportunities for culturally relevant activities that build social and family connections.

c. Increase available training options for early childhood educators and health care providers to build skills, confidence and trust to strengthen partnerships with families.

Strategy 1.2

Increase the number of family and early childhood professional partnerships that use best practices in child development and parenting strategies that support physical, cognitive, social emotional and language development.

Actions

a. Increase the training and support opportunities for early childhood educators and health care providers that build partnerships and relationships with families and link families to learning and information about child development.

b. Develop information with families to ensure that it is relevant for diverse learning styles and is culturally and linguistically appropriate for all families.

c. Provide education and training opportunities for families that are culturally and linguistically appropriate.

d. Provide parents and families access to resources on parenting, co-regulation, child development, and positive interactions with children.

e. Increase opportunities for families to receive home visits through available programs and encourage collaboration between existing community home visiting programs.

f. Increase the number of mentorship and mutual support opportunities available to families and partner with families to organize opportunities for parent-led discussions.

g. Provide parents and families access to resources on early literacy and language development.

Strategy 1.3

Increase access to concrete supports in times of need caused by a lack of safe housing, food security, out of home placement, behavioral health treatment and equitable access to resources that support healthy and resilient communities.

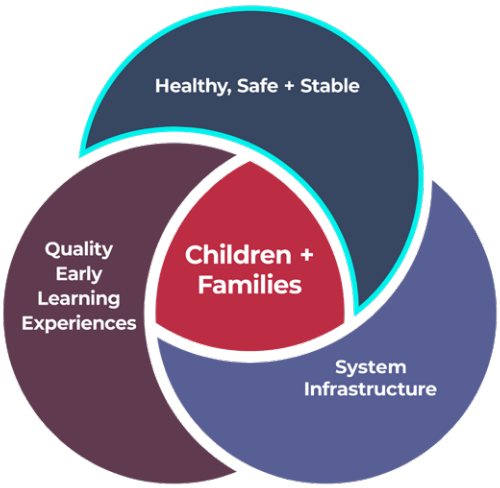
Actions

a. Increase identification of families needing services through Social Determinants of Health screening and link families to services and opportunities.

b. Promote practice-informed universal developmental screening efforts and early intervention services.

c. Create an accessible system that connects families to appropriate resources quickly and seamlessly.

d. Coordinate with lead organizations working to access



the safe housing, food security, out of home placement and behavioral health resources in each community and create a plan to address gaps that relate to early childhood.

Strategy 1.4

Increase the social emotional well-being of children, their families, and their caregivers.

Actions

a. Promote the appropriate use of social emotional screening to families and providers.

b. Implement evidence-informed social emotional education and increase competencies across settings and communities.

c. Assist parents in supporting their child's social and emotional development; include children's social and emotional development in program activities and help children maintain their cultural identity.

OBJECTIVE 2

INTEGRATED PHYSICAL, MENTAL AND DENTAL HEALTH

Children and their families have regular, ongoing access to health care services that are comprehensive, equitable and culturally and linguistically responsive.

Strategy 2.1

Increase the percentage of insured children and pregnant women.

Actions

a. Identify opportunities to facilitate families' enrollment in public health insurance programs and engagement with a medical home.

Child Health and Well-Being Ages 0-3, Alaska Urban and Rural[6]

Development Screening
Child development questionnaire completed with healthcare provider in past 12 months.

Urban — 82%

Rural — 47%

Food Security
Ever enrolled in WIC.

Urban — 48%

Rural — 79%

Out of Home Placement
4116 total children in 2018.

Alaska Native children — 62%

Non-Alaska Native Children — 38%

Homelessness
Total number of homeless children.

119
Urban total (2016-2017)

380
Rural total (2017-2018)

b. Increase income guidelines for eligibility for Denali KidCare or expand access to Medicaid to ensure that all children and their families have reliable insurance.

c. Increase the number of employers providing insurance that covers mental health services to children and their families.

Strategy 2.2

Increase the percentage of children with and without special health care needs having a medical home.

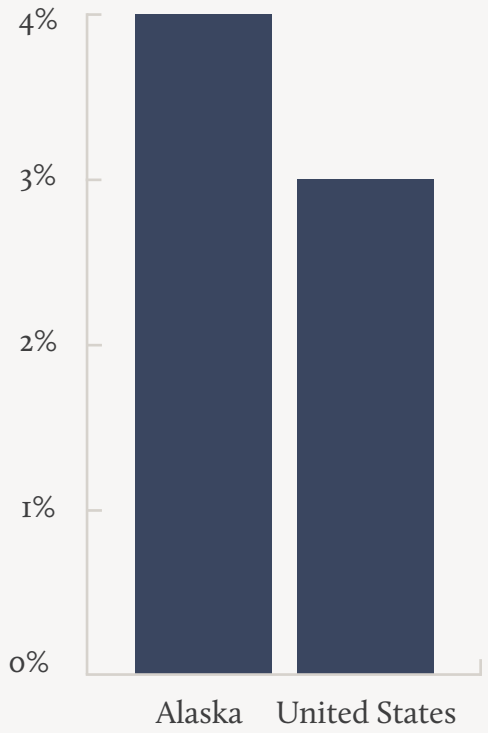
Actions

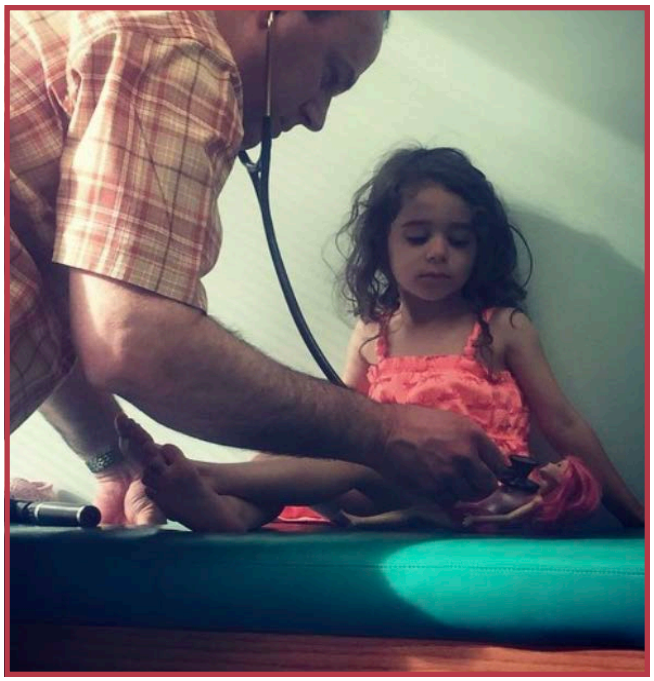
a. Develop and maintain a system for managing health care information for foster children and ensure families have current up to date medical records and connection to primary care medical home.

b. Promote standardized developmental and social emotional screenings in the medical home setting.

c. Implement marketing strategies that encourage families to establish a primary care medical home.

Children Age 0-17 Who Didn't Get Needed Health Care, Alaska vs. United States, 2016-2017[7]





Strategy 2.3

Integrate primary care and behavioral health services.

Actions

a. Increase number of medical practices providing mental health services by educating providers on the requirements and reimbursement mechanisms available to them.

b. Educate health care providers about the importance of caregiver mental health on early childhood social emotional well-being and regularly screen primary caregivers for maternal depression, family violence, and adult mental health and substance abuse issues.

c. Recommend state reimbursement for adult care services when the child is the primary client.

Strategy 2.4

Increase access to infant and early childhood mental health supports including family supports, therapies, consultation and reflective supervision services.

Actions

a. Develop a system for all medical and educational professionals and programs working with families of young children to coordinate and fund early childhood mental health consultation.

b. Develop a system for all medical and educational professionals and programs working with families of young children to coordinate and fund reflective supervision.

GOAL 2

Alaska children have quality early learning experiences and are prepared for sucess in school.

OBJECTIVE 3

FAMILY PARTNERSHIPS

As a child's first and most important teachers, families are full partners in all early childhood education experiences and are supported by, and connected to, early childhood education programs and services in which their children participate.

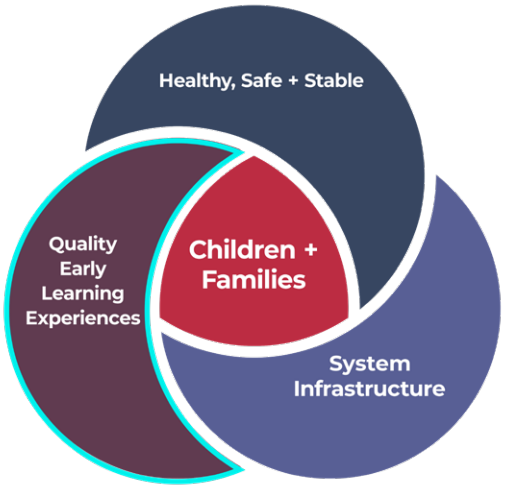
Strategy 3.1

Families' opinions and ideas drive the design of system policies and programming.

Actions

a. Identify, with families, models and programs, and communications methods that link families to quality and accessible programs.

b. Train and educate the early childhood education workforce on skill building to partner with families and best practices for family engagement.



Strategy 3.2

Early childhood programs meet the cultural and language needs of children and families.

Actions

a. Find out what families want and need through focus groups, dialogues and other conversations with families and caregivers.

b. Identify cultural and language best practices, including Alaska Native language immersion programs for children birth to 8.

c. Establish incentives and build program infrastructure to implement statewide best practices identified in Action b.

OBJECTIVE 4

ACCESSIBILITY

Families have access to early childhood education programs that are high quality, culturally responsive, and affordable. Families have access to information that allows them to make choices that meet their individual needs.

Strategy 4.1

Identify all programs that provide and support infant/early childhood education across the state.

Actions

a. Produce and publicize an annual inventory of all early childhood education programs by community and region.

b. Identify barriers and obstacles to accessing early childhood education programs, including equity of access, and

Need for Child Care and Pre-Elementary Programs[8]

	Statewide	Rural	Vulnerable / Disadvantaged
Children with all available adults in the workforce	39,500	7,300	6,100
Additional Need for Child Care and Pre-Elementary Programs Number of children in households in which an adult would join the labor force or work more hours if child care and pre-elementary program services were available.	6,500	1,900	1,600
Total Demand for Child Care and Pre-Elementary Programs	**46,600**	**9,200**	**7,700**

develop and implement strategies to address the gaps, needs, barriers and inequities.

Strategy 4.2

Increase the awareness of early childhood education programs for all stakeholders with the common understanding that stronger consumer awareness results in more access.

Actions

a. Identify vulnerable and underserved children and families and focus outreach to increase access to high quality early childhood education services.

b. Develop and implement a communication plan for stronger consumer awareness of existing early childhood programs.

c. Support programs in responding to increased consumer awareness.

Strategy 4.3

Increase technical assistance opportunities from the state and partners to improve access to high quality early childhood education programs.

Actions

a. Increase the number of licensed and regulated early childhood education programs, prioritizing equitable access in rural and underserved areas of the state.

b. Increase support to tribal organizations to provide care and early childhood education in rural communities.

Strategy 4.4

Assess and address barriers to access including transportation, facility and physical space needs of early childhood programs.

Actions

a. Conduct a statewide gap analysis of the ability of families to transport their children to early childhood education programs.

b. Conduct a statewide gap analysis of the ability of communities to provide safe and adequate space for early childhood education programs.

OBJECTIVE 5

AFFORDABILITY

Alaska families have affordable early childhood education program options.

Strategy 5.1

Decrease the amount of income families spend on child care or early childhood education program expenses.

Actions

a. Increase the percentile of market rate for child care assistance to pay a higher rate of child care costs.

b. Further define the target percentile, which is currently at the 25th percentile of the 2017 Market Price Survey in Alaska while the national benchmark is the 75th percentile.

c. Increase resources for child care assistance programs so that reimbursement rates meet the cost of delivering quality care across all types of care and ages.

d. Identify a method and strategy to change child care assistance rates using best practices research.

Strategy 5.2

Adjust child care assistance eligibility requirements to

ensure financial support for more families.

Actions

a. Map and identify the overall funding necessary to meet needs.

b. Agree on optimal payment sources to include a mix of private and public sector initiatives.

c. Agree on best methods for determining cost including sliding scale, scholarships and program grants and other options.

OBJECTIVE 6

HIGH QUALITY

Alaska's children are in high quality early childhood education programs.

Strategy 6.1

Increase the number of early childhood education programs participating and advancing in Learn and Grow, Alaska's Quality Recognition and Improvement System.

Alaska Cost of Licensed Child Care as a Percent of Median Household Income[9]

12%

Married couple households

23%

Single male households

34%

Single female households

Actions

a. Ensure early childhood education support organizations have ability to provide consistent, reliable, and equitable resources to all programs choosing to engage in a Continuous Quality Improvement Plan (CQIP) process to achieve and maintain high quality.

b. Ensure early childhood education programs have the access and training to consistently implement culturally responsive, evidence-informed curriculums, child assessments, and teaching strategies for all children, including children with identified or unidentified emotional, cognitive, or physical needs and dual language learners.

c. Ensure early childhood education administrators and leaders have access to ongoing resources for business administration support, staff retention and wellness.

d. Ensure early childhood education programs are using evidence-informed strategies to increase parental participation and access to community supports and resources.

e. Develop a marketing and outreach plan to inform families, early childhood education programs, communities and organizations about Learn and Grow supports, resources and benefits.

f. Increase access to and availability of supports and resources for all early childhood education program types and educators such as coaching, early childhood mental health consultation and reflective supervision, professional development, and funding for staff planning time.

Strategy 6.2

Provide information and tools to families on how to assess the quality of early childhood education programs for their children.

Actions

a. Adopt a shared definition of the continuum of quality to high quality of early childhood education programs.

b. Develop and implement marketing strategies to assist families in understanding quality.

Strategy 6.3

Increase access to high quality inclusive in-home or community based early childhood education programming.

a. Increase statewide access to highly qualified early childhood special educators and therapists.

b. Ensure early childhood education programs are using evidence-informed strategies focused on supporting children's physical, cognitive and social emotional development and accommodate individual learning styles and dual language learners.

c. Increase coordination between support organizations for early childhood programs to assure children are being served in their natural environments and have equitable access to therapeutic, educational, and mental health and family service coordination.

Strategy 6.4

Provide supports to decrease suspensions and expulsions in early childhood education programs.

Actions

a. Adopt a shared definition of and criteria for suspension and expulsion across the early childhood system.

b. Provide families information about regulations to reduce exclusionary practices to support children's social emotional development and continuity of care.

c. Provide supports to families whose children are being suspended or experience expulsion from early childhood education programs.

d. Increase funding and reimbursements for early childhood education programs to access Infant and Early Childhood Mental Health consultants and certified early childhood coaches.

OBJECTIVE 7

TRANSITIONS

Children and families experience supportive transitions and continuity of services within and across early childhood education programs and K-12 settings.

Strategy 7.1

Establish procedures and practices for collaboration and communication between early education programs and kindergarten that support all domains, including social emotional learning.

Actions

a. Convene a statewide workgroup to propose a definition of kindergarten readiness.

b. Set guidelines and publicize best practices for programs as they prepare 4-year-old children and their families for the transition to kindergarten.

c. Evaluate to improve the use of a kindergarten readiness assessment tool and reliability training for teachers.

Strategy 7.2

Establish procedures and practices for programs, in partnership with families, to develop transition plans for a child any time they move within a program or to a different program.

Actions

a. Identify and promote best practices and collaborations within and between programs in supporting smooth transitions for children in early childhood education programs.

Strategy 7.3

Provide information to parents about transition points and best practices.

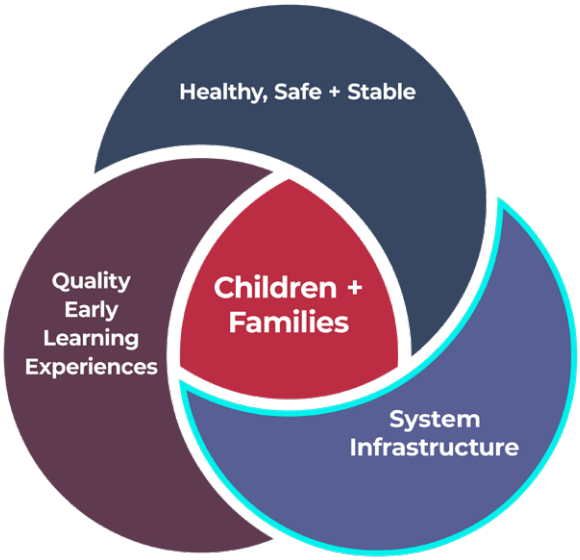
Actions

a. Identify supports for families navigating transitions.

b. Create and implement a communications plan to inform families about these supports.

GOAL 3

Alaska children and families are supported by a functional, comprehensive, mixed-delivery early childhood system.



OBJECTIVE 8

ELEVATION OF THE EARLY CHILDHOOD SYSTEM

Alaskans recognize the critical role early childhood plays and advocate to foster healthy families, early childhood development and access to quality care and education.

Strategy 8.1

Partner with families and local communities in all planning and decision-making on system change.

Actions

a. Offer opportunities for families to build confidence in their role as early childhood development experts and advocates.

b. Provide mentorship opportunities for parents, grandparents, caregivers and other family members to meaningfully participate in system change.

c. Recognize parents and other family members as professionals by providing compensation to include options such as honoraria, funding for travel, and child care.

d. In consultation with families, create guidelines and provide training for early childhood system organizations to increase participation by communities and families.

Strategy 8.2

Develop and implement communications and marketing strategies to increase public awareness about the importance of early childhood.

Actions

a. Identify stakeholder audiences and develop strategies to engage each audience.

b. Develop shared messages for a public information campaign about the importance and impacts of all aspects of early childhood.

c. Establish roles and responsibilities and resources to deliver shared messaging to identified audiences.

Strategy 8.3

Develop and implement a statewide public policy agenda.

Actions

a. Identify the broad spectrum of existing early childhood advocacy organizations in Alaska.

b. Engage advocacy organizations in developing a shared policy agenda consistent with the priorities identified in this state plan.

c. Establish roles and responsibilities to implement the policy agenda on behalf of families.

OBJECTIVE 9

STRATEGIC FUNDING

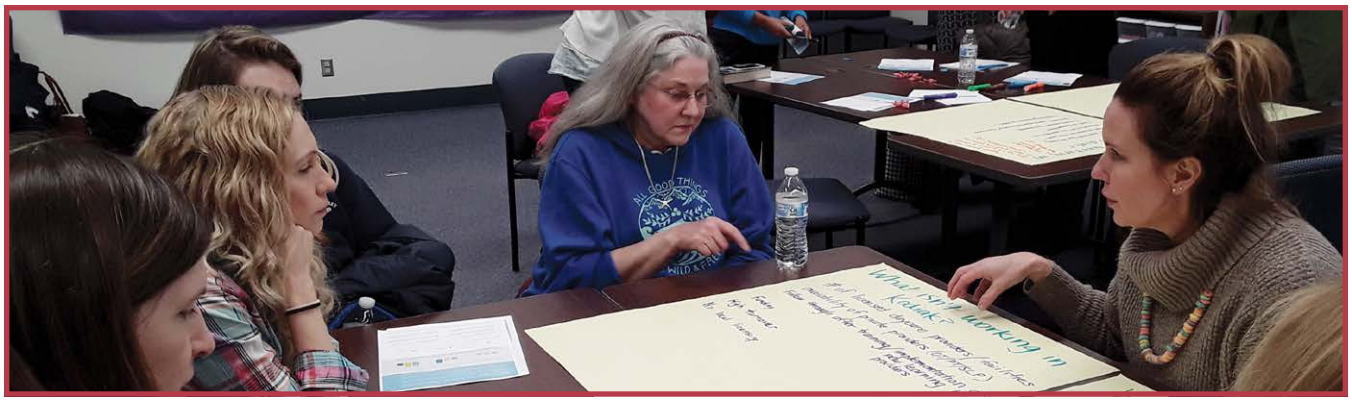
Funding for early childhood care and education is coordinated, based on current data, and supports the goals of this statewide plan.

Strategy 9.1

Develop fiscal policy that moves system sectors toward delivery of services in a whole-child approach.

Actions

a. Map financing currently allocated for services to children and families to identify opportunities to connect policies across funding streams.



b. Develop and agree on next steps and recommendations from Action a.

c. Endorse and adopt policies based on findings from Action a.

Strategy 9.2

Provide financial incentives for ongoing quality and system improvement.

Actions

a. Assess how current funding streams incentivize programs to meet higher standards, particularly for programs serving children in poverty.

b. Partner with communities to leverage federal, state, local and private funding across these systems.

Strategy 9.3

Identify new and strategic ways to maximize funding.

Actions

a. Convene a statewide work group to explore and report on additional funding opportunities from federal agencies, philanthropic and private sources and funding models used in other states.

OBJECTIVE 10

DATA INTEGRATION AND ACCOUNTABILITY

Collection and use of reliable data on early childhood is coordinated, centralized, accessible and actionable.

Strategy 10.1

Map and analyze current early childhood data systems in Alaska.

Actions

a. Establish how the data system will be created, who will manage and maintain it, and where it will be housed.

b. Identify early childhood data that is being collected and identify opportunities to link and align existing data.

c. Develop a strategy to create a unique child identifier to provide information about young children across services and programs.

Strategy 10.2

Regularly review, update, and use data to guide continuous improvement and inform planning, policy, practice and operations.

Actions

a. Align and coordinate assessment and screening methods, definitions and resulting data to track progress on child development and outcomes.

b. Create a dashboard and benchmark data to inform quality improvement and make data informed decisions.

c. Produce a statewide public report of available early childhood data in a family-friendly format.

OBJECTIVE 11

WORKFORCE

The early childhood workforce is stable, qualified, fairly compensated, diverse, and supported.

Strategy 11.1

Increase cross sector recruitment and retention of early childhood professionals.

Actions

a. Train, attract and retain the appropriate workforce to provide integrated health services.

b. Collaborate with lead organizations that are addressing integrated health care workforce gaps.

c. Convene a multi-sector statewide task force to identify and examine retention strategies for early childhood education professionals such as loan forgiveness, scholarships, mental health/stress/wellness/burnout and compassion fatigue, pay increase and benefits packages, and recruiting directly from the communities they serve.

d. Increase the number of trained Relationship-Based Professional Development (RBPD) Coaches, Infant/EC Mental Health Consultants, technical assistance, and mentors to support the early childhood education workforce.

Strategy 11.2

Increase professional development opportunities for early childhood professionals.

Actions

a. Develop and implement a strategy to educate medical providers on physical, dental and mental health best practices for screening and care of young children and their families.

b. Increase the capacity of the current mental health and early intervention workforce by providing professional development opportunities in infant and early childhood mental health competencies and trauma informed interventions.

c. Provide local, easily accessible trainings for early childhood educators with in-person trainers in communities, video training for onboarding of new staff and train the trainer courses.

d. Identify and publicize statewide professional development resources and venues for early childhood professionals.

e. Develop and implement training for early childhood professionals on best practices for family partnerships.

Strategy 11.3

Improve wages and compensation for early childhood professionals.

Actions

a. Establish wage and compensation equity within the early childhood education field.

b. Achieve parity for early childhood professionals with compensation comparable to professionals with similar responsibilities and qualifications in education and health care.

c. Support early childhood education programs to establish their own transparent pay scale that reflects experience, years in the field, and education.

Strategy 11.4

Increase diversity across the early childhood workforce.

Actions

a. Identify opportunities to promote diversity of the early childhood workforce to better represent and be reflective of the children and families in programs.

OBJECTIVE 12

COORDINATED PLAN IMPLEMENTATION

An aligned and coordinated process is used to implement this strategic plan resulting in a permanent and improved early childhood system for Alaska.

Strategy 12.1

Ensure coordination to develop aligned policies, standards, and regulations across all sectors and settings.

Actions

a. Strengthen collaboration and partnership within and between early childhood education systems.

b. Strengthen collaboration and partnership within and between early childhood education providers at the local and state level.

c. Explore new and effective ways for consistent collaboration between tribes and all other sectors of the early childhood system.

d. Develop systems of shared monitoring activities among early childhood programs to increase efficiency and collaboration.

e. Partner with tribal entities to evaluate current child care licensing requirements and make recommendations as to what areas can be streamlined without compromising quality.

f. Establish a statewide work group to propose shared definitions of system wide terms including but not limited to; kindergarten readiness, expulsion, quality and high quality.

g. Establish a statewide work group to propose a shared definition of the term region within Alaska and a shared determination of regional boundaries for the purpose of data alignment.

h. Develop and implement trauma informed practices across all settings and sectors.

i. Expand investment in the background check system so that it is efficient and accessible to early childhood education professionals to accelerate the employment and hiring process.

j. Align quality standards across early childhood education programs.

Strategy 12.2

Create an improved, sustainable and accountable governance approach with decision-making authority.

Actions

a. Form a work group with the specific goal of designing an improved approach to governance, with consultant support. Through a consensus-building process, the group will propose a design for a new approach to governance for the early childhood system that includes structure, form, function, and funding.

b. Engage families, communities, public and private partners and other stakeholders in the design of an improved early childhood governance approach in Alaska.

c. Ensure the governance design includes sustainable staffing capacity for implementing this 5-year strategic plan.

d. Ensure the governance design includes funding for performance management and evaluation to implement the 5-year strategic plan.

e. Provide a written proposal for an improved design for governing Alaska's early childhood system.

Strategy 12.3

Establish roles and responsibilities to implement this strategic plan for both current and improved governance approaches.

Actions

a. Begin initial implementation during year one under the existing framework of the Alaska Early Childhood Coordinating Council (AECCC) by reconstructing current work groups to align with the goals of the plan and establishing annual work plans.

b. In the design of the improved governance approach, designate who will be responsible and accountable for overseeing implementation of this strategic plan.

c. Establish a coordination plan for transitioning any implementation roles and responsibilities to an improved governance approach.

CONCLUSIONS AND NEXT STEPS

Achieving the goals of this plan will require all sectors of Alaska's early childhood system working together. This document builds upon existing plans and many of the activities and strategies are already underway by partners across the state, however, there is a real need for ongoing coordination.

Early implementation of this plan will be established through the leadership of the AECCC. Additionally, a work group has been formed to write a proposal for a new approach to governing the early childhood system that will include considerations for establishing accountability for implementing the plan through progress measures, roles, responsibilities, and desired outcomes. Once adopted, the new governance body will establish these progress measures to guide implementation of the plan.

This plan will be disseminated widely across the state and can also be used as a road map for public and private decision-makers and local regional leadership to begin establishing their own early childhood system improvements.

The spirit of this plan is meant to encourage all early childhood stakeholders to leverage already existing planning efforts and resources through cooperation, alignment, and collaboration at all levels to make enduring and sustainable improvements in Alaska's early childhood system. With dedication and commitment to the efforts outlined in this plan, Alaska's children and families will thrive in a strong and equitable early childhood system.

GLOSSARY & CITATIONS

The following glossary presents a list of terminology and definitions that are nationally recognized by the Research Connections' Child Care and Early Education Glossary. Also included are Alaska specific terms where applicable.

Accessibility - The extent to which families are able to use services. Key elements of access include: physical accessibility, whether services are reachable without undue physical barriers, including distance or transportation barriers; financial accessibility, affordability or whether the cost of services impacts basic needs such as housing or food. This is often expressed as a percent of household income.

Affordability - The degree to which the price of child care is a reasonable or feasible family expense. States maintain different definitions of "affordable" child care, taking various factors into consideration, such as family income, child care market rates, and subsidy acceptance, among others.

Availability - The extent to which there are sufficient services within a geographic area (e.g. a state, county, or city), and whether there is a regular supply over time. For purposes of this study, "sufficient" means the numbers of services and slots are aligned with estimated need. Availability is more complex than matching total supply to demand in a given area. For example, there may be sufficient child care slots in a region, but insufficient infant slots and excess slots for 3 to 5-year-olds. This definition was also provided by the JTF.

Child Care Assistance - Any public or private financial assistance intended to lower the cost of child care for families. Also called child care subsidy.

Child Care Provider - An organization or individual that provides early care and education services.

Child Development - The process by which children acquire skills in the areas of social, emotional, intellectual, speech and language, and physical development, including fine and gross motor skills. Developmental stages describe the expected, sequential order of gaining skills and competencies that children typically acquire.

Co-regulation - Regulation from others is called co-regulation. A child learns self-regulation through co-regulation with a trusted caregiver. It is not possible to self-regulate without first having been co-regulated. Co-regulation always comes first. If a child has not experienced a co-regulating presence, it will be difficult for the child to understand how to self-regulate. An example of co-regulation is the way a mother comforts a child when she's upset.

Cost of Care - The monetary cost of providing early care and education services. Major contributors to the cost of care include staff wages and salaries, benefits, rent, supplies, professional development, and training. The cost of care can be different from the actual price of care charged by the provider.

Cultural Responsiveness - A term that describes what happens when special knowledge about individuals and groups of people is incorporated into standards, policies, and practices. Cultural responsiveness fosters an appreciation of families and their unique backgrounds and has been shown to increase the quality and effectiveness of services to children.

Developmentally Appropriate - Practices, behaviors, activities, and settings that are adapted to match the age, characteristics, and developmental progress of a specific group of children.

Disadvantaged - Populations in a given geographic area with higher relative rates of unemployment (more than 4% above the statewide average) and children in low-income families (area where the concentration of families living below 200% of the federal poverty level is more than 5% above the statewide average). Other potential measures include children with physical and developmental disabilities; children in state-mandated placement outside the home; homeless children; children of undocumented migrants; and children of incarcerated parents or caregivers.

Developmental Screening and Assessment - The practice of systematically measuring a child's development across multiple domains and looking for signs of developmental delays. Screening and assessment tools are typically administered by professionals in health care, community, or school settings with children and families and can consist of formal questionnaires or checklists that ask targeted questions about a child's development.

Early Childhood Care and Education - Programs and services focused on development of children's social, emotional, cognitive, and physical functions that aim to build a foundation for lifelong learning and well-being. These programs operate in a complex interchange of health, social, child care, and education services that provide a holistic system of support for children and their families.

Early Childhood Professional - All individuals working in the early childhood system.

Early Childhood System - For purposes of the Alaska early childhood strategic plan, the early childhood system is broadly defined to include a wide range of critical touch points to young Alaskans. This may include but is limited to health, education, child care, early childhood center-based learning and care services, early childhood home and community based services, technical assistance, child protection, behavioral health, early intervention, family supports and programs that provide fiscal support, regulatory guidance, training and education.

Early Intervention (EI) - Services that are designed to address the developmental needs of infants and toddlers with disabilities, ages birth to three years, and their families. Early Intervention services are generally administered by qualified personnel and require the development of an Individualized Family Service Plan (IFSP). Early Intervention is authorized by the federal Individuals with Disabilities Education Act (IDEA), Part C.

Early Literacy - Refers to what children know about and are able to do as it relates to communication, language, reading, and writing before they can actually read and write. Children's experiences with conversation, books, print, and stories (oral and written) all contribute to their early literacy skills.

Equitable/Equity - Equitable is the notion that each and every person will receive the necessary resources he/she needs individually to thrive, regardless of national origin, race, gender, sexual orientation, first language, being differently abled or other distinguishing characteristics.

Evidence-Informed Practice - A practice, regimen, or service that is grounded in evidence and can demonstrate that it improves outcomes. Elements of evidence-informed practice are standardized, replicable, and effective within a given setting and for a particular group of participants.

Expulsion - Permanent removal or dismissal from an early childhood education program.

Family Engagement and Partnerships - Refers to an interactive process of relationship-building between early childhood professionals and families that is mutual, respectful, and responsive to the family's language and culture. Engagement in the early years prepares families to support their children's learning throughout their school years and support parent/ family-child relationships that are key to healthy child development, school readiness, and well-being.

Head Start and Early Head Start - A federal program that provides comprehensive early childhood education, health, nutrition, and parent involvement services to low-income families. The program is designed to foster stable family relationships, enhance children's physical and emotional well-being, and support children's cognitive skills so they are ready to succeed in school. Early Head Start works with children birth to three years of age and their families. Head Start works with children three to five years of age and their families. Federal grants are awarded to local public or private agencies, referred to as "grantees," that provide Head Start services. Currently the State of Alaska provides some grant funds to Early Head Start and Head Start grantees. Head Start is administered by the Administration for Children and Families (ACF) of the U.S. Department of Health and Human Services (HHS).

High Quality Early Childhood Care And Education - Defined by the JTF for the purposes of this plan, a program that has a Continuous Quality Improvement Plan (CQIP), not in response to non-compliance or enforcement, to which the program is held accountable (also see Quality Early Childhood Care and Education).

Home Visiting Programs - Programs that aim to improve child outcomes by helping high-risk parents who are pregnant or have young children to enhance their parenting skills. Most home visiting programs match trained professionals and/or paraprofessionals with families to provide a variety of services in families' home settings. Examples of home visiting services can include health check-ups, developmental screenings, referrals, parenting advice, and guidance with navigating community services.

Inclusive - The principle of enabling all children, regardless of their diverse backgrounds or abilities, to participate actively in natural settings within their learning environments and larger communities.

Infant/Toddler Mental Health (ITMH) - Defined as the healthy social and emotional development of young children, birth to three years of age. ITMH builds on responsive relationships with primary caregivers (parents, family, child care) that build healthy attachment and foundations for life.

Licensed Child Care Licensed child care providers/facilities are those facilities that possess a current license, issued by the Department of Health & Social Services or the Municipality of Anchorage, to operate a child care facility in the State of Alaska.

Medical Home - The Medical Home (also known as Patient or Family Centered Medical Home) is an approach to providing comprehensive primary care that facilitates partnerships between patients, clinicians, medical staff, and families. It is a medical practice organized to produce higher quality care and improved cost efficiency. In a medical home, parents can expect care that is coordinated across care settings and disciplines.

Mentoring - A form of professional development characterized by an ongoing relationship between a novice and an experienced teacher or provider to deliver personalized instruction and feedback. Mentoring is intended to increase an individual's personal or professional capacity, resulting in greater professional effectiveness.

Mixed-Delivery System - Programs, providers and settings (such as Head Start, licensed family and center-based child care programs, public schools and community-based organizations) that are supported with a combination of public funds and private funds.

Monitoring - The process used to enforce child care providers' compliance with licensing rules and regulations. States may use "differential monitoring" as a regulatory method for determining the frequency or depth of monitoring based on an assessment of the child care facility's compliance history and other quality indicators.

Parent Choice - Refers to families' ability to access child care that they want/desire. The term is often used to refer to families receiving a child care subsidy through the federal Child Care and Development Fund who should be able to access all legal forms of care.

Parenting Education - Instruction or information directed toward parents and families to increase effective parenting skills.

Prekindergarten (PreK) - In-home or center-based child care, Head Start, private preschool, and school district preschool programs serving 3-5 year old children.

Preschool - Programs that provide early education and care to children in the two or three years before they enter kindergarten, typically from ages 2.5-5 years. Preschools may be publicly or privately operated and may receive public funds.

Professional Development (PD) - Refers to a continuum of learning and support activities designed to prepare individuals for work with, and on behalf of, young children and their families, as well as ongoing experiences to enhance this work. Professional development encompasses education, training, and technical assistance (TA), which leads to improvements in the knowledge, skills, practices, and dispositions of early education professionals.

Protective Factors - Protective factors are conditions or attributes (skills, strengths, resources, supports or coping strategies) in individuals, families, communities or the larger society that help people deal more effectively with stressful events and mitigate or eliminate risk in families and communities.

Risk Factors - Refers to circumstances that increase a child's susceptibility to a wide range of negative outcomes and experiences. Risk factors for low school readiness may include parental/family characteristics such as low socioeconomic status and education, children's characteristics, such as whether the child has special needs, or community conditions and experiences, such as whether the child has access to high quality early care and education.

Quality Early Childhood Care and Education - As defined by the JTF for the purposes of this plan, a program that is licensed, certified, or approved and in good standing with their oversight agency. Such programs include, but are not limited to, Early Head Starts and Head Starts, State of Alaska or Municipality of Anchorage- licensed child care, public pre-elementary programs, tribally-approved child care, and child care approved by the military.

Rural - Alaska statute defines a rural community as one with a population of 5,500 or fewer not connected by road or rail to Anchorage or Fairbanks, or a population of 1,500 or fewer that is connected to those communities. A rural borough or census area is defined as a geographic area in which rural communities predominate.

Social Emotional Development - Refers to the developmental process whereby children learn to identify and understand their own feelings, accurately read and comprehend emotional states in others, manage and express strong emotions in constructive manners, regulate their behavior, develop empathy for others, and establish and maintain relationships.

Special Needs - A term used to describe a child with an identified learning disability or physical or mental health condition requiring special education services, or other specialized services and supports usually delivered through an Individualized Education Plan (IEP) and/or Individualized Family Services Plan (IFSP). See related: Early Intervention (EI).

Technical Assistance (TA) - The provision of targeted and customized supports by a professional(s) with subject matter expertise and adult learning knowledge and competencies. In an early education setting, TA is typically provided to teaching and administrative staff to improve the quality of services and supports they provide to children and families.

Trauma Informed - Refers to an approach used in working with children exposed to traumatic events or conditions. Children exposed to trauma may display heightened aggression, poor social skills, and impulsivity; they also may struggle academically or engage in risk-taking or other challenging behaviors. Service providers and family members that are trained in Trauma Informed Care (TIC) learn effective ways to interact with these children, such as helping them cope with traumatic "triggers," supporting their emotion regulation skills, maintaining predictable routines, and using effective behavior management strategies.

Workforce - The broad range of individuals engaged in the health care and education of young children. Members of the early childhood workforce may include teaching, caregiving, and administrative staff, as well as a wide range of health professionals.

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*A special thanks to the McDowell Group for providing original graphics which were adapted for use in this plan.

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Early Care & Learning in Alaska

2020 Economic Impact Report

An Essential Investment Now and in the Future for Alaska's Families, Businesses & Economy

- Prepares children for school and life
- Fundamental for workforce participation and a higher standard of living
- Directly generates jobs and income
- Economic benefits that far exceed costs

Prepared for the Alaska Early Childhood Coordinating Council prior to the COVID-19 pandemic. | **December 2020**

Alaska's Early Care & Learning Sector is an Economic Generator

Alaska's early care & learning (ECL) sector* accounts for more than **half a billion dollars** of economic activity annually.

$275 million

in labor income

Over 8,700 Jobs

including direct and indirect jobs

$587 million

in economic activity

* ECL Definition: ECL services includes all types of child care, including formal (licensed, regulated) services and informal (short term, temporary, and other child care) arrangements.

Over **$390 million** is spent on early care & learning services and programs in Alaska

Note: Spending in the sector is likely higher, as these figures do not include U.S. Department of Defense spending in support of military ECL programs, local government spending, or business spending on child care assistance benefits for employees.

ECL sector economic impacts include:

Jobs with ECL services and program providers

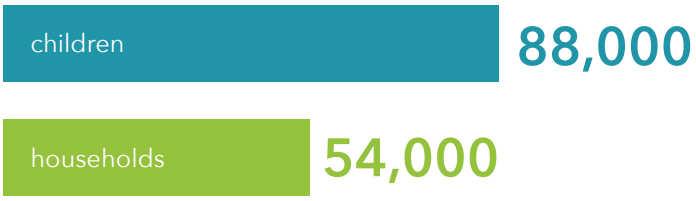
Spending by ECL providers

Spending of wages earned by ECL providers

Every dollar spent on early care & learning in Alaska generates **$1.50** in economic activity!

Demand for Early Care & Learning Services is Greater than Supply Throughout Alaska

More than 88,000 children from 54,000 Alaska households are in need of ECL services



Note: Children 0 through 12 years of age.

Children in ECL Services

48%

Of children under 6 years of age

30%

Of children 6 - 12 years of age

94% of children not in ECL services stay home with a household member.

Alaska households need ECL services for a variety of reasons

Alaska households with children in ECL services report the following factors are important in their decision to use services.

93%

Provide social interaction, learning, and other enrichment for children

87%

Allow adults to be employed

50%

Allow adults time for activities outside of work

64% of Households ▶ consider allowing adults to be employed as the most important factor in their decision to use ECL service.

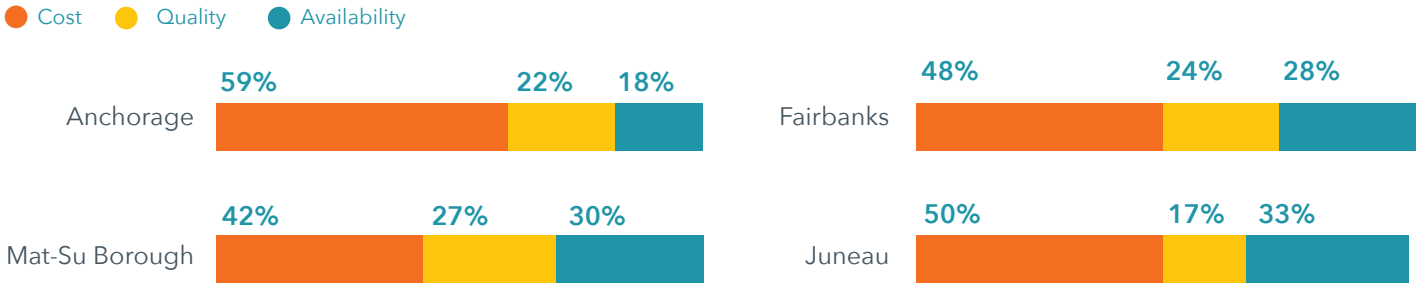
Type of ECL services received varies by age group

Type of Care	Under 6 years of age	6 - 12 years of age
Care at someone else's home	25%	28%
Care in child's own home by family, friend, or other provider	23%	32%
Pre-elementary or center-based care	51%	7%
Early Head Start/Head Start	10%	N/A
School-sponsored before or after school programs	N/A	22%
Other before or after school programs	N/A	20%
Other	1%	5%

Results include children in multiple types of care.

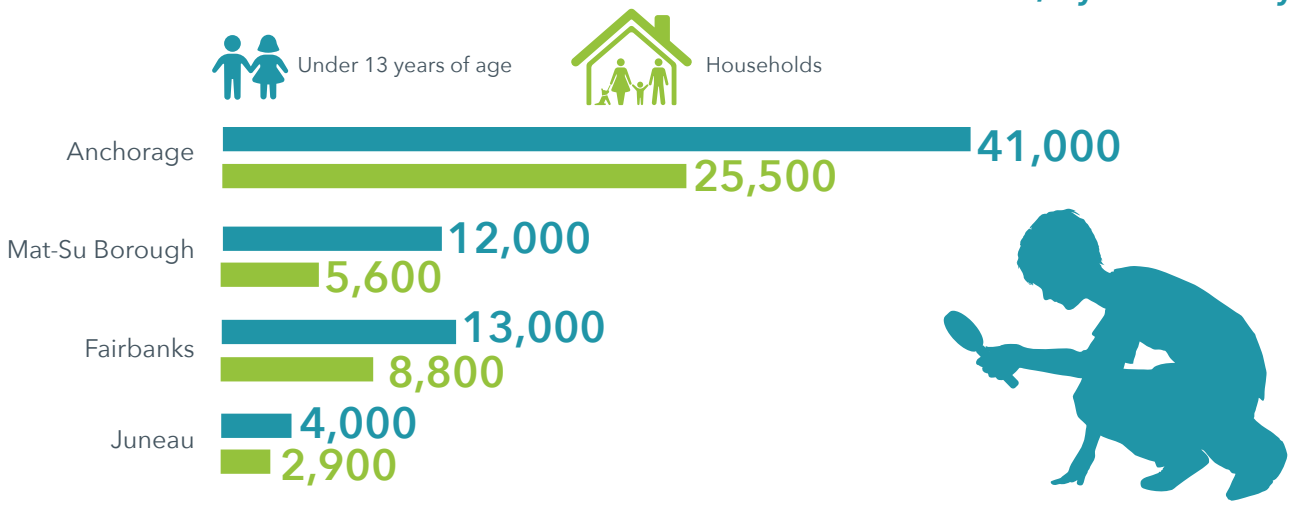
Alaska's Largest Cities & Boroughs in Focus

ECL service factors with the greatest impact on household member's ability to participate in the workforce

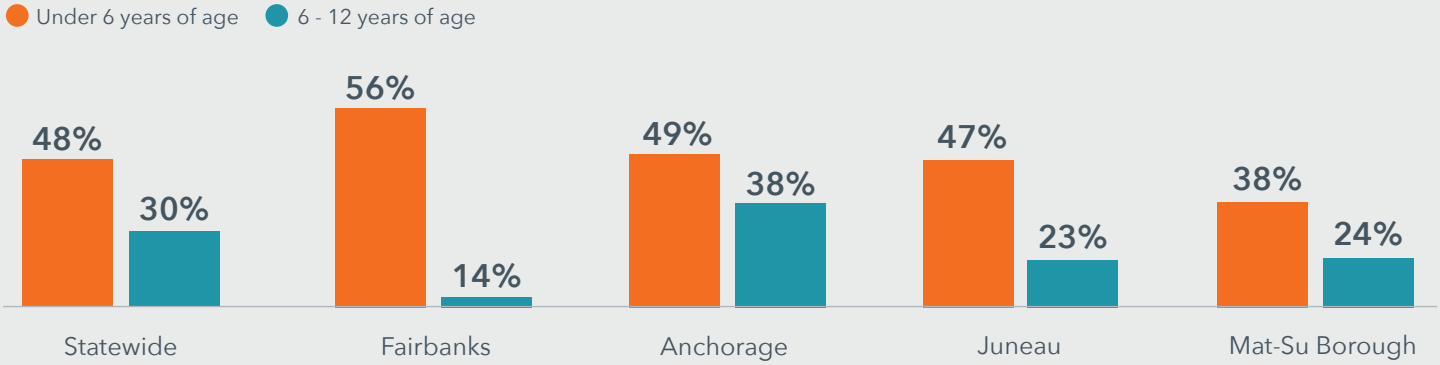


Note: numbers may not add to 100% due to a small percent of survey respondents who did not answer the question.

Estimated number of children and households in need of ECL services, by community



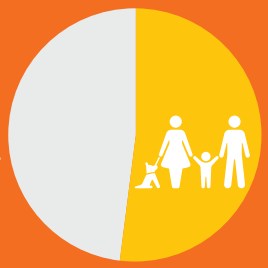
Percent of children in ECL services, by community



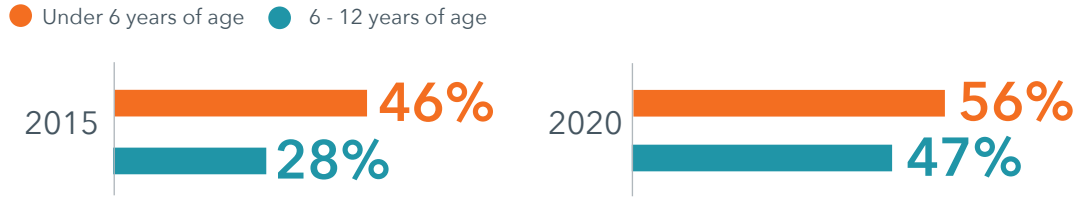
Want to know more about supply & demand in your community? Visit the Early Care & Learning Dashboard at threadalaska.org.

Access to Early Care & Learning Services is Becoming Increasingly Difficult for Alaska Families

For those households with children in ECL services, **52%** found it difficult or very difficult to find services.



Difficulty accessing services has increased since 2015

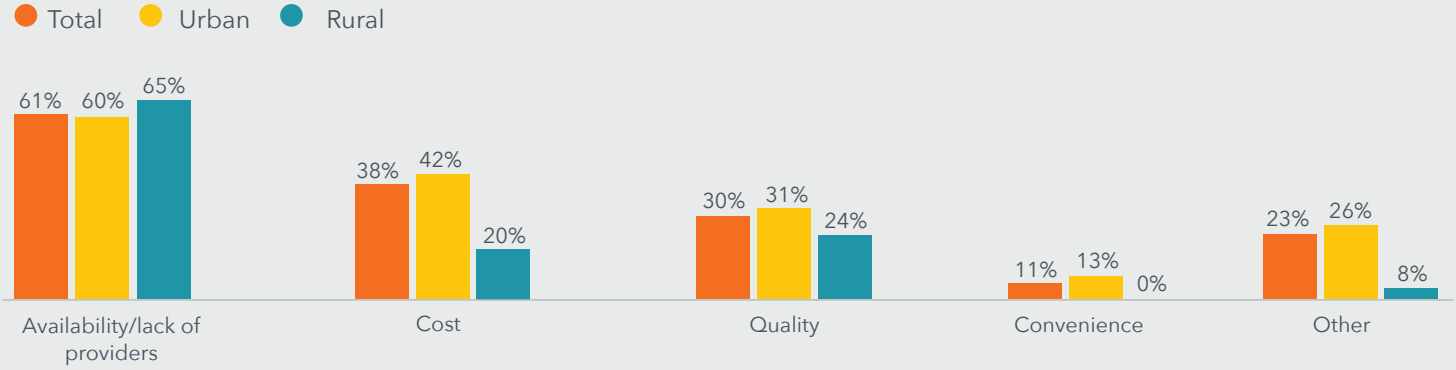


Difficulty finding care is greater in rural communities than urban areas

61%
Rural Communities

51%
Urban Areas

Barriers to finding ECL services*



* For families who report difficulty finding care for their child.

Cost of Early Care & Learning Services is a Financial Burden for Many Alaska Families

Alaska households with children spend an average of **$520 per month** per child, or **$6,200 per year,** on paid ECL services.

Time in Care
per child in paid care (average hours per month):

Under 6 years of age	6 - 12 years of age
105	48

Spending
per month per child in paid care:

Under 6 years of age	6 - 12 years of age
$650	$322

Note: Averages include children in full-time, part-time, or occasional care.

Full-time center-based care for a family with two children can cost over **$15,000** per year.

Average cost of care as a percentage of household income

Cost of care averages **17%** of household income each year for families with children

12% of household income for married couple households

23% of household income for single male households

34% of household income for single female households

Financial assistance from an employer or the government is used to help pay for ECL services for **12%** of children.

Alaska's Early Care & Learning Workforce - Big Responsibilities / Low Wages

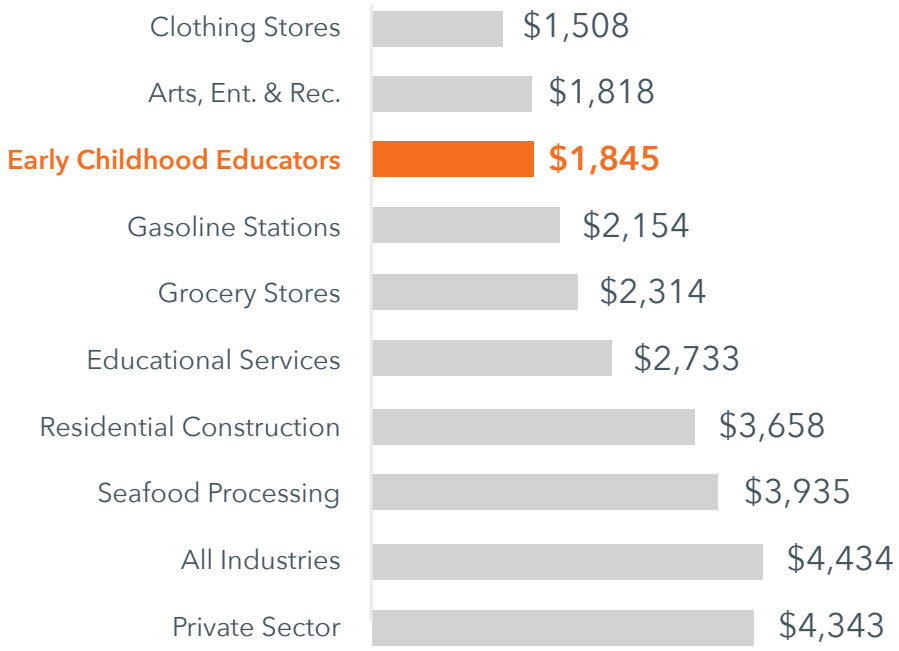
Employment
in Alaska's ECL sector

6,500

professionals

directly care for and educate young children when not with their parent, guardian, or other household member.

Average monthly wages for selected sectors



Note: Most recently available data from Alaska Department of Labor and Workforce Development, 2017.

90% of early care and learning jobs are in the two lowest-paid occupations in the education sector: child care professionals and preschool teachers (public and private combined).

9 of 10 child care professionals earn **< $25,000** annually as do 6 of 10 preschool teachers.

This is not a liveable wage and many child care professionals struggle to support their own families.

Wages in the ECL sector are among the lowest in the economy, yet the people employed in this sector are entrusted with the care and education of children at a critical time of learning.

Low wages result in:

High employee turnover rates

Difficulty recruiting and retaining trained and skilled educators

Challenges providing continuity of care (impacts quality)

In terms of actual purchasing power, the average wage paid to early childhood educators in Alaska is **15% below** the national average.

Early Care & Learning sector employees earn

42%

of the average wage for all Alaska workers

43% **62%**

Worker turnover is high in the sector

Among all professionals in the ECL sector in 2015, 43% were not with the same employer the following year and 62% were not after two years.

Early Care & Learning Services Make a Stable Workforce Possible

16% of Alaska's residents can participate in the workforce because of ECL services, earning a higher income and enjoying a higher standard of living

43,300

Parents and caregivers are in the workforce because of ECL services

$1.9 billion

In wages are earned by parents and caregivers because of ECL services

$41,000 ↑

Average increase in earnings for a two-parent household with the second parent in the labor force

$62,000 ↑

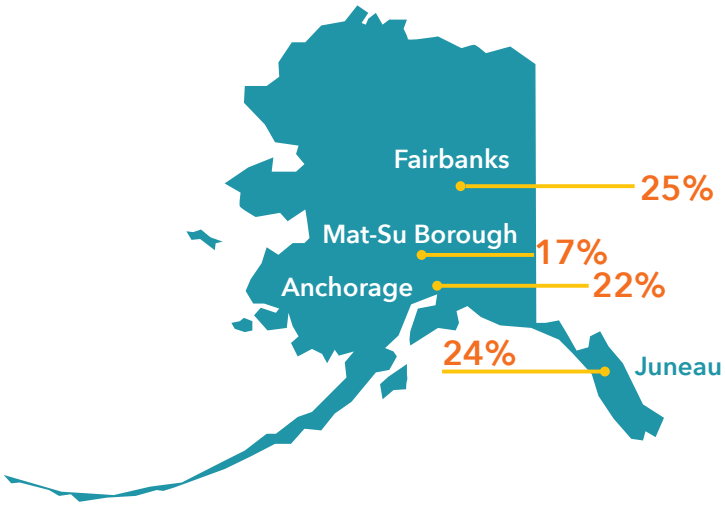
Average earning for a single father able to participate in the labor force

$50,000 ↑

Average earnings for a single mother able to participate in the labor force

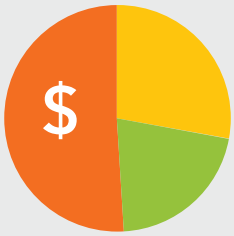
Lack of access to ECL services restricts employment

Percentage of households in which at least one household member is not employed or working less because of lack of access to ECL services.



1 in 5 households - or 22% cannot fully participate in the labor force due to the cost, availability, or quality of ECL services.

Factor with the greatest impact on families' ability to find child care



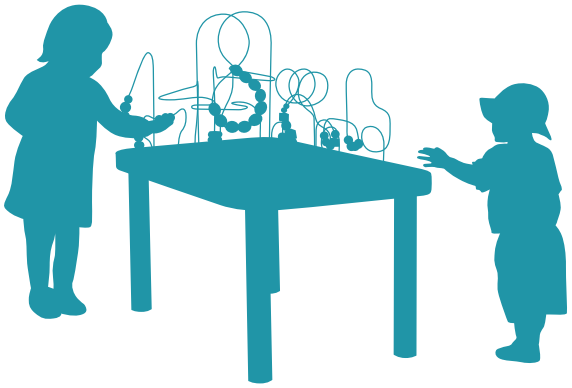
- **51%** Cost
- **28%** Availability
- **20%** Quality

Note: Among households with a member not employed, or working less hours because of lack of access to child care.

Businesses Benefit from Supporting Employee Early Care & Learning Needs

8 out of 10 employees in Alaska report their employer accommodates at least some of their ECL needs

- **49%** Very accommodating
- **32%** Somewhat accommodating
- **9%** Not accommodating
- **7%** Don't know/ refused



Employers who support employees with children benefit in a number of ways

42%	34%	12%	6%	5%
Better employee retention	Higher job satisfaction	Greater productivity	Reduced training costs/ lower turnover	Easier recruiting

Alaska employers see value in these ECL employee benefits that result in **increased productivity and attendance**

- Operation of on-site ECL services, including free or reduced rates and priority access
- Secure spots with third-party ECL providers for children of employees
- Financial assistance to subsidize the cost of ECL services
- ECL referral services
- Flexible schedules
- Dependent Care Assistance Plans

Benefits of Early Care & Learning

ECL services are a critical aspect of Alaska's socioeconomic fabric and offer a range of benefits.

- **Prepare children for school and life**
- **Are fundamental for workforce participation and a higher standard of living**
- **Directly generate jobs and income**
- **Provide economic benefits that far exceed costs**

Opportunities for Change

Though there is growing recognition of the importance of quality ECL to Alaska families and the economy, progress is still needed in key areas:

- Access to quality care is getting more difficult, especially for infants and toddlers.
- More than 1 in 5 families is unable to fully participate in the workforce, due to lack of access to care.
- Families continue to bear most of the ECL cost burden.
- ECL labor force wages remain among the lowest in the economy.
- Only 15% of working parents in Alaska receive ECL-related benefits from their employer.

Greater public and private investment will support a stronger ECL sector that benefits Alaska's families, businesses, and economy.

This economic impact report was prepared for the Alaska Early Childhood Coordinating Council (AECCC) with generous support from:

thread connecting early care & education to alaska

State of Alaska Department of Health and Social Services

Alaska Department of Education & Early Development

Rasmuson Foundation

act alaska children's trust

Best Beginnings Alaska's Early Childhood Investment

Alaska Head Start Association Support Brings Success

All Alaska Pediatric Partnership

RurAL CAP

Cook Inlet Tribal Council People. Partnership. Potential.

The Alaska Early Childhood Coordinating Council (AECCC) promotes positive development, improved health and mental health outcomes, and school readiness for Alaska's children, prenatal through 8 years of age. The AECCC creates a culturally responsive, comprehensive, and accessible service delivery system that links service providers, empowers families, and engages communities. The AECCC facilitates integration and alignment of services, planning efforts, resources, policy development, and funding as well as strengthens connections between health, mental health, education, family support systems, and pubic and private partners.

All data in this report was collected and analyzed prior to the COVID-19 pandemic.

Prepared by:

McKINLEY RESEARCH GROUP, LLC

Formerly McDowell Group

Juneau • Anchorage

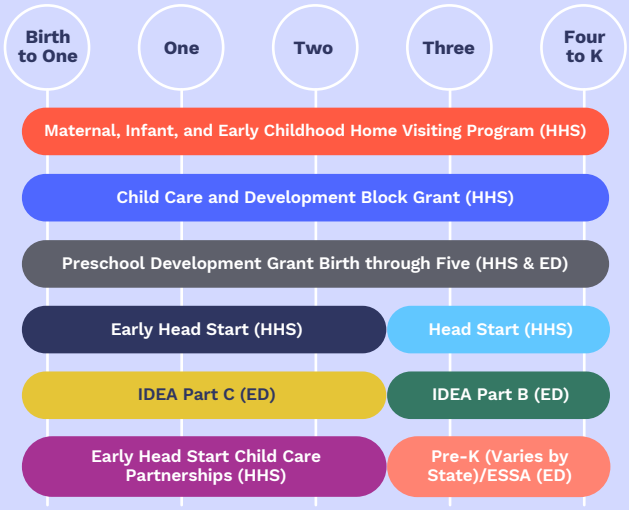
ABCs of Federal Early Learning and Care Funding Streams

FIRST FIVE YEARS FUND

Every year, millions of children from low-income families who range in age from birth through age five, benefit from the array of federal early learning and care programs. While programs may occur in different settings and have different requirements, together they form an effective mixed-delivery system that supports the care, education, and healthy development of children living in poverty, prioritizing parental choice and children's individual needs.

Note: The data and information in this resource do not include COVID-19 relief funding. To learn more, visit our website: www.ffyf.org

Federally Funded Early Learning Support by Ages Served



Child Care and Development Block Grant (CCDBG)

WHAT IT DOES Funds states, territories, and tribal entities to develop and implement a subsidy program for low-income families with children under age 13 (the majority of children served are under 5; subsidies can be used for care of children ages 5-13 while they are not in school) and improve the quality of child care available

WHO IT SERVES Children from families with income below 85% of the state median income (85% of the U.S. median is $55,855); additional state limits allowed

15% Eligible Served[1]

2,100,000
Children Served Nationwide

FY 2021 Funding
$5,911,000,000
($85 million above FY 2020)

Head Start

WHAT IT DOES Funds public and private organizations and tribal entities to provide high-quality early childhood education and other health, nutrition, and family engagement and support services to three- and four-year-old children living in poverty

WHO IT SERVES Children from families with income below federal poverty guidelines (under $26,500 for a family of 4); who are receiving TANF or supplemental security income (SSI); or who are experiencing homelessness; children in foster care

36% Eligible Served[2]

652,442
Children Served Nationwide

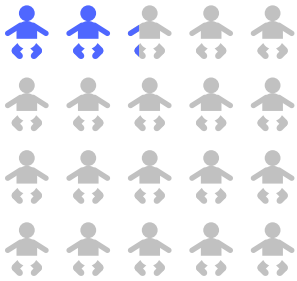
FY 2021 Funding
$10,748,095,000
($135 million above FY 2020)

Early Head Start*

WHAT IT DOES Provides services to infants and toddlers from low-income families to promote their physical, cognitive, social, and emotional development and enable parents to fulfill their roles as primary caregivers and teachers of their children

WHO IT SERVES Children from families with income below federal poverty guidelines (under $26,500 for a family of 4); are receiving TANF or SSI; or are experiencing homelessness; children in foster care

11% Eligible Served[3]



163,126
Children Served Nationwide

FY 2021 Funding
$10,748,095,000
($135 million above FY 2020)

[1] FY 2015; Government Accountability Office (https://www.gao.gov/assets/700/696930.pdf)
*Funding provided within Head Start
[2] 2018-19; National Head Start Association (https://www.nhsa.org/national-head-start-fact-sheets/)
[3] Ibid.

Early Head Start-Child Care Partnerships*

WHAT IT DOES Early Head Start grantees partner with local child care providers—both home- and center-based—who serve low-income children receiving child care subsidies to support the child care providers in meeting Head Start Performance Standards and providing comprehensive wrap-around services to meet children's health, nutrition, and other comprehensive development needs

WHO IT SERVES Children from families with income below federal poverty guidelines (under $26,500 for a family of 4); are receiving TANF or SSI; or are experiencing homelessness; children in foster care

32,000[4]
Number of Children Directly Benefiting

$905,000,000[5]
FY 2020 Funding
($100 million above FY 2019)

Child Care Access Means Parents in School (CCAMPIS)

WHAT IT DOES Provides campus-based child care programs to college students, including before- and after-school services

WHO IT SERVES Low-income parents who are eligible for a Federal Pell grant

11,000[7]
Approximate Number of Parents Served

$55,000,000
FY 2021 Funding
($2 million above FY 2020)

Preschool Development Grant Birth Through Five (PDG B-5)

WHAT IT DOES Competitive grant program to help states strengthen early childhood systems for children from birth through age five. In the first year, funds state-level needs assessments and strategic planning with the goals of: maximizing parental choice, improving transitions within early care and learning programs and with elementary schools, and improving overall quality of programs. 46 states were awarded initial grants in 2018. In 2019, 23 of the initial 46 jurisdictions were awarded implementation grants, and 6 new awards were made for initial planning grants.

WHO IT SERVES All 56 states, territories, and commonwealths were eligible to apply for initial grants.

23 states
Received 3-year implementation grants in 2019

$275,000,000
FY 2021 Funding
(equal to FY 2020)

6 states
Received initial planning grants in 2019

Maternal, Infant, and Early Childhood Home Visiting (MIECHV)

WHAT IT DOES Funds states, territories, and tribal entities to develop and implement evidence-based, voluntary home visiting services to families considered at-risk; home visitors meet with parents in their homes from pregnancy through their child's kindergarten entry to help lay the foundation for the health, education, development, and economic self-sufficiency of the entire family

WHO IT SERVES Children from families living in at-risk communities as identified in a statewide needs assessment

154,000[6]
Participants Served Nationwide

$400,000,000
FY 2021 Funding
(equal to FY 2020)

Temporary Assistance for Needy Families (TANF)

WHAT IT DOES Awards block grants to states to design and operate programs that help low-income families achieve self-sufficiency, including child care, state preschool, and other early education programs

WHO IT SERVES Financially needy families with children; exact financial eligibility rules and benefit amounts are determined by states, which have discretion over program requirements

$1,468,089,198
FY 2019 Funding ($147 million above FY 2018)[8]

Individuals with Disabilities Education Act (IDEA)

WHAT IT DOES IDEA Part C provides early intervention services to infants and toddlers with disabilities and their families; IDEA Part B provides special education and related services to children and youth ages 3 through 21

WHO IT SERVES Children with a disability

IDEA PART C
428,859

IDEA PART C
$481,850,000
FY 2021 Funding
($4.85 million above FY 2020)

IDEA PART B (AGES 3-5)
716,382[9]
Children Served Nationwide

IDEA PART B, SEC. 619
$397,620,000
FY 2021 Funding
($3.5 million above FY 2020)

[4] 2017 (https://www.acf.hhs.gov/sites/default/files/ecd/ehs_ccp_brochure.pdf)
[5] This funding is both for Early Head Start Expansion Grants and Early Head Start-Child Care Partnerships. FY2021 funding level not specified.
[6] FY 2019 (https://mchb.hrsa.gov/maternal-child-health-initiatives/home-visiting-overview)
[7] Based on $50 million funding (https://bipartisanpolicy.org/explainer/revisiting-ccampis-during-covid-19-the-untapped-potential-of-on-campus-child-care)
[8] FY 2019 Early Care and Learning Expenditures (https://www.acf.hhs.gov/ofa/data/tanf-financial-data-fy-2019)
[9] 2019-20 (https://www2.ed.gov/programs/osepidea/618-data/static-tables/index.html)

File #: 23-0283, **Version:** 1

ITEM TITLE:
Discussion Item: Expert Panel Structure and Desired Outcomes

SUBMITTED BY: Elise Sorum-Birk, Deputy City Clerk

FISCAL NOTES:

Expenditure Required: n/a
Unencumbered Balance: n/a
Funding Source: n/a

RECOMMENDATION:

n/a

SUMMARY STATEMENT:

The goal of this discussion item is to determine the structure and intent of the planned expert panel. Questions to consider include:

- How would this advance the work/ knowledge base of the task force?
- What questions will be posed?
- What format should the panel have?
- What is the best use of time for task force members and panel volunteers?