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| **Goal 1** | Promote school readiness through developmentally appropriate programs focused on all areas of child development as outlined in the [Alaska Early Learning Guidelines](https://www.alaskaelg.org/). |

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| **Goal 2** | Encourage collaboration amongst an [early childhood mixed delivery system](https://www.ececonsortium.org/wp-content/uploads/2021/07/ECEC-Solutions-Paper-Mixed-Delivery.pdf) that meets individual community needs with site-based, home-based, and/or community-based programs. |

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| **Goal 3** | Strong partnership between program and families through two-way communication; incorporating family culture, language and values into the learning environment; on-going family engagement; and celebrating growth together. |

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| **Goal 4** | Lay the foundation for literacy by embedding science of reading principles throughout each program’s curricula, routines, and schedule. For pre-elementary children, emerging literacy skills are oral language, phonological awareness, and print knowledge. |

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| **Goal 5** | Utilize the [state-supported developmental screening tool](https://education.alaska.gov/earlylearning/early-learning-data) to engage families and schools in screening all pre-elementary students in order to identify and provide programming that supports children who are experiencing developmental delay.  |

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| **Goal 6** | Utilize the state-supported formative assessment tool to monitor child progress, provide differentiated activities, and continually improve program efficacy.  |

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| **Goal 7** | Facilitate the transition of pre-elementary children between programs by fostering ongoing collaboration among the family, the current program, and the receiving program. |

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| **Goal 8** | Promote high-quality learning environments by ensuring that early childhood professionals have access to on-going professional development and on-going opportunities to reflect on and improve their teaching practice. |

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| **Goal 9** | Recognize the importance of social-emotional development through use of an evidence-based early childhood positive behavior support framework that includes effective teacher-child interactions, relationship-based practices, and social-emotional competence. |