

Form C
Goals and Plan of Action for Centers

Center Name _____

Care About Childcare Quality Indicator	Description of what is needed to meet the Quality Indicator	Brief description of plans to meet this indicator
HS 7 Outdoor activity time is scheduled daily for at least 60 minutes	<input type="checkbox"/> Copy of the schedule showing outdoor activity/play time is scheduled daily for a total of 60 minutes (the sixty minutes can be broken up into smaller parts; ideally there is time in the morning and afternoon)	Briefly describe your plans to meet this indicator:
Currently Met <input type="checkbox"/>	<input type="checkbox"/> Written description of how the program uses the Child Care Weather Chart and air quality information to determine how long children will stay outside	
Currently Not Met <input type="checkbox"/>	<input type="checkbox"/> Photo showing that the program has extra outdoor winter clothing for children (2- 3 of each per classroom: hats, mittens & scarves; boots in snowy areas) OR if the center requires parent to keep a set of winter outdoor clothing throughout the season, a copy of the parent handbook that includes that policy	
Date to upload to CAC site:	<input type="checkbox"/> Infants under one year of age are taken outdoors at least three times per week during the winter (December 1 st to February 28 th), weather permitting. Weather permitting is based on the Child Care Weather Chart and air quality. Stroller walks can be counted as outdoor activities only during the winter months. <input type="checkbox"/> Written description of how families are made aware of this practice	
HS 8 Television, video and computer use by children is limited	<input type="checkbox"/> Program's policy includes, at a minimum, the following: <ul style="list-style-type: none"> ○ Children under two years of age never watch TV or videos or use computers. ○ Older children spend NO MORE THAN 30 minutes per 	Briefly describe your plans to meet this indicator:

Currently Met <input type="checkbox"/>	<p>week watching TV or videos or playing video games</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exceptions are made for one monthly video. <input type="checkbox"/> Limited computer use is allowed in the classroom for educational games or homework purposes in 15 minute increments <input type="checkbox"/> Devices used for adaptive functioning for any child are always allowed. <input type="checkbox"/> Written description of how families are made aware of this policy 	
Currently Not Met <input type="checkbox"/>		
Date to upload to CAC site:		
IE 1 Program makes at least 3 different activity areas accessible simultaneously for children on a daily basis	<ul style="list-style-type: none"> <input type="checkbox"/> Photos of each classroom that give an overview of the space, labeled with the classroom name <input type="checkbox"/> A photo of each of the three activity/learning centers clearly showing the contents and the play space available to the children (also labeled with the classroom name). <input type="checkbox"/> Completed activity area "Equipment Inventory" (Click on the (I) for copy of Equipment Inventory) <input type="checkbox"/> Floor plan or diagram showing the locations of the activity areas within the classroom 	Briefly describe your plans to meet this indicator:
Currently Met <input type="checkbox"/>		
Currently Not Met <input type="checkbox"/>		
Date to upload to CAC site:		
IE 3 Activity areas are available at least two hours a day	<ul style="list-style-type: none"> <input type="checkbox"/> You must have received credit for Indoor Environment #1 before receiving credit for this criteria <input type="checkbox"/> Daily schedule showing that the activity areas from Criteria IE#1 and/or IE#2 are available at least two hours a day <input type="checkbox"/> Highlight or mark the times when at least two of the learning centers counted in IE #1 or IE #2 are available simultaneously. 	Briefly describe your plans to meet this indicator:
Currently Met <input type="checkbox"/>		
Currently Not Met <input type="checkbox"/>		
Date to upload to CAC site:		

<p>PR 2 Schedule shows a balance of active and quiet activities</p>	<input type="checkbox"/> Copy of schedule FOR EACH CLASSROOM showing the day includes both <ul style="list-style-type: none"> ○ Active activities (which include BLOCKS, MUSIC, and DRAMATIC PLAY) ○ Quiet activities (which include BOOK & COZY AREAS, TABLE TOYS, PUZZLES, and ART) <input type="checkbox"/> During child-directed play or learning centers, both active and quiet play activities are accessible to children	<p>Briefly describe your plans to meet this indicator:</p>
<p>Currently Met <input type="checkbox"/></p>		
<p>Currently Not Met <input type="checkbox"/></p>		
<p>Date to upload to CAC site:</p>		
<p>PR 3 The program schedules time to work with children in small groups or individually</p>	<input type="checkbox"/> Copy of the daily schedule FOR EACH CLASSROOM with the times that you interact with children individually or in small groups clearly marked (this usually happens during free choice, activity area time and/or nap times). <input type="checkbox"/> A written description of how you include each of the children in this type of activity on a daily basis	<p>Briefly describe your plans to meet this indicator:</p>
<p>Currently Met <input type="checkbox"/></p>		
<p>Currently Not Met <input type="checkbox"/></p>		
<p>Date to upload to CAC site:</p>		
<p>PR 5 Strategies are used to support children's social and emotional development</p>	<input type="checkbox"/> Written description of at least five strategies used to support children's social & emotional development <input type="checkbox"/> A written description of how you give each child individual attention daily <input type="checkbox"/> Copies of training materials or section of the staff handbook that discusses these strategies <input type="checkbox"/> Examples include how you support the development of:	<p>Briefly describe your plans to meet this indicator:</p>
<p>Currently Met <input type="checkbox"/></p>		

Currently Not Met <input type="checkbox"/>	<ul style="list-style-type: none"> ○ friendships between children ○ ability to share toys and take turns ○ ability to resolve conflicts peacefully ○ willingness to take risks and try new activities ○ ability to delay gratification and cope with disappointment ○ ability to express their feelings and thoughts ○ ability to follow routines and the program rules <input type="checkbox"/> Highlight or clearly mark the portion of the handbook that addresses this practice	
Date to upload to CAC site:		
PR 8 Activities that support children's physical development are provided daily	<input type="checkbox"/> Copy of one weekly activity/lesson plan FOR EACH CLASSROOM from the past month showing: <ul style="list-style-type: none"> ○ Daily opportunities for children's physical development (large and small motor) ○ At least one caregiver-directed age-appropriate activity that targets or focuses on a specific skill in this area. ○ Written description of how the week's plan went, with comments on what worked and what you would change for next time ○ Written list of play options for children who don't want to participate in the teacher-directed activity ○ For infant and toddler rooms: Weekly plan listing at least three different physical experiences that are offered to the children during the week 	Briefly describe your plans to meet this indicator:
Currently Met <input type="checkbox"/>		
Currently Not Met <input type="checkbox"/>		
Date to upload to CAC site:		
PR 9 The program promotes children's cognitive development by offering daily opportunities to explore science and math concepts	<input type="checkbox"/> Copy of one weekly activity/lesson plan FOR EACH CLASSROOM from the past month showing: <ul style="list-style-type: none"> ○ Daily opportunities for children to explore science and math concepts ○ At least one caregiver-directed age-appropriate activity that targets or focuses on a specific skill in this area ○ Written description of how the week's plan went, with 	Briefly describe your plans to meet this indicator:

Currently Met <input type="checkbox"/>	<p>comments on what worked and what you would change for next time</p> <ul style="list-style-type: none"> ○ Written list of play options for children who don't want to participate in the teacher-directed activity ○ For infant and toddler rooms: Weekly plan listing at least three different cognitive experiences that are offered to the children during the week 	
Currently Not Met <input type="checkbox"/>		
Date to upload to CAC site:		
PR 10 Children's language and literacy development is encouraged through daily activities	<input type="checkbox"/> Copy of one weekly activity/lesson plan FOR EACH CLASSROOM from the past month showing: <ul style="list-style-type: none"> ○ Daily opportunities for children's language and literacy development ○ At least one caregiver-directed age-appropriate activity that targets or focuses on a specific skill in this area ○ Written description of how the week's plan went, with comments on what worked and what you would change for next time ○ Written list of play options for children who don't want to participate in the teacher-directed activity ○ For infant and toddler rooms: Weekly plan listing at least three different language/literacy experiences that are offered to the children during the week 	Briefly describe your plans to meet this indicator:
Currently Met <input type="checkbox"/>		
Currently Not Met <input type="checkbox"/>		
Date to upload to CAC site:		
PR 11 The children participate in creative activities each day	<input type="checkbox"/> Copy of one weekly activity/lesson plan FOR EACH CLASSROOM from the past month showing: <ul style="list-style-type: none"> ○ Daily opportunities for children's creative development (art, music, dance, dramatic play) ○ At least one caregiver-directed age-appropriate activity that targets or focuses on a specific skill in this area ○ Written description of how the week's plan went, with comments on what worked and what you would change for next time 	Briefly describe your plans to meet this indicator:
Currently Met <input type="checkbox"/>		
Currently Not Met <input type="checkbox"/>		

<p>Date to upload to CAC site:</p>	<ul style="list-style-type: none"> ○ Written list of play options for children who don't want to participate in the teacher-directed activity ○ For infant and toddler rooms: Weekly plan listing at least three different creative experiences that are offered to the children during the week 	
<p>PR 15 Programs have materials that reflect the lives of their children and families, as well as the diversity found in society</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Photos that show that each classroom has materials (books, dolls, dramatic play props, posters, etc.) that reflect the lives of their children and families, as well as the diversity found in society (label each photo with classroom name) <input type="checkbox"/> Copy of the Equipment Inventory showing a sufficient amount of items on the dramatic play and language/literacy areas 	<p>Briefly describe your plans to meet this indicator:</p>
<p>Currently Met <input type="checkbox"/></p>		
<p>Currently Not Met <input type="checkbox"/></p>		
<p>Date to upload to CAC site:</p>		
<p>AD 17 Monthly staff meetings that include staff development activities</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A copy of the program's policy that requires staff to participate in staff meetings <input type="checkbox"/> Agenda or notes from the past THREE meetings that include at least one opportunity for staff development <input type="checkbox"/> Description of how meetings are handled (do all meetings include training, is there time for staff to discuss issues/challenges that are having, time for staff to share new information from training, reading, etc.) 	<p>Briefly describe your plans to meet this indicator:</p>
<p>Currently Met <input type="checkbox"/></p>		
<p>Currently Not Met <input type="checkbox"/></p>		
<p>Date to upload to CAC site:</p>		

FI 6 Program provides opportunity for families to share knowledge about their children	<input type="checkbox"/> Program's written procedure on how families can share information about their child's interests, strengths, concerns and goals, (i.e., getting to know you forms, new family orientation meeting, parent conferences, etc. <input type="checkbox"/> Written description of at least one example of how this happened in the past year	Briefly describe your plans to meet this indicator:
Currently Met <input type="checkbox"/>		
Currently Not Met <input type="checkbox"/>		
Date to upload to CAC site:		