

Good Day Mr. Ebbon, A. Allen, and fellow advisory Neighborhood Commissioners,

My name is Victoria Manley and I am coming to you on behalf of Manley Science and Technology Center located at 4628 H Street Southeast, Washington, DC 20019 to seek special exemptions to continue with servicing my CBO within our community. In 2001, I opened a home based childcare facility to serve 5 children between 6 weeks and 5 years old from our community. During 2001 through 2010, I had request from the community care for more children but because I was only a childcare home I could not care for more than 5 children. I quickly saw the need for opening a childcare center for parents and wanted to help not only by providing care but providing quality care for my community. So I went back to college to receive my Associates of Arts in Early Childhood Education and graduated in 2009. Once I graduated, I quickly went back to receive my Bachelors of Arts in Human Development and graduated in January, 2014.

My first request for permission from the ANC to care for a total of 15 children was in 2008 which was granted with the assistance of Rose Hamlin (my commissioner at the time.) I came back in 2011 to increase my numbers to help fulfill the need for more infant spaces that our community was lacking at the time. I was granted slots for 30 children between 6 weeks and 12 years of age. During the past 3 years, I have put a lot of time and funds into making the center one of the best in the city. I receive my BA, put in a playground, front, back, and side evacuation ramps (see attachment), and purchased computers from Hatch Educational Supplies for 3 and 4 year olds to have access and to complete PreK evaluations. The CBO has filled 7 job positions which included a cook to make healthy meals according to the USDA guidelines. The facility is currently serving 6 infants and 8 toddlers with a staff of 5 including myself. The curriculum we are using is Mother Goose Time which is age appropriate and researched based. We have been

using this curriculum for 6 years (see attachment) with much success for our community children to be prepared for Kindergarten. We are also receiving vouchers from the Office of State Superintendent of Education Early Learning Subsidy Division which helps parents with obtaining quality care for their children.

We are currently working on our licensing agreement which allows us to continue providing quality safe practices and care for the children of our community. They will make sure the facility is safe indoors and outdoors, all employed staff are qualified, and children are immunized and healthy. The new licensing regulations states that the facility will be licensed for 3 years before a renewal is required. This means we can provide quality care without interruptions each year. We are also applying for NAEYC Accreditation and going through the QRIS to maintain quality care within the district and nationally. These accomplishments not only help MTSC but also Ward 7 because the community parents will be guaranteed a quality childcare provider service. Ward 7 gets a lot of neglect from the government when it comes to quality resources and service but MTSC is breaking that barrier for our community. Finally, we are participating in CACFP Healthy Tots program to provide healthy meals and snacks to the children of our community through home grown produce. If you grant us this exemption we can continue to reach successful measures and provide a much respected and needed service to the families of our community.

Best Regards,

Victoria Manley  
Owner/Director

Manley Science and Technology Center

Person Completing Form: Victoria Manley

Date: 9/19/17

Tell us about how you use and how you chose the curriculum in your program. Do you ensure that the curriculum is aligned to the DC Common Core Early Learning Standards? Do you modify the curriculum for culturally and linguistically diverse children, children with special needs, and children who are advanced in development?

**Enter your information here:**

My center was offered mother goose curriculum at a convention in 2013. So, when the opportunity came up to receive the Mother Goose Time curriculum for free in exchange for sharing my experience with this curriculum, I accepted.

The Mother Goose Time Curriculum is aligned with the common Core in the following ways;

Infants- 0-2years-Respond, Play Connect, and Observe

The Mother Goose Time Experience Baby Curriculum support relationship based, play and discovery. Using this system teachers will nurture warm and caring emotional connections with the child and build trust and security . Teachers will offer play opportunities that invite children to engage, explore, and discover their environment through every day routines. Teachers will also partner with families and share reflections on each unique development.(RESPOND)=Teacher will follow the child's lead with the planning calendar and 36 shared experience cards.( PLAY)- What does the child face say ? ready to play or pause. (CONNECT WITH FAMILIES)-Teachers will build relationships by using-the daily journals to communicate between care centers and home.( OBSERVE)- Teachers will enhance how to follow the child progress with infant cue cards and engagement tracking sheets. The continuum of development and learning expectations for this age group with some standards emerging. The Mother Goose Experience Baby Curriculum and The Common Core are aligned with Logic and Reasoning - Mother Goose Time monthly curriculum supply teacher with age appropriate sensory toys .Communication Language- Mother Goose Time curriculum supply Infant teachers with age appropriate books to read. Mother Goose Curriculum daily lesson plan encourages the teacher it interact and talk to the infants throughout the day. Social Emotional -Mother Goose Time Incorporate in the Play Theme What does the child face say which are facial expressions that the teacher and child display throughout the day .Also Mother Goose theme Connect With Families help teachers build positive relationships with adults. Physical Development -Mother Goose Time Experience Baby Curriculum uses planning calendar to follow the child daily progress with large and small motor skills and its documented in the daily journal. Mathematics, Science,Social Studies and Art indicators are all emerging.

Toddle-2 to 3/ Preschool 4-5

Mother Goose Time believes high quality relationships correlate to positive outcomes for young children therefore, young children who have strong social and emotional development are more likely to have good academic performance in future schooling However,Mother Goose Time integrates (1)social emotional component in each lesson plan . The skills and goals integrated are self concept -(CC standard)31a, Self direction (CC standard)29a ,social relationships(CC standard 30a),All lesson plans are modified for children who are culturally and linguistically diverse , children with special needs and children who are advanced in development. (2) Physical Development-Mother Goose Time Curriculum actively engages a child mind and body through multidisciplinary activities that invite children to touch climb crawl and manipulate objects in their surrounding environment .(CC standard 32a, 33a, 34b, ) All lesson plans are modified for children who are culturally and linguistically diverse, children with special needs and children who are advanced in development. (3)Language/ Literacy-Mother Goose Time is a literacy rich curriculum and invites children to ask questions and explore ideas through discussion and dramatic play. Moreover Mother Goose Time curriculum encourages children to construct autobiographical narrative in the form of story telling, journaling, and drawing.(CC standard 5a.6a.7a.8a.9a.10a.11a.12a.13a.)all lesson plans are modified for children who are culturally and linguistically diverse children with

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special needs and children who are advanced in development.

(4) Math and Reasoning- Through Mother Goose Time curriculum children develop the ability to reason mathematically. The skills and goals integrated within the curriculum are ( a) (Number Concept (-CC standard 15a) (b Shapes - (CC standards 17a,) (c)Spatial Awareness ( CC Standard 18a) (4) Pattern and Sorting (CC Standard Patterns are emerging and sorting is aligned with 14a) (5) Measurement (CC Standard 16a) (d) Logic (CC Standard 1a 2a, 3a and 4a ) The curriculum and lesson plans are modified for children who are culturally and linguistically diverse, children who have special needs and children who are advanced in development.

(5) Social Studies .

Mother Goose Time embraces the research that it is critical to invite children to explore diverse communities, which enables them to integrate commonalities between them and increase respect for differences. The skills and goals Mother Goose Time integrated into the curriculum and lesson plans are (a) Families and Communities (b) Civics and Economics, (c) Geography (d)History in which all are Emerging according to Common Core Standards. Curriculum and daily lesson plans are modified for children who are linguistically and culturally diverse, children with special needs, and children who are advanced in development.

(6) Creative Development- Mother Goose Time is an art infused curriculum that allows children to take creative risk , make connections, and explore their curiosity in meaningful ways . Skills and goals are integrated into the curriculum are (a) Music (b) Dance and Movement (c) Visual arts and (d) Drama. All have indicators that are Emerging .Curriculum and daily lesson plans are modified for children who are linguistically and culturally diverse, children with special needs, and children who are advanced in development.

(7)Science - Mother Goose Time include science based projects and processes throughout the curriculum integrate the skills and goals (a) Scientific Reasoning(b) Life Science (c) Physical Science (d) Earth Science (e) and Technology. All have Emergent indicators in Common Core Standards. Curriculum and daily lesson plans are modified for children who are linguistically and culturally diverse, children with special needs, and children who are advanced in development.

Mother Goose Time Curriculum also include themes that help infant , toddlers and preschoolers construct knowledge and build connections through real experiences. Instead of having a day of disjointed activities. Themes organize new information around unified context. Mother Goose Also have an an assessment system . The assessment system allow teachers to capture learning as it happens. The system include resources to help document children learning process through natural and intentional observations. the tools offered are; child portfolio Kit,teachers guide with embedded assessment prompts and star system, development continuum ,monthly skill chart and Childfolio app. Online training is also available for teachers for professional development. Mother Goose has long advocated that the full range of knowledge and skills articulated in the Common Core should be aligned with Mother Goose assessments, curriculum, instruction , profession development, and learning environments.

# Skills and Goals



Social and Emotional Development	
1 Self Concept	1.1 Expresses preference
	1.2 Takes responsibility
2 Self Direction	2.1 Identifies and manages feelings
	2.2 Follows rules and routines
	2.3 Maintains attention
3 Social Relationships	3.1 Builds positive relationships
	3.2 Cooperates
	3.3 Cares for and responds to others

Physical Development	
4 Gross Motor	4.1 Builds strength and balance
	4.2 Coordinates large movements
5 Fine Motor	5.1 Controls small movements
	5.2 Uses drawing/writing tools
6 Health and Safety	6.1 Makes healthy food and exercise choices
	6.2 Practices good hygiene
	6.3 Demonstrates safe practices

Language and Literacy	
7 Listening Comprehension	7.1 Comprehends spoken language
	7.2 Follows verbal directions
8 Communication	8.1 Communicates ideas
	8.2 Speaks in sentences
9 Vocabulary	9.1 Builds vocabulary
	9.2 Hears small units of sound
10 Phonological Awareness	10.1 Identifies rhyme and alliteration
	10.2 Demonstrates print knowledge
11 Concepts of Print	11.1 Identifies letters and words
	11.2 Makes letter-sound connections
12 Letter/Word Recognition	12.1 Responds to text
	12.2 Retells, asks and answers questions
13 Reading Comprehension	13.1 Writes name, words and sentences
	13.2 Expresses through writing

Mathematics and Reasoning	
15 Number Concepts	15.1 Identifies numerals
	15.2 Counts to determine quantity
	15.3 Understands operations
16 Shapes	16.1 Identifies shapes
	16.2 Manipulates parts and wholes
17 Spatial Awareness	17.1 Finds and rotates objects
	17.2 Determines object location
18 Patterns and Sorting	18.1 Identifies and creates patterns
	18.2 Matches, sorts and orders
19 Measurement	19.1 Estimates and measures
	19.2 Compares and orders
20 Logic	20.1 Solves problems

Social Studies	
21 Families and Communities	21.1 Identifies community and family roles
	21.2 Explores cultures and traditions
22 Civics and Economics	22.1 Respects diversity
	22.2 Understands citizenship
23 Geography	23.1 Understands concepts of trade
	23.2 Identifies types of places
24 History	24.1 Uses maps
	24.2 Describes past events

Creative Development	
30 Music	30.1 Develops rhythm and tone
	30.2 Expresses through music
31 Dance and Movement	31.1 Develops dance and movement techniques
	31.2 Expresses through dance and movement
32 Visual Arts	32.1 Develops artistic techniques
	32.2 Expresses through visual arts
33 Drama	33.1 Participates in dramatic play
	33.2 Uses and creates props

Science	
25 Scientific Reasoning	25.1 Inquire and predict
	25.2 Observe and experiment
26 Life Science	26.1 Evaluates and infers
	26.2 Identifies basic needs
27 Physical Science	27.1 Identifies basic needs
	27.2 Classifies organisms
28 Earth Science	28.1 Identifies properties of matter
	28.2 Explains forces and motions
29 Technology	29.1 Identifies weather and creates
	29.2 Explores ecosystems
	29.3 Explores technology

Second Language Acquisition	
34 Approach to Second Language Acquisition	34.1 Participates using target language
	34.2 Demonstrates initiative with target language
35 Comprehension of Second Language	35.1 Demonstrates comprehension of target language
	35.2 Uses target language to communicate



# Early Learning Continuum of Skills

## for Infants and Toddlers

Child development is a dynamic and gradual process, and each child develops in his own unique way. The Experience Baby *Early Learning Continuum of Skills* outlines a series of observable skill benchmarks for children ages 3-18 months. Each open-ended *Shared Experience Card* is written to trigger 1-2 of these skills.

### CONNECT & COMMUNICATE

GOAL	Young Infant	Older Infant	Young Toddler
<b>SOCIAL-EMOTIONAL DEVELOPMENT</b>			
SELF-CONCEPT	<b>Expresses needs and wants 1.1</b>	Uses different types of crying when hungry, tired, or in pain	Shows for attention, stands near adult or touches adult's hand to express needs/wants
	<b>Develops sense of self 1.2</b>	Visually inspects own hands	Rate and attends to own reflection in mirror
	<b>Expresses feelings 1.3</b>	Expresses joy with squealing and laughter, and discomfort with whining and crying	Expresses a wide range of feelings including joy, sadness, distress, contentment, interest, surprise, disgust and fear
SELF-REGULATION	<b>Develops persistence and attention 2.2</b>	Persists in reaching for a toy	Works to discover the sounds and actions of an object
	<b>Develops coping strategies 2.3</b>	Responds to soothing and comforting strategies such as being held, rocked or sucking	Manages feelings by using self-soothing strategies
	<b>Develops trust and security 3.1</b>	Responds to caregiver voice, touch, or gaze with eye contact, cooing, or quieting	Shows preference for familiar adults
SOCIAL RELATIONSHIPS	<b>Develops sense of belonging 3.2</b>	Visually follows the movement of a familiar caregiver	Observes people and shows enjoyment when near others
	<b>Responds to others 3.3</b>	Observes and responds to facial expressions and tone of voice with body movements	Looks to a trusted adult to gauge their reaction to determine if a situation or person is safe
			Imitates adult expressions of empathy such as making a sad face, giving a doll a hug or kissing a "boo-boo"
<b>LANGUAGE DEVELOPMENT</b>			
LISTENING COMPREHENSION	<b>Hears sounds, rhythms and inflections (listens to) 7.1, 10.1, 10.2, 10.3</b>	Responds to voices and interesting sounds by cooing or cooing	Turns towards someone talking. Responds joyfully to happy tones of voice. May cry in response to angry tones
	<b>Responds to sounds, gestures and words to understand language 7.2</b>	Stops to listen when hears familiar voices	Recognizes name and common words. Responds to simple verbal requests such as "Up," "Come here," and "No"
COMMUNICATION (intentional language)	<b>Mimics sounds, rhythms, inflections and gestures 8.1</b>	Imitates sounds back and forth	Imitates motions in simple games like peek-a-boo. Babbles with intention
	<b>Uses sounds, gestures, inflections and words to communicate 8.2, 9.1</b>	Uses eye contact, cooing, whining, and crying to communicate	Shouts to "call" a person and babbles during play
PHONOLOGICAL AWARENESS	<b>Mimics and babbles separate sounds 10.1</b>	Babbles or first with vowel sounds, then adds consonant sounds	Babbles with strings of consonant and vowel combinations
	<b>Interacts with rhymes, songs and stories 10.2</b>	Quiets to listen to a familiar rhyme or song	Responds to songs, rhymes, or stories by dancing and by imitating related movements
EMERGENT LITERACY	<b>Interacts with pictures and books 11.1, 12.1, 12.2, 13.1, 13.2</b>	Attends to objects and high-contrast pictures	As the adult names and points at pictures in the book, focuses on the book and responds to the adult's facial expressions

### MOVE & GROW

GOAL	Young Infant	Older Infant	Young Toddler
<b>PHYSICAL DEVELOPMENT</b>			
GROSS MOTOR	<b>Demonstrates strength, balance, and coordination 4.1</b>	Sits with support	Attempts to stand and balances briefly
	<b>Travels and moves 4.2</b>	Rolls over	Crawls
FINE MOTOR	<b>Demonstrates eye-hand coordination 5.1, 14.1</b>	Reaches for, bats, and grabs objects	Passes an object from one hand to the other
	<b>Uses hands to accomplish simple tasks 5.2</b>	Creates noise by shaking or banging an object on a surface	Bangs two objects together. Places items in (and takes them out of) a container
HEALTH & SAFETY	<b>Uses self-help skills during care routines 6.1, 2.1</b>	Puts own hands on bottle	Communicates a desire for more food or drink
	<b>Receives and participates in appropriate healthcare routines 6.2</b>	Caregiver responds quickly to infant's signals of being tired, hungry, or uncomfortable	Optimal health care routines are planned and implemented
	<b>Develops safety awareness 6.3</b>	Develops a relaxed response to being lifted and moved by a familiar adult	Uses developing depth perception to safely explore the environment. Explores and returns to caregiver

### PLAY & EXPLORE

GOAL	Young Infant	Older Infant	Young Toddler
<b>COGNITIVE DEVELOPMENT</b>			
NUMBER SENSE	<b>Develops an understanding of object permanence 15.3</b>	Moves head side to side to follow an object or person	Searches for a partially hidden, then fully hidden object
	<b>Explores parts and wholes 16.2</b>	Works to grasp a single object	Puts several items into a container
SPATIAL AWARENESS	<b>Manipulates and explores objects 17.1</b>	Explores by observing, mouthing and shaking objects	Bangs objects together and explores dropping objects
	<b>Investigates own body in space 17.2</b>	Responds to varied sensations of touch, pressure, and movement in caregiver's arms	Shifts weight while sitting and puts hand on the "floor" for support
PATTERNS & SORTING	<b>Demonstrates awareness of routines or patterns 18.1</b>	Demonstrates memory of familiar routines. For example, moves body in anticipation of feeding when a bottle is seen	Participates in familiar routines. For example, lifts legs during a diaper change or crawls to high chair for a snack
	<b>Demonstrates memory skills 18.2</b>	Demonstrates recognition of familiar people	Recalls and mimics the use of familiar objects such as a "blankie" or "bottle"
MEASUREMENT	<b>Explores the weight and size of objects 19.1, 19.2</b>	Uses hands to bat at suspended objects of varied sizes	Fills containers. Drops various-sized objects off a toy and listens to the sound
	<b>Develops an understanding of cause and effect 20.1</b>	Uses hands and feet to explore objects and textures	Explores objects that create sights and sounds