



THE NATIONAL CENTER ON
**Quality Teaching
and Learning**



THE NATIONAL CENTER
**Program Manager
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THE NATIONAL CENTER ON
**Parent, Family, and
Community Engagement**



Thoughtful Approaches in Supporting School Readiness Series - Part 1

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Presenters

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NIHSDA

OPENING ACTIVITY: YOUR EXPERIENCES WITH SCHOOL READINESS DATA



- Please introduce themselves to other participants at table
- Discuss in your teams:
 - Your school readiness **successes**
 - Areas where there is potential for **further growth** (what do you want to work on – strengthen?)

SESSION OBJECTIVES

- Understand the purpose of School Readiness Goals and how they might be written to align with the Head Start Early Learning and Child Development Framework and State Early Learning Guidelines.
- Learn how School Readiness Goals align with Program Goals.
- Understand how School Readiness Goals connect with Parent Engagement.
- Create and implement a plan of action for achieving goals.

SCHOOL READINESS...

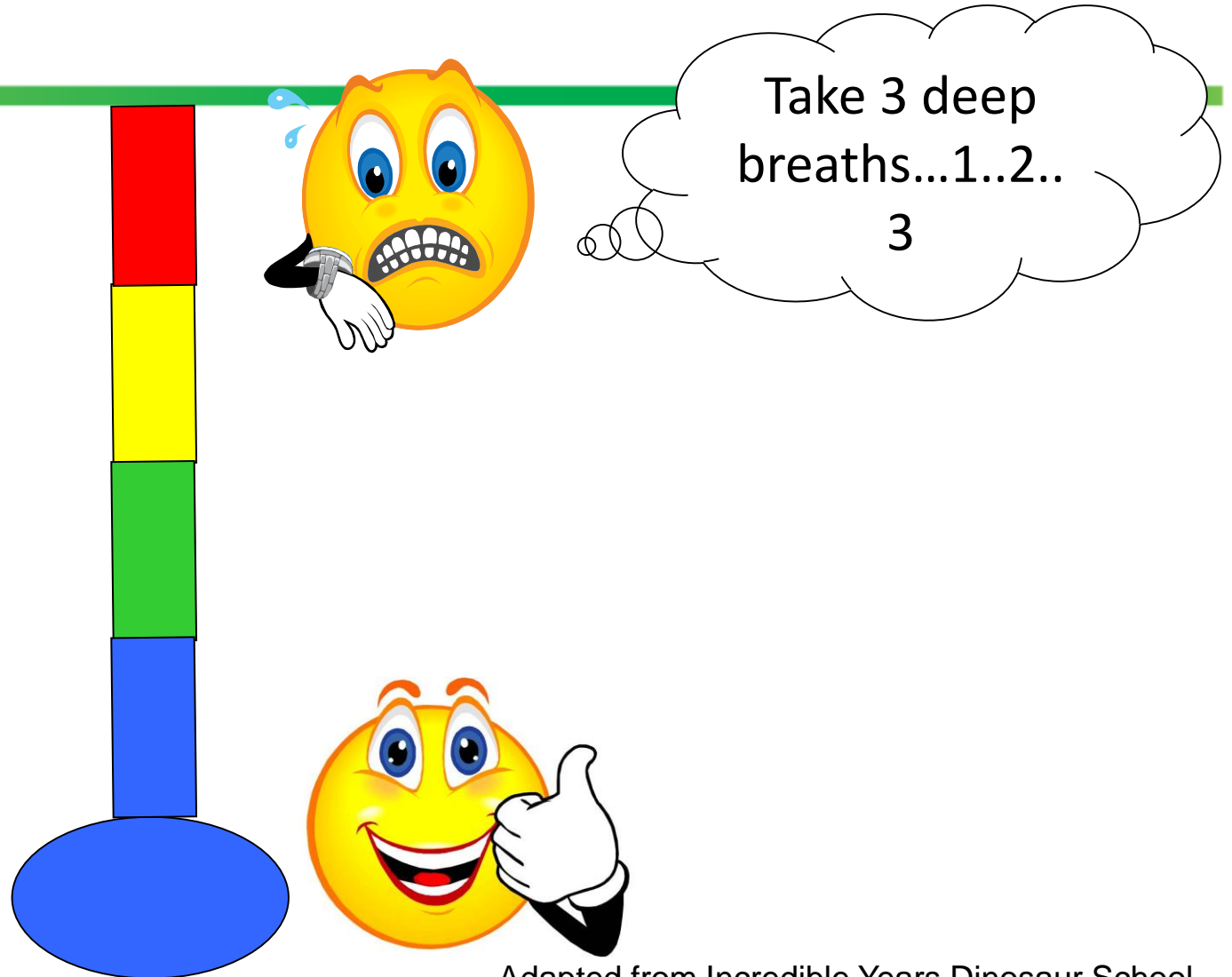
- **Ready** children
- **Ready** families
- **Ready** schools
- **Ready** communities



- **High Quality** Programs
 - (**READY** Staff!)



SCHOOL READINESS THERMOMETER




Adapted from Incredible Years Dinosaur School

HEAD START HAS MANY TYPES OF GOALS

- Program Goals
- Family Partnership Goals
- Individual Child Goals
- IEP Goals
- School Readiness Goals
- Etc.

SCHOOL READINESS

IT'S A GOOD THING!

- 
- Helps us be **better, more intentional** about what we do *(why we are doing what we are doing!)*
 - Helps us identify what **practices** are **most effective** in promoting school readiness
 - Helps us determine which children are **thriving** and which are **struggling**
 - Helps us determine whether we are **meeting our goals** for children, families & programs
 - Helps us **change our** professional practices to **improve outcomes**

CONTINUOUS IMPROVEMENT

CHANGE!



- Calvin: "I love change!"
- Hobbs: "You love change! You threw a fit this morning because your mom gave you cereal instead of pancakes."
- Calvin: "Well... I like for other people to change."

CLOSING THE ACHIEVEMENT GAP



- There are about **2,000** days between the time a child is born and when she enters kindergarten.
- ***Every minute/day matters!***
- How are the children doing?

1307.2 SCHOOL READINESS GOALS DEFINITION



Means the ***expectations of children's status and progress across the domains*** of language and literacy, cognition and general knowledge, approaches to learning, physical development and health, and social/emotional development ***will result in their improved readiness for kindergarten.***

4 Strategic Steps to School Readiness

1

- Establish **SR Goals: Establish and align** established OHS child goals from the *Early Learning Framework*

2

- Create and implement a **plan of action** for achieving goals

3

- Assess child progress on an ongoing basis and **aggregate and analyze data 2-3 times per year**

4

- Examine data for **patterns of progress** for **groups of children** in order to develop and implement **a plan for program improvement**



THIS PRESENTATION FOCUSES ON
STEPS 1 AND 2

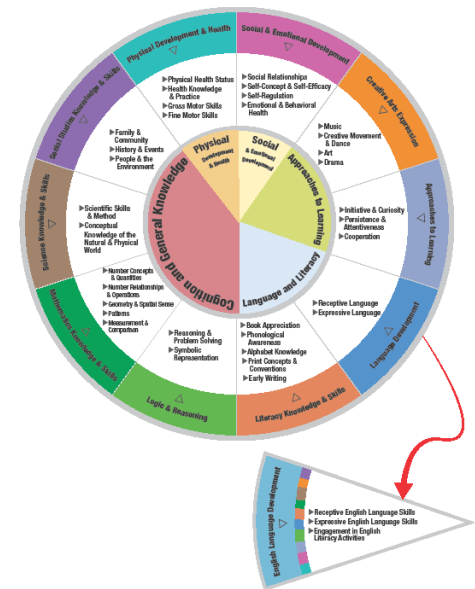


1


- Establish and align school readiness goals

REFLECTING ON STEP 1


- **Establish School Readiness goals** (5 domains - cognitive, language and literacy, approaches to learning, physical development, and social and emotional)
- **Align goals** across State Early Learning Guidelines and kindergarten entrance expectations
- **Communicate** with relevant partners



GOALS VS OUTCOMES

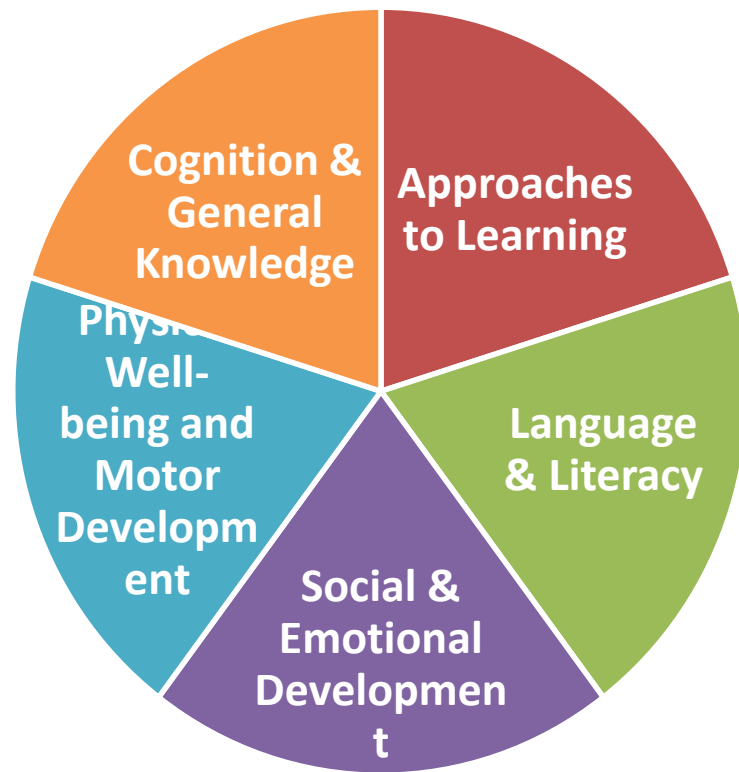


Goals are what we strive to achieve (high expectations) – our intended results.



Outcomes are what we actually achieve – our actual results.

5 ESSENTIAL DOMAINS FOR BIRTH-TO-FIVE



Child Outcomes



ESTABLISH SCHOOL READINESS GOALS

- What are school readiness goals?
 - School readiness goals are **broad statements** that articulate **knowledge and skills** children need to be ready for kindergarten.
 - School readiness goals articulate **high expectations** of children's status and progress across domains

SCHOOL READINESS GOALS

HOW ARE THE CHILDREN DOING?

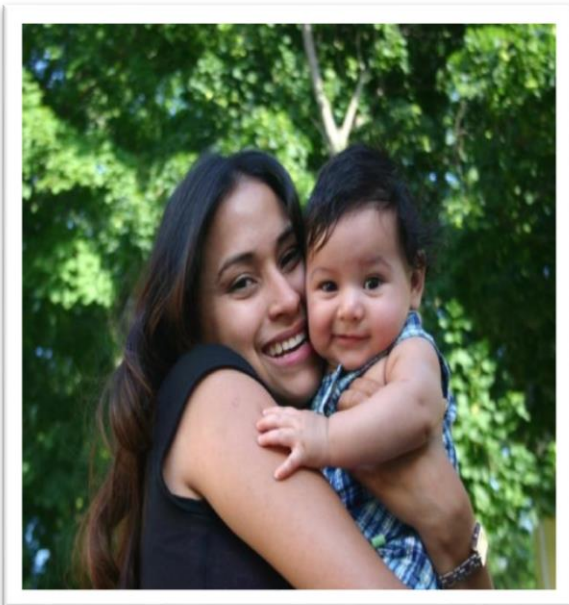
- Describe change
- Are measurable, and
- Are broad enough to encompass the range of children served.

Focus on Social Emotional Development

Children will develop and engage in positive relationships and interactions with adults.

EHS/HS

- Children will develop and engage in positive relationships and interactions with adults



ALIGNMENT? WHY?

SR Goals	State Early Learning Guidelines	Kindergarten Entrance	Assessment Tools/Methods	Curricula/Curriculum
Physical Well-Being and Motor Development				
Goal 1				
Goal 2				
Cognition and General Knowledge				
Goal 1				
Goal 2				
Goal 3				

ACTIVITY

- Get into groups of 4-5 mixing various roles present.
- Assign each group one of the five HSCDEL Framework Domains – inner circle.
- Create a 1-2 sentence SR Goal for your assigned domain, inclusive of grantee and family roles in ensuring they are achieved.
- Start by responding to the questions: What are your hopes and dreams for your children as they exit your program? Where do you want them to be (e.g., socially and emotionally)?
- Start each goal with “Children will...”
- Avoid percentages; you want all children to progress toward reaching this broad goal regardless of age or ability.

SR GOAL EXAMPLES




- Social and Emotional Development
 - Children will **steadily be more** able to regulate their own emotions and behaviors.
 - Children will **progress in** establishing and **maintaining** positive relationships with peers.
- Approaches to Learning
 - Children will **express** initiative and curiosity and demonstrate **increasing levels of** reasoning and problem solving.


LANGUAGE AND LITERACY EXAMPLE

- Children will use and comprehend increasingly complex and varied vocabulary
- Children will progressively use and understand print as a meaningful and organized symbolic system of communication

COGNITION & GENERAL KNOWLEDGE EXAMPLE

- 
- Children will demonstrate increased ability to reason, problem solve & connect mathematical, science, community relationships, and cognitive experiences with their immediate environment.
 - Children will advance in their skills of mathematical concepts and the natural order of events surrounding their community with respect to culture and diversity in relationship to family needs and experiences, and gain reasoning and problem solving skills by utilizing hands-on scientific tools and materials to reach an understanding of the world around them.

FOLLOW UP ACTIVITY

- 
- Bring this process back to your program
 - Ensure you are able to reach your goals, e.g., look at your curriculum and assessment and other processes that support it.
 - Add documentation to each goal, e.g.:
 - Where & how are you collecting data on this goal?
 - Do you need to add other assessments that measure the outcomes of these goals?
 - Introduce the concept of SR Goals to all staff (SR is EVERYONE'S business!) and have them determine what it looks, sound, and feels like if it were fully implemented.

School Readiness vs. Program Goals



Photo by Debra Drake

Children will...



Program will...

PROGRAM GOALS AND SCHOOL READINESS GOALS

PROGRAM GOALS

- Describe the program's focus and priorities for the coming year(s)
- Are broad measurable statements of **strategic direction**
- **Answers two main questions:**
 - What is to be accomplished?
 - Why is it important?

SCHOOL READINESS GOALS

- Describe achievement in children's skills and learning capabilities
- Are broad measurable statements of expectations of children's progress and status
- **Answer two main questions:**
 - What is to be accomplished for all children?
 - Why is it important for kindergarten entry?

SR GOALS INFUSED INTO PROGRAM GOALS

**School
Readiness
Goal**

- Program goal

**Children
will...**

- Program will...

PROGRAM GOALS SUPPORT SR GOALS



Program Goal

- Program will ensure that children come to school regularly



School Readiness Goal

- This goal supports all school readiness goals

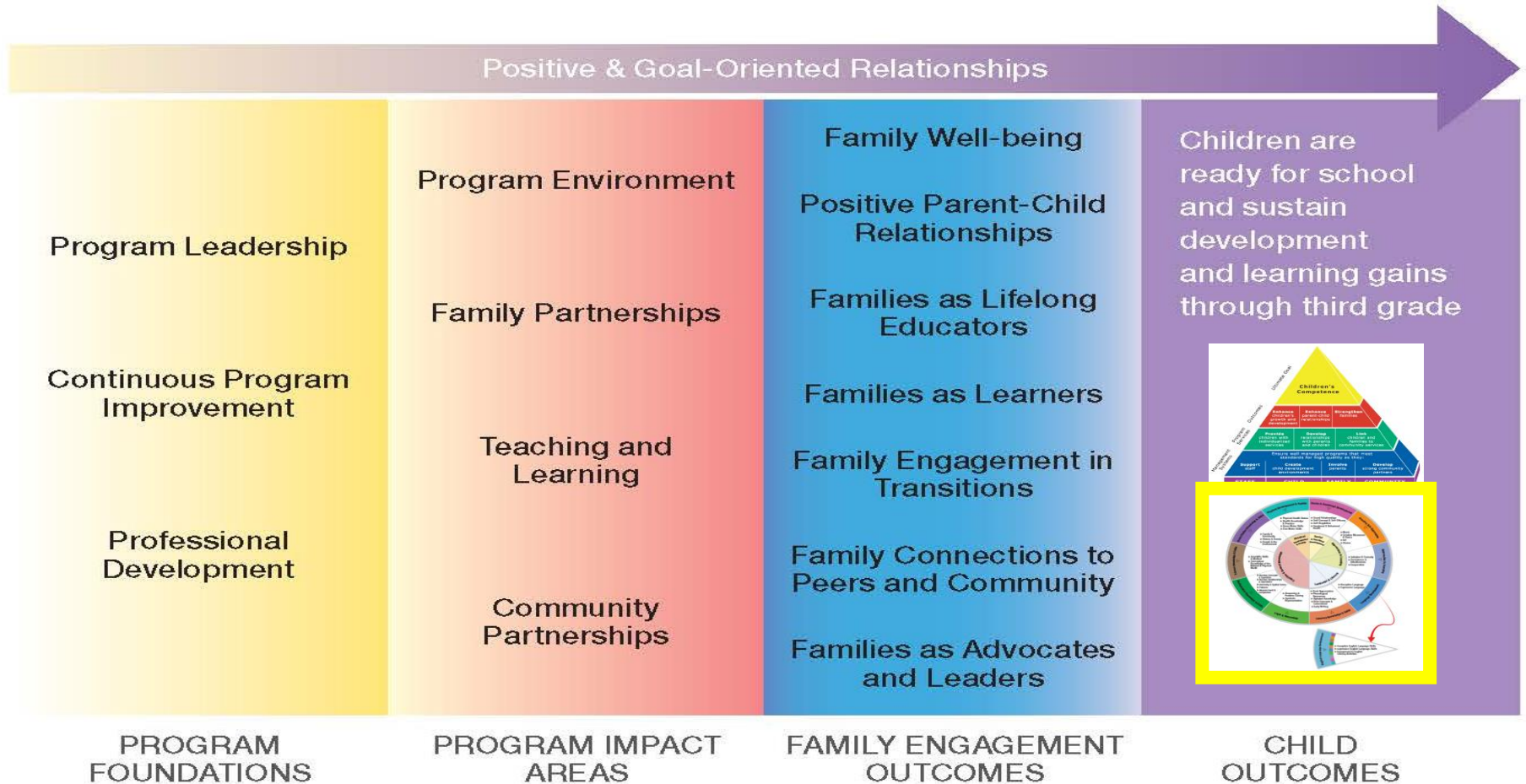


Objectives

- Create an agency/program-wide campaign focused on improving attendance
- Share research with staff, families, governing body and Policy Council
- Track attendance and analyze data
- Staff make home visit to every child who is absent for 3 days within 3 days of absence

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK

When parent and family engagement activities are systemic and integrated across program foundations and program impact areas, family engagement outcomes are achieved, resulting in children who are healthy and ready for school. Parent and family engagement activities are grounded in positive, ongoing, and goal-oriented relationships with families.



FAMILY ENGAGEMENT OUTCOMES



**FAMILY
OUTCOMES**

1. Family Well-Being
2. Parent-Child Relationships
3. Families as Lifelong Educators
4. Families as Learners
5. Family Engagement in Transitions
6. Family Connections with Community
7. Families as Advocates and Leaders

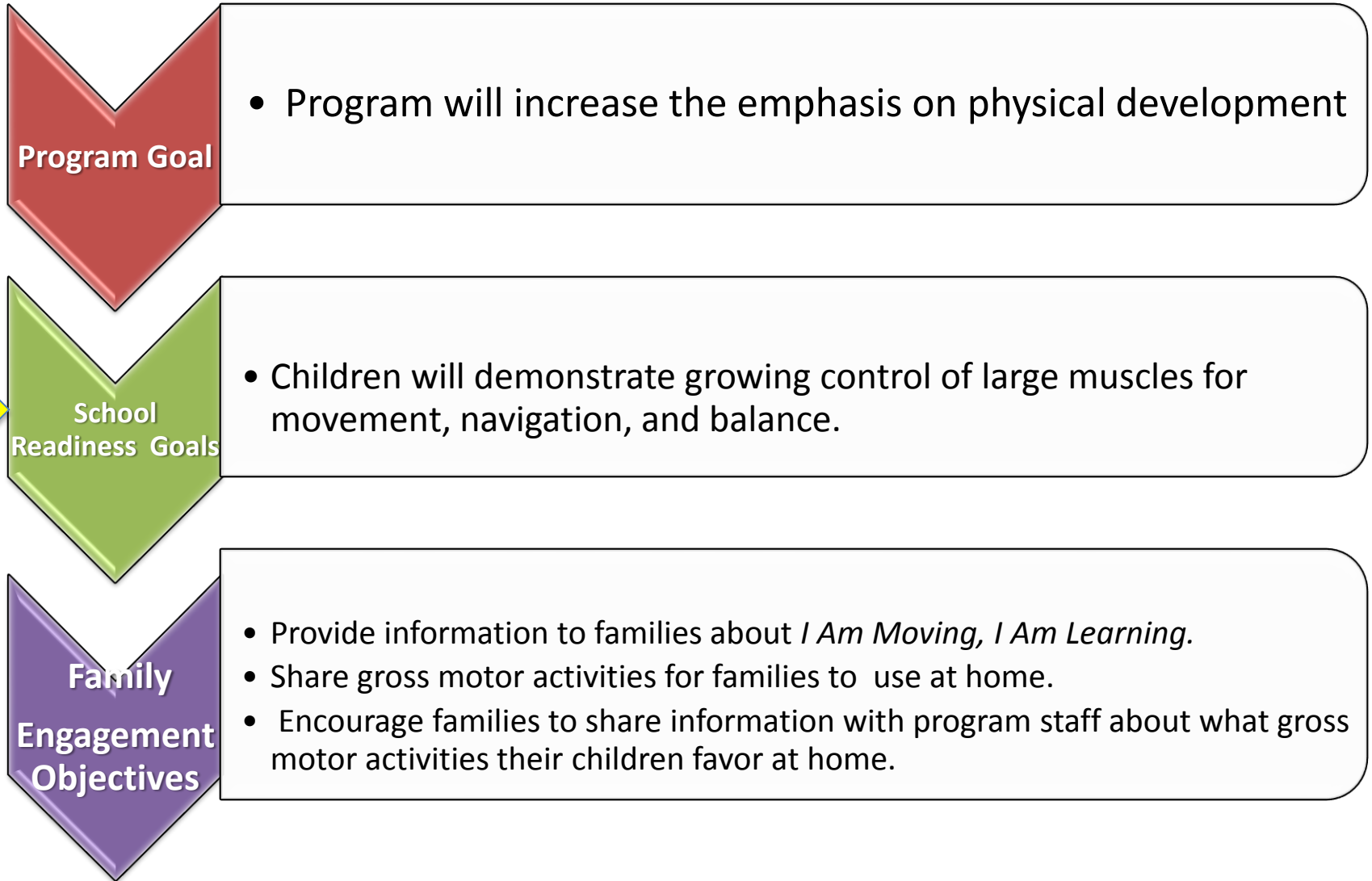
ENGAGING FAMILIES

“When you work hand-in-hand with families to build trusting relationships, you help families support their children to reach their fullest potential.”

-Using the Head Start Parent, Family, and Community Engagement Framework in Your Program: Markers of Progress. (NPFCE Resource)



CONNECTING SCHOOL READINESS TO FAMILY ENGAGEMENT





**We're
skipping!**



**Look at
me
holding
my head
up!**

**Rolling,
rolling,
rolling!**



**We're
running!**

**Children will demonstrate
growing control of large muscles
for movement, navigation,
and balance.**



**Watch
out –
here I
come!**



**I'm
kicking!**



**Thanks
for the
help!!**



CONNECTING SCHOOL READINESS TO FAMILY ENGAGEMENT



Program Goal

- Program will improve the use of outdoor time ensuring that teachers plan outdoor activities and interact with children during outdoor time.
- Provide Professional Development on *I Am Moving, I Am Learning*.
- Staff monitor outdoor time weekly plans.



School Readiness Goals

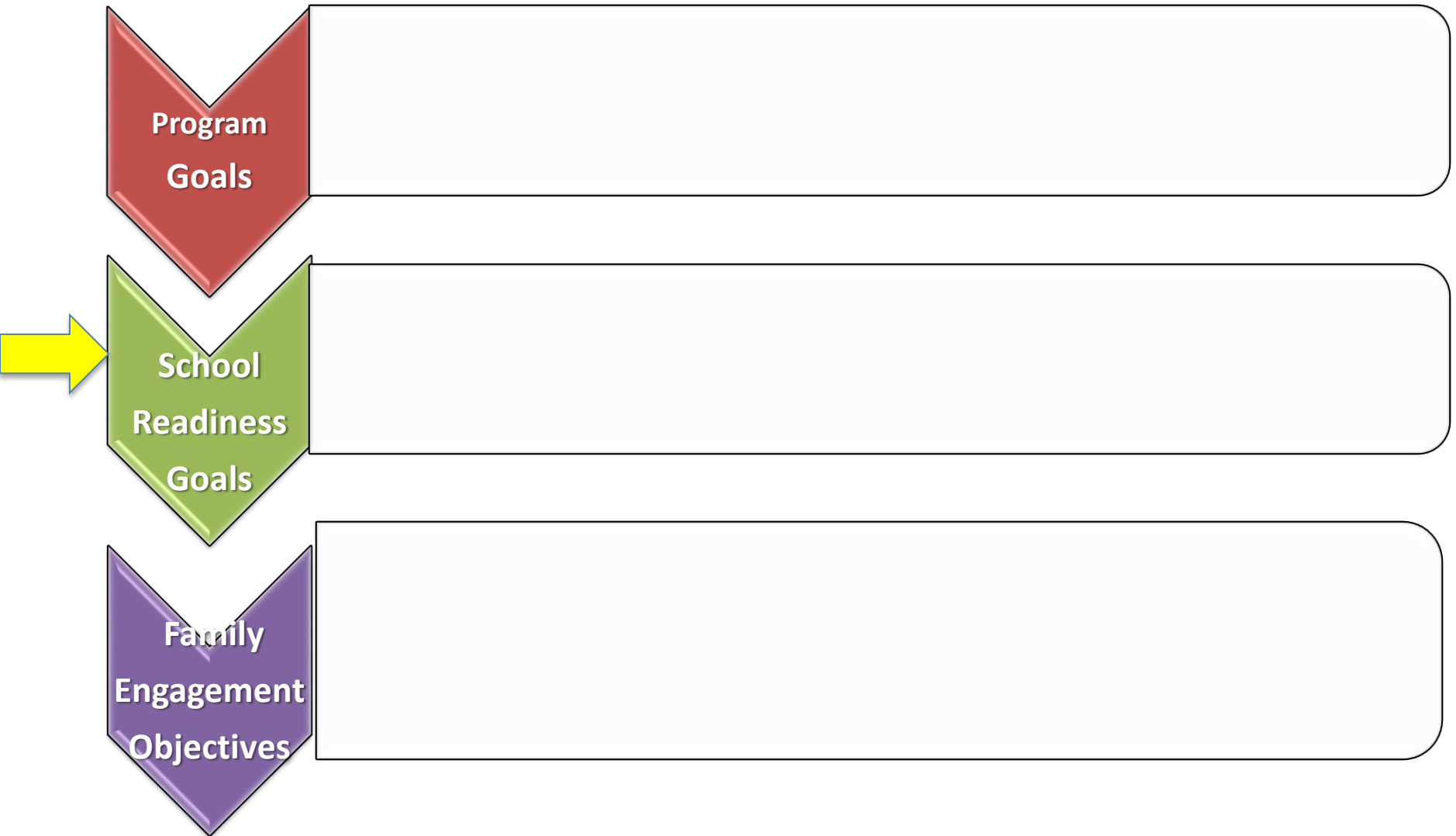
- Children will demonstrate growing control of large muscles for movement, navigation, and balance.



Family Engagement

- Provide information to families about *I Am Moving, I Am Learning*.
- Share gross motor activities for families to use at home.
- Encourage families to share information with program staff about what gross motor activities their children favor at home.

CONNECTING SCHOOL READINESS TO FAMILY ENGAGEMENT



REVISITING YOUR GOALS



School Readiness Goals

- Fairly stable once established and aligned
- Reviewed annually and changed when context changes

Program Goals

- Developed based on community assessment, self-assessment, progress goals
- Reviewed annually
- Rewritten to reflect new national priorities or achievement of previous goals

STEP 2



2

- Create and implement a plan of action for achieving goals

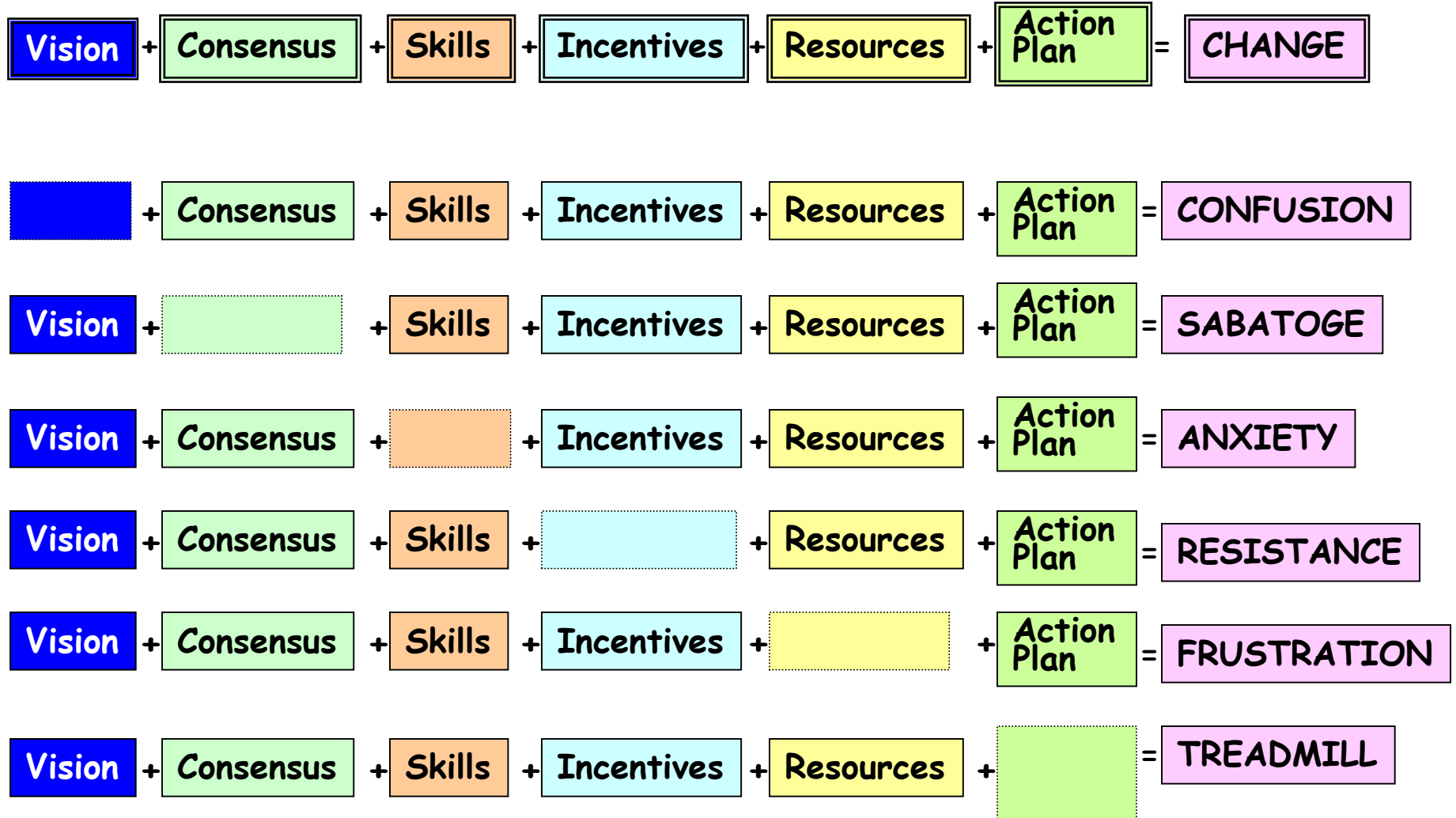
SCHOOL READINESS REQUIRES COLLABORATION

- How do we involve Parent Collaboration, Teacher Collaboration and community in setting SR goals?
- How will we keep PC, TC and community partner, etc. updated regarding progress?
- How are families engaged and informed?



OUR SCHOOL READINESS VISION

(ADAPTED FROM T. KNOTER, PRESENTATION AT TASH CONFERENCE 1999)



CHECKLIST FOR STEP 2



- Do you have a plan of action?
- Do you have a written plan for children (e.g., curriculum, school schedule, home visit schedule, assessment schedule)?
- Do you have a written plan for families (e.g., schedule of parent education events, schedule of family service worker visits, distribution of family newsletters, etc.)?
- Do you have a written plan for your program as a whole (e.g., professional development plans, in-service days, policy council meetings, etc.)?

SELF GUIDING EXERCISE



SCHOOL READINESS IMPLEMENTATION INDICATORS AND ACTION PLAN

Program Name: _____ Location: _____ Date: _____

Team Members: _____

The National Center on Quality Teaching and Learning has developed this list of implementation indicators to school readiness—from establishing a leadership team to using information to make data-based and learning-focused decisions that in turn optimize child outcomes. We invite programs to select indicators from this list as needed to organize their work around ambitious and achievable goals to support school readiness. ECE Specialists are familiar with this tool and can provide additional support in using it.

Steps	Critical Elements	School Readiness Implementation Indicators	Check One			Action Plan Item
			Not in Place	Needs Improvement	In Place	
Developing and Maintaining an Effective School Readiness Plan	School readiness leadership team	1. Team has broad representation that includes, at a minimum: teacher, administrator, education coordinator, and a member with expertise in data analysis. Other team members might include parents, parent engagement coordinator, teaching assistant, local elementary school representative(s), home visitors, and other program personnel.				
		2. Head Start teams meet with local elementary school to learn about kindergarten entrance expectations. Early Head Start teams meet with local Head Start teams to learn about program and goals.				
		3. Team has administrative support and leadership. Administrator attends meetings and trainings, is active in problem solving to ensure the success of the initiative, and is visibly supportive of the adoption of the school readiness plan.				
		4. Team holds regular meetings. Team member attendance is consistent.				
		5. Team reviews existing plans and analyzes data to determine current approach to school readiness.				
		6. Team establishes a clear mission and purpose to help children and families prepare for school. Team has written a purpose or mission statement. Team members are able to communicate clearly the purpose of the leadership team.				

