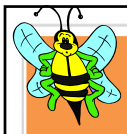


WHAT'S ALL THAT "BUZZ" ABOUT PROGRAM GOALS AND SCHOOL READINESS GOALS?

Presented by:
Jarma Wrighten,
NCQTL AIAN Regional Field Specialist

Vanessa Maanao-French,
NCQTL AIAN Advance Program Manager

THIS "BUZZ" SESSION IS…

Designed to support efforts to enhance program and school readiness goals.

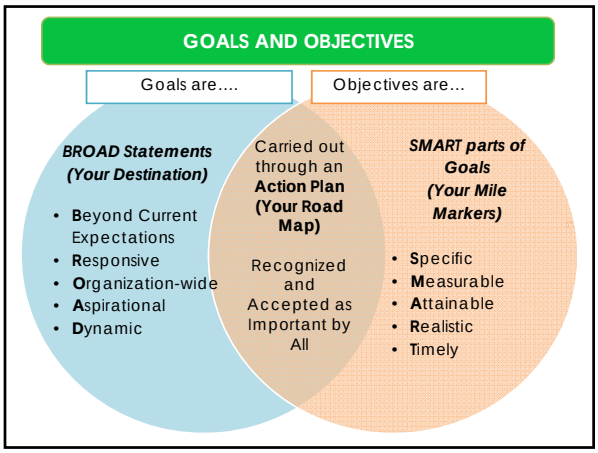
Through dialogue, interactive network and exchange opportunity you will:

- Take a closer look at critical elements of program goals and school readiness goals
- Gain strategies and resources to refine your existing goals
- Use a guided process to critique and analyze your own goals and/or sample goals provided and share your process for goals development
- Use facilitated conversation to guide your discussion on how to improve written long range goals and measurable objectives that translate into an action plan or strategic plan for entering the five year project period

Program Goals vs. School Readiness

Photo by Debra Drake

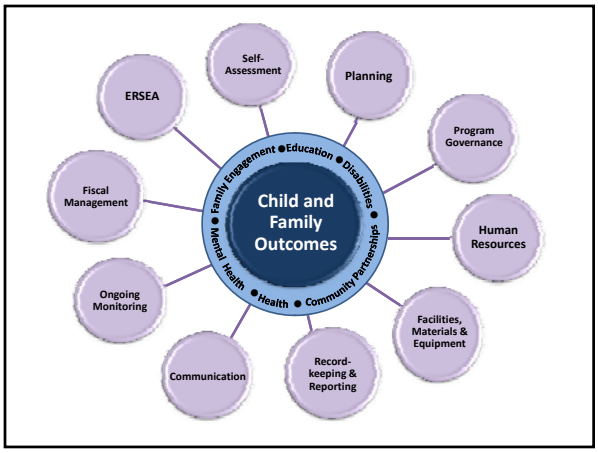
Program will… **Children will…**

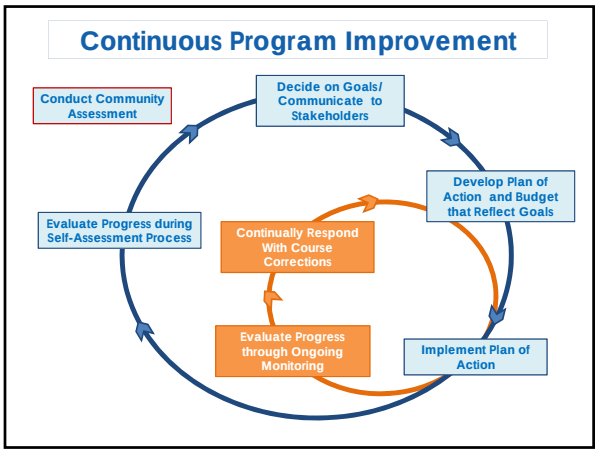


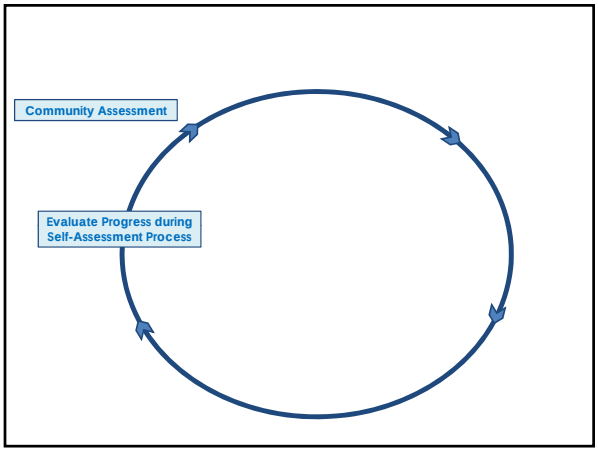
Thinking About Goals Through a Systems Lens

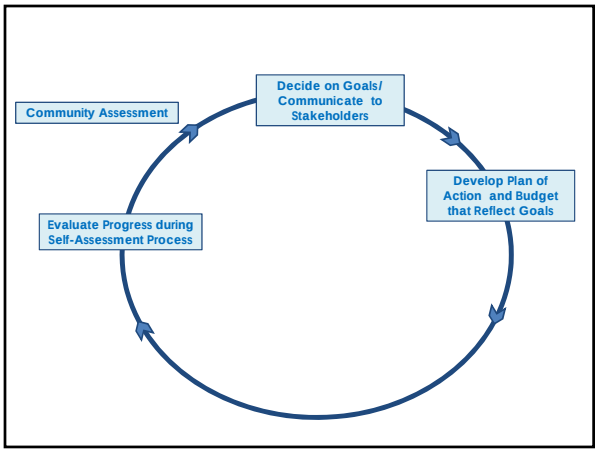
How do you determine the number of goals?

- What data will you need to collect?
- How will you track, monitor and evaluate activities and progress?
- With whom do you need to communicate your goals?




Continuous Program Improvement
Conduct Community Assessment
Decide on Goals/ Communicate to Stakeholders
Develop Plan of Action and Budget that Reflect Goals
Implement Plan of Action
Evaluate Progress through Ongoing Monitoring
Continually Respond With Course Corrections
Evaluate Progress during Self-Assessment Process


Community Assessment
Evaluate Progress during Self-Assessment Process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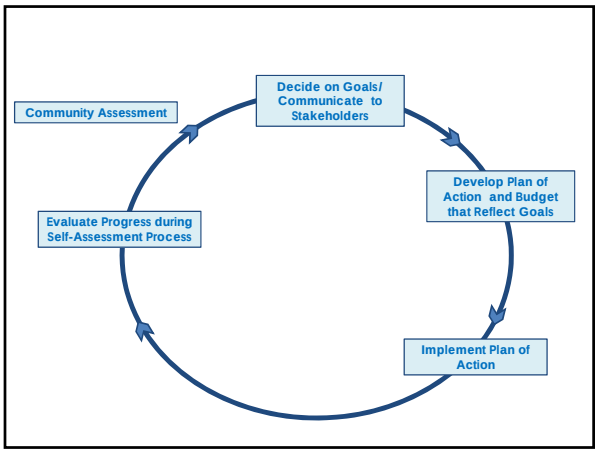
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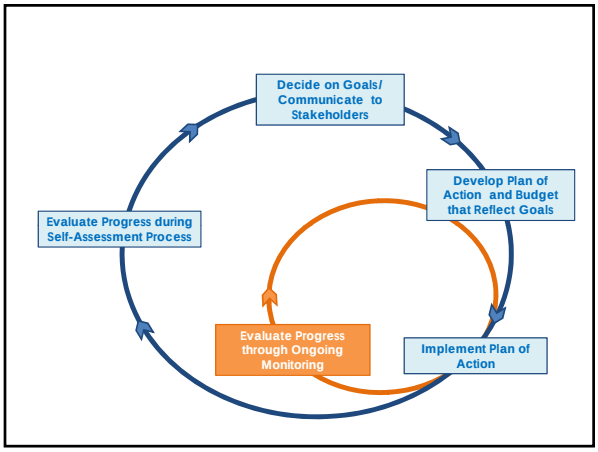
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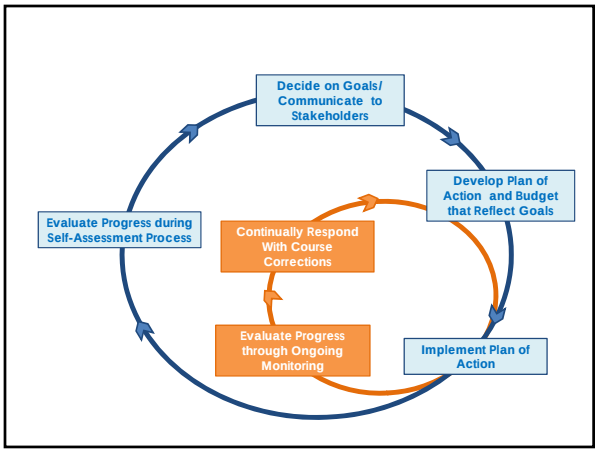
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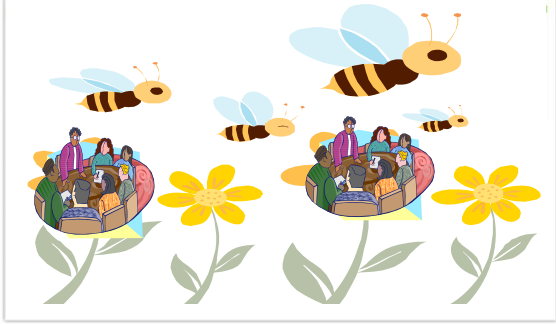
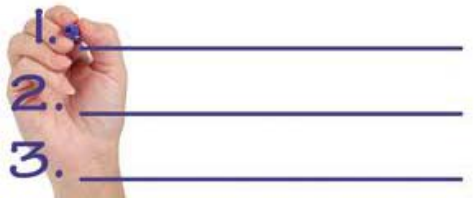
LET'S BUZZ ACTIVITY



Reviewing Real Program Goals and Objectives

Goals



Reviewing *Your* Program Goals and Objectives An Activity

Goals

ACTION STEPS TOWARDS SCHOOL READINESS

1. Adopt 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

STEP 1: SCHOOL READINESS GOALS

School readiness goals are **broad statements** that **articulate** the high **expectations** of children's **status** and **progress** across domains

School readiness goals should be **observable** and **measureable** and **establish** in the foundation for assessment

SCHOOL READINESS GOALS

Describe the **intended purposes** and **expected results** from quality teaching and learning, meaningful and responsive relationships, experiences, and interactions

Good school readiness **possess** the following components:

- Describe **change** and **not activities**
- Are **measurable,** and
- Are broad enough to **encompass the range of children served**

FAQ: *DO WE NEED TO CREATE PROGRAM-WIDE SCHOOL READINESS GOALS FOR INFANTS & TODDLERS?*

- Appropriately reflect the ages of children participating in the program;
- Align with the HSCDELF in the 5 essential domains
- Align with State Early Guidelines and
- Align with the requirements and expectations of the schools as they apply to infants and toddlers

STEP 2: PLANNING AND IMPLEMENTING SCHOOL READINESS GOALS

A **plan of action to meet desired outcomes** of school readiness, family engagement, professional development (PD), curriculum, assessment, and teaching practice.

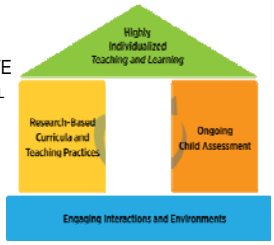
WHAT WE TEACH

THE HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK

The **domains** of the *Framework* **apply t all 0-5 year olds** in EHS/HS and other early childhood programs, **including dual language learners and children with disabilities.**

HOW CHILDREN LEARN

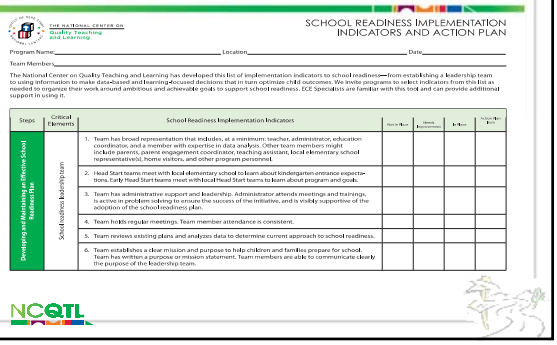
FRAMEWORK FOR EFFECTIVE PRACTICE: SUPPORTING SCHOOL READINESS FOR ALL CHILDREN



SOME QUESTIONS TO CONSIDER

- How will teacher-child interactions and learning environments be assessed?
- How will transition to kindergarten be supported?
- How will parents and families be engaged to support school readiness?
- What resources and tools do staff need to support identified school readiness goals?
- Are you using evidence based teaching strategies?
- Is your curriculum being used with fidelity?

TOOLS THAT SUPPORT REFLECTION/DIGGING DEEPER



THE NATIONAL CENTER ON Quality Teaching and Learning

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.

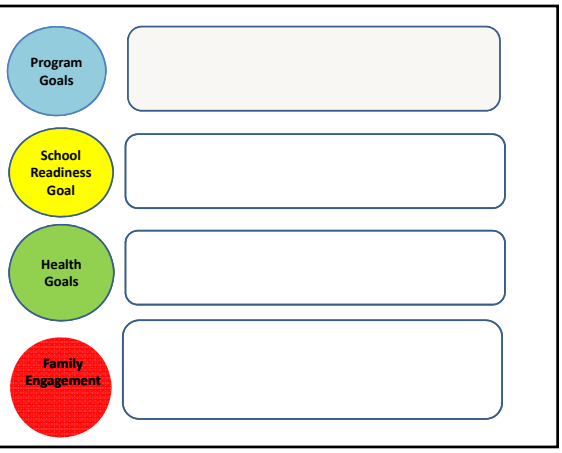
Steps	Critical Elements	School Readiness Implementation Indicators				
Developing and Maintaining an Effective School Readiness Plan	School readiness leadership team	1. Team has broad representation that includes, at a minimum: teacher, administrator, education coordinator, and a member with expertise 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.				

NCQTL

LET'S BUZZ ACTIVITY

Integrated Goals…

- Help program staff to **focus on priorities**
- Show how all staff can be working on school readiness goals
- Make program **communication** and messaging **simpler** and **clearer**
- Create a **shared vision** and **common goals**



Program Goals

- 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

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

Family Engagement

- Review information from program on *I Am Moving, I Am Learning.*
- Conduct gross motor activities provided by program to use at home.
- Share information with program staff about what gross motor activities my child favors at home.

SR FAMILY ENGAGEMENT

"Here are some gross motor activities you can do at home."

"Janae likes to walk on the curbs and jump up and down the steps at home."

FAMILY OUTCOMES

Family Well-Being
Parents and families are safe, healthy, and have increased financial security.

Positive Parent-Child Relationships
Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development.

Families as Lifelong Educators
Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.

Families as Learners
Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.

Family Engagement in Transitions
Parents and families support and advocate for their child's learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to kindergarten through elementary school.

Family Connections with Community
Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.

Families as Advocates and Leaders
Parents and families participate in leadership development, decision-making, program policy development, or in community and state organizing activities to improve children's development and learning experiences.

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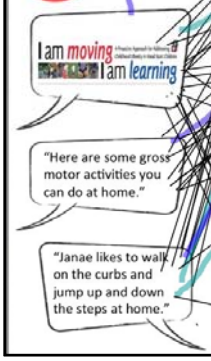
SR FAMILY ENGAGEMENT STRATEGIES

FAMILY OUTCOMES



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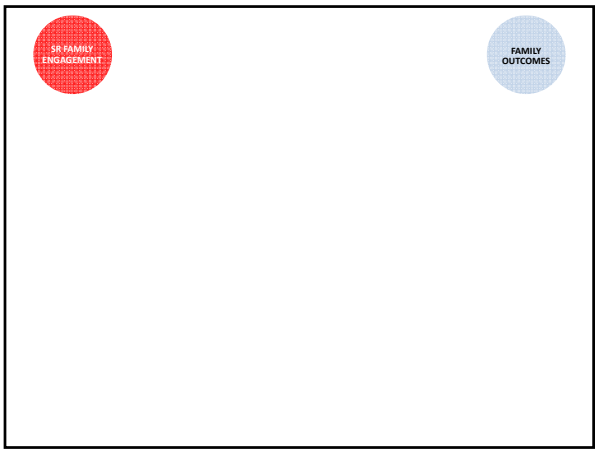
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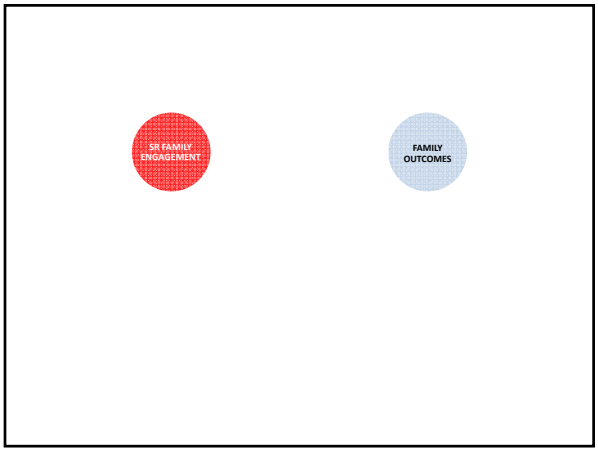
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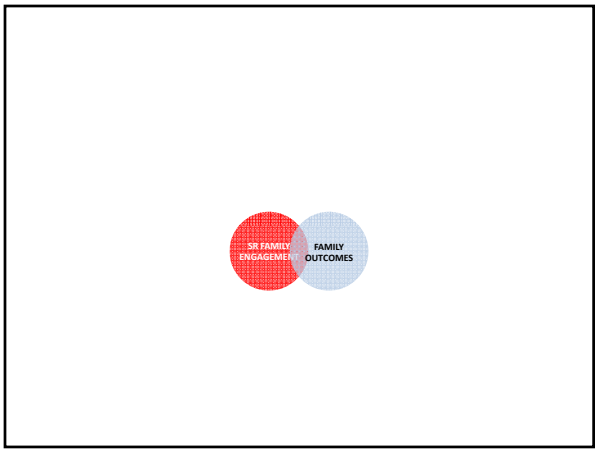

SR FAMILY ENGAGEMENT
FAMILY OUTCOMES

CONVERSATION STARTERS

Goals Critique

In pairs or triads, discuss and analyze the SR Goals and Program Goals provided:

1. Use the conversation starter to assist you in facilitating dialogue.
2. Then compare and contrast the sample goals using the NCQTL School Readiness Exemplars, along with the EHS School Readiness Examples from OHS if you are serving children 0-3 years in your program.

REVIEW

Program Goals

- Developed based on community assessment, self-assessment, progress goals
- Reviewed annually
- May reflect different emphasis in supporting SR goals

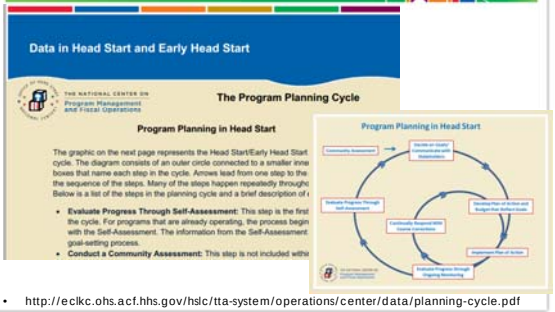
School Readiness Goals

- Fairly stable once established and aligned
- Reviewed
- Changed when context changes

SCHOOL READINESS RESOURCES

HEAD START SCHOOL READINESS RESOURCES ON ECLKC
http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr

PROGRAM PLANNING RESOURCES



- http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/center/data/planning-cycle.pdf

PMFO TECHNICAL ASSISTANCE PLANNING PAPER #4: GOALS, OBJECTIVES AND ACTION PLANNING

Draft Technical Assistance Series
Winter T/TA Meeting February 2014

Planning in Head Start

TA Planning Paper # 4: Goals, Objectives, and Action Plans—What Does It Look Like?

The Head Start Planning system and its related activities are a major component of program operations. While thoughtful planning has always been critical to successful programing, it takes on elevated prominence as Head Start programs shift from an indefinite grant period to one based on a five-year project period. The Head Start National Centers have developed a series of Technical Assistance Papers to support programs in developing and implementing their planning system. This paper provides two examples of hypothetical goals, objectives, and action plans.

Goals, Objectives, and Action Plans—What Does It Look Like?

The ability to write long-range goals, measurable objectives and to translate them into an action plan becomes crucial as programs enter into the five-year project period. In preparing their grant application for the new five-year project period, programs are required to submit an outcome focused plan that shows how the services they provide will have a cumulative impact on children, families and the community. In subsequent years, they will need to update this plan to show the progress they are making. In the final year's application, they will report on the impact over the five-year period. The alignment of goals with clearly defined SMART objectives will ensure that programs have identified the resources they need to be successful. Programs can use the objective level to spell out specific changes they want to see and when they should occur.

Financial objectives define the necessary monetary resources that the program needs. We know that personnel in Head Start programs is by far the largest portion of the program's budget. Programs that harness people power to work in a coordinated way are on their way to their desired destination.

AH HA MOMENTS…

- Were there any AH HA Moments for you in this session, if so please describe?
- Is there one thing that you plan take back home and implement right away?

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For more Information, contact us at: **NCQTL@UW.EDU** or 877-731-0764

This document was prepared under Grant #90HC0002 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Quality Teaching and Learning.