WHAT’S ALL THAT “BUZZ” ABOUT PROGRAM GOALS AND SCHOOL READINESS GOALS?

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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

| Program will... | Children will... |

Photo by Debra Drake
GOALS AND OBJECTIVES

BROAD Statements
(Your Destination)
- Beyond Current Expectations
- Responsive
- Organization-wide
- Aspirational
- Dynamic

Carried out through an Action Plan
(Your Road Map)
- Recognized and Accepted as Important by All

SMARTparts of Goals
(Your Mile Markers)
- Specific
- Measurable
- Attainable
- Realistic
- Timely

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?

Child and Family Outcomes

Planning
Program Governance
Human Resources
Facilities, Materials & Equipment
Communication
Record-keeping & Reporting
Ongoing Monitoring
Self-Assessment
ERISA
Local Management
Fiscal Management
ERSEA
Child and Family Outcomes
Develop Plan of Action and Budget that Reflect Goals

Decide on Goals/Communicate to Stakeholders

Implement Plan of Action

Evaluate Progress during Self-Assessment Process

Evaluate Progress through Ongoing Monitoring

Continually Respond With Course Corrections

Evaluate Progress during Community Assessment
LET'S BUZZ ACTIVITY

Reviewing Real Program Goals and Objectives

Goals

1.
2.
3.

Reviewing Your Program Goals and Objectives
An Activity

Goals

1.
2.
3.
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 measurable 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 HSC DELF in the 5 essential domains 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 to all 0-5 year olds in EHS/HS and other early childhood programs, including dual language learners and children with disabilities.
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
LET'S BUZZ ACTIVITY

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

- 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.

- 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.

- 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 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.
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."
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

PROGRAM PLANNING RESOURCES

Data in Head Start and Early Head Start

The Program Planning Cycle

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

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

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