

2017 NATIONAL INDIAN HEAD START DIRECTORS ASSOCIATION ANNUAL TRAINING CONFERENCE

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The Five Year Grant: A Clear and Present Future

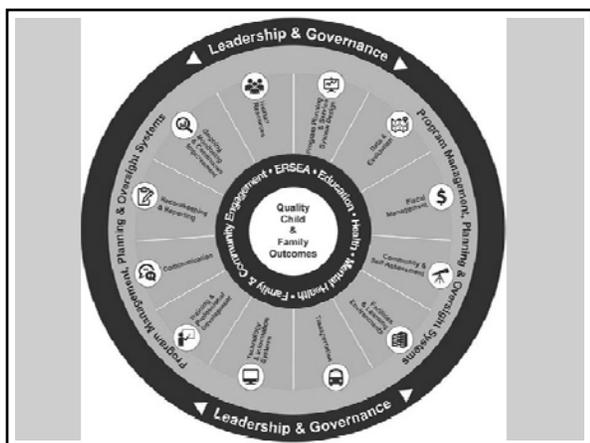


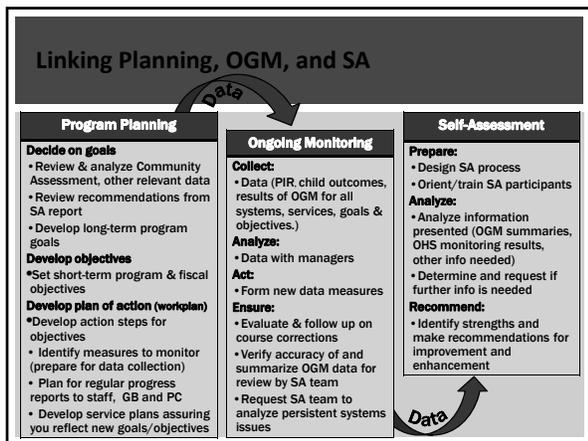
**WHAT ARE YOUR QUESTIONS?
WHAT DO YOU WANT FROM THIS SESSION?**

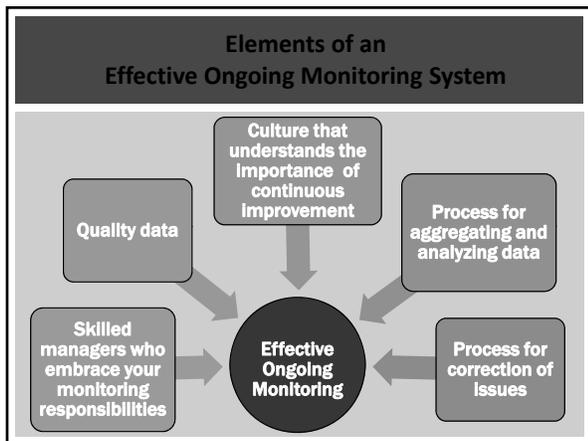
IT'S A NEW DAY

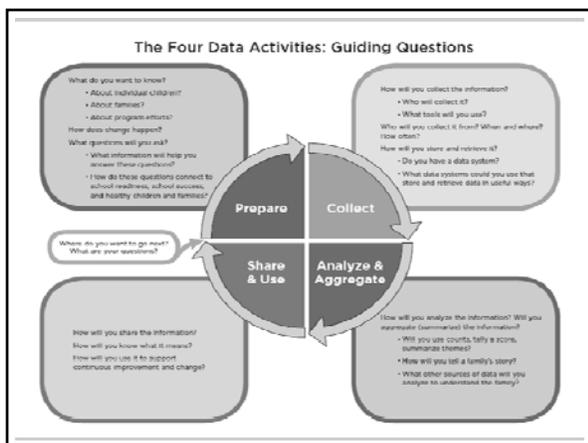
The Five-Year Project Period





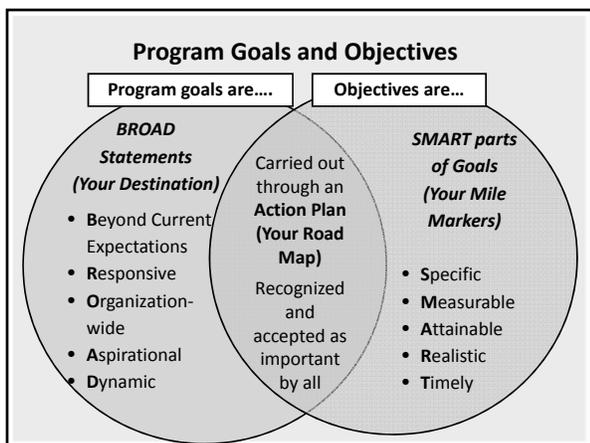






SUB-SECTION A	Goals
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TERMS AND DEFINITIONS
<p>■ Program Goals</p> <ul style="list-style-type: none">▪ BROAD statements that support the program's mission to serve children, families, and the community. (aka: Why do we as an organization exist?)▪ In Head Start, program goals may include goals related to parent, family and community engagement; finance; service provision, etc.



TERMS AND DEFINITIONS

- **Outcomes**
 - Something that happened as a result of an activity or process. The **ACTUAL** results achieved. The term outcome is also used to refer to **EXPECTED OUTCOMES**, that is, the results you expect to see because of an activity or process.
- **Progress**
 - Forward movement toward the achievement of goals, objectives and outcomes.
- **Evidence**
 - Facts, information, documentation, or examples given to support an assertion.

SUB-SECTION A: GOALS

1. What are your program goals?

- What is your **BROAD** Long Range Goal statement?
- What is your Short Term Objective that is **SMART**?
- What outcomes are you expecting?
- What data are you collecting and what tools are you using to track progress towards these goals and objectives?

SUB-SECTION A: GOALS

2. Demonstrate how your program's **Long Range Goals** and **Short Term Objectives** are informed by the findings from your community-wide strategic planning/needs assessment and the findings of your annual self-assessment.

(Examples of possible areas to consider: priority service areas, special populations, family needs, child health needs.)

SUB-SECTION A: GOALS

3. Provide the list of your program's **School Readiness Goals across the five domains:**
(language and literacy, cognition, approaches to learning, perceptual, motor & physical development, and social and emotional development).

- a. Include **Evidence** of your **School Readiness Goals** alignment with the Head Start Early Learning Outcomes Framework, State Early Learning Guidelines, and expectations of the local schools where children will transition.
- b. Discuss how your program involved parents and the governing body in developing **School Readiness Goals**.

SUB-SECTION A: GOALS

4. Discuss possible **Program Impacts your program will achieve**

i.e., at the conclusion of the five-year grant period, what difference will your program have made for children, families, and the community?

SUB-SECTION A: GOALS

- What goals are you currently focused on?
- How are you implementing these goals?
- Are you updating your goals annually?
- How are you monitoring your goals?
- What course corrections have you made to ensure you reach the outcomes anticipated?
- How and to whom are your reporting progress?

SUB-SECTION B Service Delivery

SUB-SECTION B: SERVICE DELIVERY

- What services are you providing?
- How do these services align with the needs of your community?
- Are these services leading to the goals and objectives you have?



SUB-SECTION B: SERVICE DELIVERY

- What methods of service delivery are working for you? Which are not working for you?
- How are you monitoring your services delivery?
- What course corrections have you made to ensure you are delivering the services needed in your community?
- How and to whom are your reporting progress?

SUB-SECTION C

Approach to School Readiness

School Readiness Goals
Five Essential Domains For Pre-Birth through Five

Cognition

Approaches to Learning

Language & Literacy

Social & Emotional Development

Perceptual, Motor & Physical Development

**SUB-SECTION C:
APPROACH TO SCHOOL READINESS**

What are your School Readiness Goals?

- Do they reflect what you most want for your children?
- If your children were indeed life and school ready, what would they grow to become? What changes would you see in the community?

**SUB-SECTION C:
APPROACH TO SCHOOL READINESS**

Do your School Readiness Goals address these criteria?

- Start with "All children will..."
- Are broad
- Describe change, not activities
- Show developmental progression
- Are measurable
- Include the family role
- Embrace learning the culture of the community
- Use wording that is clear to anyone

**SUB-SECTION C:
APPROACH TO SCHOOL READINESS**

- What data are you collecting and what tools are you using to track progress towards your School Readiness Goals and Objectives?



SUB-SECTION C: SCHOOL READINESS

1. Child Assessment Data:

- a. Identify the child assessment(s) used or to be used by your program and discuss how it is developmentally, linguistically, and culturally appropriate for the group of enrolled children.
- b. Describe your program's system to analyze child assessment data to individualize the instruction and learning for each child and to aggregate and analyze child assessment data at least three times per year.

SUB-SECTION C: SCHOOL READINESS

- c. Explain how the child assessment data analysis, in combination with other program data, will be used to:
 - i. Determine the agency's progress toward meeting its goals and intended impacts
 - ii. Inform parents and the community of results
 - iii. Direct continuous improvement
- d. Describe a plan to ensure the fidelity of assessment tools will be maintained.

SUB-SECTION C: SCHOOL READINESS

2. Curriculum:

- a. Identify the curriculum(s) used by your program and discuss how it is developmentally, linguistically, and culturally appropriate for the group of enrolled children.
- b. Discuss how the curriculum(s) relates to the child assessment(s) used.
- c. Include **Evidence** that your curriculum(s) is aligned with the Head Start Early Learning Outcomes Framework, State early learning guidelines as appropriate, and expectations of the local schools where children will transition to kindergarten.

SUB-SECTION C: SCHOOL READINESS

3. Staff-Child Interaction Observation Tools:

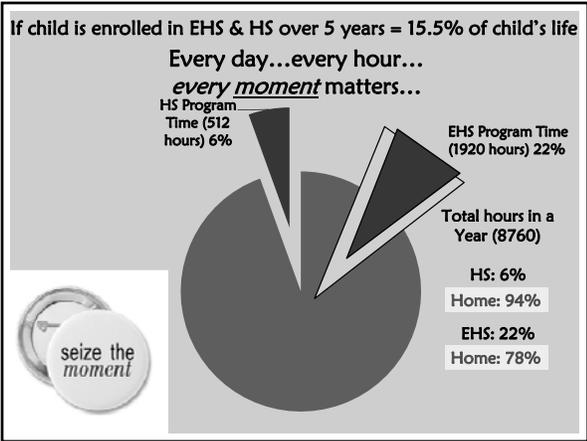
- a. Identify whether staff-child interaction observation tools (i.e. CLASS, HOVRS, Arnett Caregiver Interaction Scale) will be used by the program. If not, skip the remaining parts of this question.
- b. Explain how the staff-child interaction tools will be used.
- c. Describe your program's plan to use this data to improve the quality of children's experiences.
- d. Describe a plan to ensure the fidelity of the assessment tools will be maintained.

SUB-SECTION C: SCHOOL READINESS

- Are you implementing your SR Goals according to your SR Plan?
- How are you monitoring children reaching SR Goals?
- What course corrections have you made to ensure you reach the outcomes anticipated?
- Are you updating your goals annually?
- How and to whom are your reporting progress?

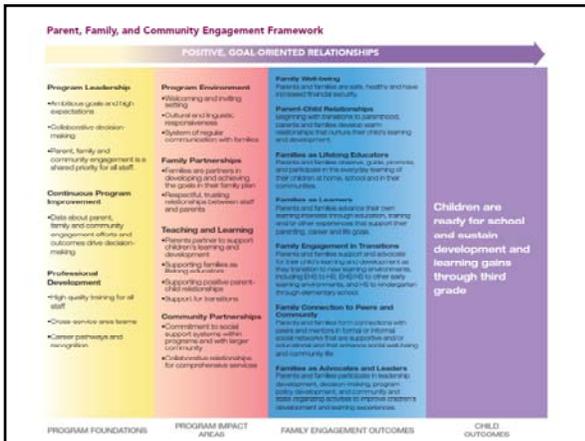
SUB-SECTION D

Parent, Family, and Community Engagement



SUB-SECTION D: PARENT, FAMILY, & COMMUNITY ENGAGEMENT

How are you fully engaging parents/families in their child's school and life readiness?



SUB-SECTION D: PFCE

■ **1. Describe the process to be used to identify and prioritize PFCE goals and/or objectives.**

(For example, will families be involved in the goal-setting process? Will information such as aggregated family assessment data be used to target outcome areas? Will the program seek staff input on priority goals/objectives?)

SUB-SECTION D: PFCE

2. Identify the data, tools, or methods that will be used to support implementation of and track progress toward PFCE goals and/or objectives.

(Examples could include evidence-based measures, National Center assessment tools, parent surveys, or other program-designed methods.)

Goal	Objectives	Services (Actions)	Expected Outcome
<i>What PFCE goal does our program want to accomplish?</i>	<i>What are we planning to do to reach our PFCE goal?</i> Over a five-year period, our program will establish processes and offer services so that:	<i>What actions are we going to take to reach our objectives?</i>	<i>Which expected outcomes relate to our goals, objectives, and services (actions)?</i>
Goal 1.			
Goal 2.			

SUB-SECTION D: PFCE

3. Describe how aggregated program data related to family progress may also be analyzed in support of children's school readiness goals, as applicable.



SUB-SECTION D: PFCE

- In what ways are parents fully engaged in their child's School Readiness?
- How are parents implementing their goals?
- What supports are you offering to them to successfully reach these goals?
- How are you monitoring their progress on goals?
- What course corrections have you made to ensure they reach the outcomes anticipated?
- How and to whom are your reporting progress?

BREAK



SUB-SECTION E

Governance,
Organizational
and
Management
Structures,
and
Ongoing
Oversight

SUB-SECTION E: GOVERNANCE

■ In this item, describe the governance, organizational, and management structures that provide ongoing oversight to support quality services and maintain accountability, efficiency, and leadership within the program.

SUB-SECTION E: GOVERNANCE

1. Describe the governing body structure & show how the structure meets the program governance composition requirements established in item 642(c)(B-D) of the HS Act, including at least 1 member:

- a. with expertise in fiscal management or accounting;
- b. with expertise in EC education and development; and
- c. who is a licensed attorney familiar with issues that come before the governing body.

■ Provide information to assure that governing body members do not have a conflict of interest.

SUB-SECTION E: GOVERNANCE

2. Describe how the program governance requirements established in item 642(c) of the HS Act are met, including:

- a. exercise effective oversight of program operations and accountability for Federal funds;
- b. monthly reporting of required information to the Governing Body and Policy Council;
- c. involvement of the Governing Body in the selection of the program's auditor & receipt of the annual audit report;
- d. include PC in planning & decision-making process;
- e. assure representation of diverse community served;
- f. set & monitor overall agency priorities & operational systems;
- g. conduct the community assessment, annual self-assessment, ongoing monitoring & outcome-based evaluation.

SUB-SECTION E: GOVERNANCE

6. Provide a description of the systems developed to ensure criminal record checks occur prior to hire for all staff working in the Head Start and/or Early Head Start program. Include a description of the procedure followed to ensure staff remain up to date on required health exams and tuberculosis screenings.

SUB-SECTION E: GOVERNANCE

7. Demonstrate how all employees meet staff qualification requirements by identifying the qualifications of and competencies for staff, including Head Start and/or Early Head Start director(s); education and child development staff; health services staff; nutrition services staff; mental health services staff; family and community partnership staff; parent involvement services staff; disability services staff; and fiscal staff.

SUB-SECTION E: GOVERNANCE

8. Describe how staff will plan, organize and provide comprehensive services that include:

- a. facilitating effective educator-child relationships that support children's development;
- b. ensuring staff are prepared for and supported in implementing evidence-based instructional practices that are individualized based on the ongoing assessment of each child to support positive child outcomes;
- c. ensuring staff successfully partner with families in supporting children's development; and
- d. supporting staff, through regular provision of feedback, supervision, coaching and other mechanisms.

SUB-SECTION E: GOVERNANCE

9. Describe the management systems in each of the following areas:

- a. program planning;
- b. internal and external communication;
- c. record-keeping and reporting;
- d. ongoing program and fiscal monitoring; and
- e. annual self-assessment, including a summary of the process used to conduct the self-assessment, the results of the most recent self-assessment conducted within the last year, and the improvement plan addressing any issues, including action steps, person(s) responsible, and timeframe for corrective action.

SUB-SECTION E: GOVERNANCE

- How is the governing board involved in the assessment and planning for the Head Start program?
- How is the Policy Council engaged to provide for their involvement in program decision making?
- Are staff involved in the program assessment and planning process?
- Are parent committees active in the planning and support of the program?
- Are reports timely and provide required and strategic information?

WHAT IS YOUR STORY?



IT'S A NEW DAY

Now start *your* New Day!

The Five-Year Project Period

THANK YOU!



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