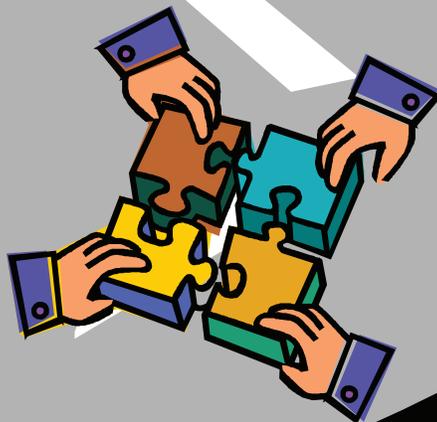




On the Road to School Readiness



**Office of Head Start Summit
February 15 - 17, 2011
Baltimore, Maryland**



GPS PLANNER

GRANTEE POSITIONING SYSTEM (GPS) PLANNER

CONTENTS

WELCOME 3

PLENARY 1 – Setting School Readiness Goals 5

 Breakout 1 6

 Deeply Rooted Head Start Values: Then and Now 9

PLENARY 2 – School Readiness Goals and Alignment 11

 Breakout 2 12

PLENARY 3 – Teaching and Learning: The Critical Roles of Curriculum, Ongoing Child Assessment, and Instruction 17

 Breakout 3 18

PLENARY 4 – Using Data to Improve Teaching and Learning 21

 Breakout 4 22

PLENARY 5 – Using Data to Inform Program Self-Assessment and Improvement 25

 Follow-up Questions – Plenary 5 26

 Systems and Services: The Leader’s Role in Implementing the Vision 27

 Program Self-Assessment Tools 29

 Three Elements of the Office of Head Start 2011 Monitoring Protocol 30

OHS SUMMIT: *On the Road to School Readiness* Takeaway Grid 33

GRANTEE ACTION PLAN TEMPLATE 35

WELCOME

WELCOME to the Office of Head Start Summit: *On the Road to School Readiness!* During the Summit, you will receive a great deal of information from a variety of sources: plenary sessions, peer networking, lively breakout discussions, the Early Childhood Learning and Knowledge Center (ECLKC), a resource fair, printed materials, evening gatherings, and more. We are providing this GPS document to help you navigate the experiences of the next three days.

What is GPS? GPS stands for Global Positioning System, a high-tech tool to help determine a precise position. We are borrowing and modifying this term to refer to this *Grantee Positioning System (GPS) Planner*. We hope this assists you both during your time at the Summit and with your work when you return to your program.

In keeping with the GPS approach, an overall goal of this Summit is to ensure that programs can identify where they are, where they may need to go, and how they will get to school readiness goals for preschool children. This paper version of GPS, like the high-tech version, is designed to help you find and stay the course, minimize delays, develop an awareness of problems, identify red flags, and allow you to recalculate and adjust the direction, when necessary, in order to reach your desired destination.

GPS technology allows you to lock positions on a course using multiple satellites for guidance. We encourage you to identify satellites while you are here. There are home-based satellites that have knowledge, skills, and abilities to lend to this critical work. At the Summit, we introduce you to new satellites, including state collaboration coordinators, fellow directors, fellow education coordinators, the ECLKC exhibitors and staff, your T/TA specialist, Federal staff, and the National T/TA Centers. You may want to stay in contact with them after the Summit.

The *GPS Planner* reflects the Summit's content and structure as summarized in the meeting agenda. It includes a section for each plenary and breakout with space to record key points and answers to guiding questions. The *GPS Planner* includes some key elements of the current Monitoring Protocol for your reference, as well as a grid to summarize key concepts, program implications, and action steps for each session. Finally, you will find a Grantee Action Plan template to encourage you to reflect on actions needed, key personnel required, resources, and strategic dates to accomplish actions.

Here are a few tips to assist you in the use of your *GPS Planner*:

During the Summit —

- Collect information and ideas from the plenary sessions
- Reflect on the current state of this work in your program
- Respond to the guiding questions in the *GPS Planner*
- Plan the “next steps” that will move your program further down the road to school readiness

After the Summit —

- Consider information gathered at the Summit
- Share information with your colleagues
- Adopt a plan to implement your next steps on the road to school readiness

Good luck as you travel the road to school readiness using your *GPS Planner* and guided by your satellites. We wish you success, a pleasant and interesting journey, and positive outcomes.

Plenary 1 – Setting School Readiness Goals

This session is designed to help Head Start leaders understand and embrace the context, rationale, and requirements for establishing and measuring progress toward school readiness goals, including the use of *The Head Start Child Development and Early Learning Framework*.

Participant Goals:

- Participants will respond to national data describing the school readiness of preschool Head Start children and compare this information to their local programs.
- Participants will articulate rationales for supporting higher school readiness expectations for Head Start preschool children.
- Participants will become more familiar with the revised Framework and the ways it supports school readiness goals for preschoolers.

Key Take Away Messages and Learning

What are the implications for your program?

Where are you?

What might you need to do?

Who would be included?

4. What is there about Head Start's values that helps you to better understand what needs to be done as your program moves closer to achieving school readiness goals?

5. Are there red flags or challenges your program needs to address?

6. What questions do you have about any of the topics from this first plenary session?

Deeply Rooted Head Start Values: Then and Now

Since its inception in 1965, the success of Head Start has been grounded in general values. These values frame all our work, whether our focus is on optimizing child health, enhancing our facilities, assessing our communities, pursuing strategic goals – or creating, expanding and enriching school readiness initiatives.

Comprehensive Services: Head Start is not only an early childhood program, nor is it only a health, social services or parent engagement program. It is all of these and more. We believe that significant positive changes in the lives of young children happen only when they and their families receive an array of services and opportunities that are individualized, strength-based and multi-faceted.

A Focus on the Whole Child: This oft-used concept has new life when we remember that children are creators, thinkers, movers, feelers, and doers. Program experiences and the child assessment tools we use to shape those experiences must focus on all developmental domains: cognitive-language, social, emotional, and physical.

Parent Engagement: Head Start values parents as the first and most important teachers of their children, knowing that children develop to their fullest potential when they are loved, nurtured and supported by all the significant adults in their lives. Head Start relies on the strengths and knowledge of parents throughout the program.

Governance: Effective program oversight, accountability, and leadership, through which parents, agency leadership, other staff, and community members work, ensures the provision of quality program services in keeping with Federal regulations.

Collaboration: Head Start originated as a Federal to local community-based program and local partnerships with agencies and institutions continue to contribute to our success. Collectively, we shape and continuously improve services to children and families.

Professional Development: Empowering all staff through an array of training and educational experiences is a vital component of program improvement efforts. Professional development underscores Head Start's commitment to providing services of the highest quality and developing local leadership and advocates for vulnerable children and their families.

Diversity: The unique and special contributions of each child, family, community, and staff are celebrated throughout our programs. Head Start remains a place where individuals of different ethnic, racial, religious, educational, and experiential backgrounds pool their talents on behalf of children and families.

Continuous Quality Improvement: Head Start stands as a model for excellence in early childhood and human service fields by engaging in data-driven decision-making, embracing evidence-based practices, and consistently seeking to excel in the pursuit of excellence.

Plenary 2 – School Readiness Goals and Alignment

This session focuses on establishing school readiness goals that are aligned with the revised Framework, local school requirements, and State early learning standards.

Participant Goal:

- Participants will increase their understanding of alignment as described in the Head Start Act of 2007 and will consider ways to work with staff and families to understand how school readiness goals, curriculum, and transition planning align with State Standards.

Key Take Away Messages and Learning

What are the implications for your program?

Where are you?

What might you need to do?

Who would be included?

4. What is the message about alignment to help ensure that all stakeholders understand alignment?
List some key points to use with the following parties:
- Teaching staff

 - Parents and families

 - Management team

 - Policy Council

 - School district partner/s

 - Other community partners
5. How are your school readiness goals developed?
6. At present, your school readiness goals are communicated to:

7. On the chart below, circle the categories that best apply to your program.

Used to inform our school readiness goals

- Instruction
- Individual child goals
- Work with parents and families
- Transition planning
- Collaboration with school district partners
- Program level analysis of child progress
- Professional development
- Program improvement plans
- Reporting to staff, families, governing bodies, and other stakeholders
- Other

Informed by our school readiness goals

- Instruction
- Individual child goals
- Work with parents and families
- Transition planning
- Collaboration with school district partners
- Program level analysis of child progress
- Professional development
- Program improvement plans
- Reporting to staff, families, governing bodies, and other stakeholders
- Other

8. Describe a possible next step with school readiness goals in one or more of the following areas:

- Instruction

- Individual child goals

- Work with parents and families

- Transition planning

- Collaboration with school district partners

- Program level analysis of child progress

- Professional development

- Program improvement plans

- Reporting to staff, families, governing bodies, etc.

- Other

9. Are there red flags or challenges your program needs to address?

10. What questions do you have about any of the topics from the second plenary session?

Plenary 3 – Teaching and Learning: The Critical Roles of Curriculum, Ongoing Child Assessment, and Instruction

This session focuses on the key underpinnings of effective programs for young children: research-based curriculum, ongoing child assessment, and intentional instruction. The implementation of effective practices in these areas is critical to children’s success.

Participant Goal:

- Participants will refine their understanding of the relationship among curriculum, ongoing child assessment, instruction, and the revised Framework.

Key Take Away Messages and Learning

What are the implications for your program?

Where are you?

What might you need to do?

Who would be included?

4. How do you support program improvement in the areas of:

- Curriculum implementation
- Ongoing child assessment
- Instruction

5. Are there red flags or challenges your program needs to address?

6. What questions do you have about any of the topics from the third plenary session?

Plenary 4 – Using Data to Improve Teaching and Learning

This session focuses on using quality data to track agency progress toward school readiness goals for children, to inform families, and to ensure program quality.

Participant Goal:

- Participants will learn about building systems to manage, analyze, and report data in timely and useful ways and will reflect upon their current efforts to promote understanding and use of data by staff, the management team, parents, and other key stakeholders.

Key Take Away Messages and Learning

What are the implications for your program?

Where are you?

What might you need to do?

Who would be included?

Breakout 4 – Using Data to Improve Teaching and Learning

Consider the plenary content and respond to the following questions:

1. What did you hear in the plenary that affirmed your work, excited you, or challenged you?

2. What “take-aways” do you have from the presentation that will assist you in your work back home?

Consider the substance of the fourth plenary, and the fact that data sources have an important place in our work with children, families, settings, and programs. Thinking about teachers, home visitors, family child care providers, and management staff, respond to these questions:

1. Do you currently have a data system in place? What are some of the key elements?
2. What data do you collect and how?
3. How do you use data?
4. How do you evaluate the quality and accuracy of data?

5. How are you using data to improve child outcomes?

6. Are there red flags or challenges your program needs to address?

7. What questions do you have about any of the topics from the fourth plenary session?

Plenary 5 – Using Data to Inform Program Self-Assessment and Program Improvement

This session is designed to help programs use data as part of program self-assessment and program improvement by engaging the governing body, the Policy Council, and the management team in setting goals and making adjustments.

Participant Goal:

- Participants will refine their understanding of program self-assessment and program improvement in relation to achieving school readiness goals.

Key Take Away Messages and Learning

What are the implications for your program?

Where are you?

What might you need to do?

Who would be included?

Systems and Services: The Leader's Role in Implementing the Vision

Managers are ultimately accountable for what happens in programs. Your *GPS Planner* is designed to help you carry out your role as an effective Head Start leader.

Based in part on your Summit experiences, you have begun to draft an action plan. The plan will help ensure that your agency will implement high quality Head Start systems and services in ways that will maximize positive child outcomes.

An imperative part of each leader's role is to coach and support staff and parents in making change. Genuinely engaging them in contributing their ideas to the action plan for program improvement invariably strengthens the approach and broadens the ownership and commitment to program improvement.

Your *GPS Planner* is meaningful and useful to you because it is linked to the existing *Head Start Program Performance Standards*, as well as to the management responsibilities and leadership roles you have. It focuses your attention on ways to improve your agency's current management systems in order to support effective program services. The systems included in the Program Performance Standards include governance, planning, communication, record-keeping and reporting, ongoing monitoring, self-assessment, human resources, and fiscal management. As your action plans develop, examine the effectiveness of the management systems in your agency in assuring high quality services necessary for school readiness. Below are examples of questions to consider as your team reflects and plans. Be certain to utilize information from many sources in answering these questions. The following questions are intended to be thought provoking as you consider ways to improve the child development and educational aspects of your program.

Planning

- How can our agency improve our planning process to ensure program improvement and positive child outcomes?
- What planning must take place to develop and implement a system for outcome-based program self-assessment?
- How can strategic planning support desired programmatic changes? What roles will members of the leadership team play?

Communication

- What do staff and parents say they want children to learn?
- How effective are our current efforts to communicate on issues of program quality and outcomes with staff, parents, government groups, and community partners?
- How can we, as leaders, improve our ability to communicate our vision and plans for program improvement?
- What are the school readiness requirements of our local education agencies?

Record-keeping and Reporting

- What records and reports are needed to track the progress of children?
- How does our leadership team analyze information in order to report child outcome school readiness progress?
- What reports will be provided to the parent committees, policy councils, and governing bodies, and other key stakeholders?

Ongoing Monitoring

- How does our program monitor the quality of child development services in classrooms, in home-based programming, and in family child care?
- What is the frequency and scope of ongoing monitoring? How do we use what we learn?
- What changes could improve our ongoing monitoring effort and how information from monitoring helps to guide program improvement efforts?

Self-Assessment

- What is our self-assessment process?
- Have we included all appropriate people on the self-assessment teams – staff, parents, policy group members, community partners?
- What is our process for program improvement based on the results of our self-assessment?

Human Resources

- What skills and knowledge do staff members have?
- What additional skills and knowledge might they need?
- In what ways do we, as leaders, ensure professional development, training, education, coaching, mentoring, and supervision?

Fiscal Management

- How are resources currently allocated to support quality services?
- How might resources be re-allocated to better support staff, curriculum, ongoing assessment, instruction, child outcomes, and overall school readiness?
- What additional resources can be enlisted to support improved quality?
- How will we, as leaders, assure that key decisions are made?

Program Governance

- How will we involve parent committees, policy councils, and governing bodies in the decision-making necessary to achieve our school readiness goals?

Program Self-Assessment Tools

At this Summit, you have heard multiple presenters talk about the importance of not only self-assessment, but also of the need to examine "how children are doing" as part of this process. Continuous program improvement is a key requirement of the Head Start program. Head Start leaders conduct program self-assessments at least once a year, and they conduct them in different ways, over different periods of time during a year. They also use different tools and procedures to accomplish the tasks.

In a series of Program Self-Assessment booklets, one focuses on *Using Child Outcomes in Program Self-Assessment* (Booklet 18). The core question that guides the self-assessment team is:

Does the program have an effective system for measuring child outcomes that informs program leaders of patterns of progress for three-to-five-year-old children and guides the program toward areas of needed improvement?

This resource suggests that a program consider the following when engaging in program self-assessment of child outcomes: child assessment tools, written plans that reference measuring child outcomes, written procedures for data collection, data analysis, sample reports, ongoing monitoring, and professional development. This resource includes sample questionnaires, checklists, and interview questions.

For several years, programs have found aspects of this self-assessment resource to be useful in coordinating or planning their assessment of program systems and services.

The sample documents highlighted in this tool include multiple questionnaires, checklists, and interview questions. Further, the tool suggests that each program consider the following when engaging in self-assessment: child assessment tools, written plans that reference measuring child outcomes, written procedures for data collection, data analysis, sample reports, ongoing monitoring, and professional development.

This Program Self-Assessment Booklet can be downloaded from the ECLKC at the link below:

<http://eclkc.ohs.acf.hhs.gov/hslc/Program%20Design%20and%20Management/Management%20and%20Administration/Self-Assessment%20%26%20Ongoing%20Monitoring/Self-Assessment/St-2-Book-18.pdf>

Three Elements of the Office of Head Start 2011 Monitoring Protocol

To access the entire protocol online, visit the Early Childhood and Knowledge Center (ECLKC) at <http://eclkc.ohs.acf.hhs.gov/hslc> and use the scroll bar on the front page to reach the 2011 Monitoring Protocol. The following elements of the Protocol are relevant to topics discussed at the Summit.

Education and Early Childhood Development Services

Education and Early Childhood Development Services Compliance Framework #3 - Curriculum, Individualization and Assessment

To build a foundation for comprehensive school readiness and to support the overall development of each child, the grantee consistently implements a curriculum that meets all required elements and is linked to ongoing assessment with developmental goals and measurable objectives. For programs serving preschool children, the curriculum and assessment aligns with the *Head Start Child Outcomes Framework*, State early learning standards as appropriate and the requirements and expectations of the schools the children will be attending.

Compliance Indicators:

3.1 The program implements a curriculum based on scientifically valid research and has standardized training procedures and curriculum materials to support implementation. 642(f)(3)(B)

3.2 The program uses information from screenings, ongoing observations, evaluations and insight from parents to determine how to best respond to each child's individual characteristics, strengths and needs. 1304.20(f)(1)

3.3 The program implements a curriculum that promotes children's language and cognitive development, early literacy and math skills, socio-emotional development, physical development and approaches to learning. 1304.21(a)(3), 1304.21(a)(4), 1304.21(a)(5), 642(f)(3)(A)

3.4 The curriculum is linked to ongoing assessment and supports each child's individual pattern of development and learning. 1304.21(c)(2), 642(f)(3)(C)

3.5 The curriculum includes opportunities for children to explore a variety of sensory and motor experiences with support and stimulation from teachers and family members. 1304.21(b)(1)(iii)

3.6 The program integrates all aspects of health, nutrition, and mental health services into the curriculum. 1304.21(c)(1)(iii), 1304.22(d)(2), 1304.23(c)(7)

Education and Early Childhood Development Services Compliance Framework #4 - Child Outcomes

The grantee incorporates child outcome data in the program Self-Assessment and develops improvement plans for school readiness as appropriate.

Compliance Indicators:

4.1 The program identifies goals for improving school readiness aligned with the Head Start Child Outcomes Framework, State Early Learning Standards as appropriate, and requirements and expectations of the schools the children will attend. 641A(g)(2)(A)

4.2 The program uses self-assessment information on school readiness goals to develop improvement plans.

641A(g)(2)(B)

Education and Early Childhood Development Services Compliance Framework #9 - Cultural and Linguistic Responsiveness

To build a foundation for comprehensive school readiness and to support the overall development of children who are dual-language learners the grantee provides the full spectrum of comprehensive Head Start services through a culturally and linguistically responsive approach.

Compliance Indicators:

9.1 Staff and program consultants are familiar with the ethnic background and heritage of families in the program and communicate with parents in their primary or preferred language or through an interpreter to the extent possible. 1304.51(c)(2), 1304.52(b)(4), 1304.40(a)(5), 1306.20(f)

9.2 The program's approach to child development and education promotes an environment of acceptance that supports and respects gender, culture, language, ethnicity, and family composition. 1304.21(a)(1)(iii)

9.3 When a majority of children speak the same language, at least one classroom staff member or home visitor interacting regularly with the children speaks their language. 1304.52(g)(2)

9.4 The program demonstrates that children who are dual-language learners develop and demonstrate meaningful progress toward school readiness based on the Head Start Child Outcomes Framework through the use of culturally and linguistically appropriate instructional services. 641A(a)(1)(B)(i), 641A(a)(1)(B)(ii), 641A(a)(1)(B)(iii), 641A(a)(1)(B)(iv), 641A(a)(1)(B)(v), 641A(a)(1)(B)(vi), 641A(a)(1)(B)(vii), 641A(a)(1)(B)(viii), 641A(a)(1)(B)(ix)

9.5 The program demonstrates that children who are dual-language learners develop and demonstrate progress toward the acquisition of the English language. 641A(a)(1)(B)(x)

OHS SUMMIT: *On the Road to School Readiness*

SESSIONS	Key Take Away Concepts and Learning	What are the Implications for our Program?	What Do We Need to Do?
Setting School Readiness Goals and Understanding the Role of the Framework			
School Readiness Goals and Alignment			
Teaching and Learning: The Critical Role of Curriculum, Assessment, and Instruction			
Using Data to Improve Teaching and Learning			
Using Data to Inform Program Self-Assessment and Improvement			

GRANTEE ACTION PLAN

ACTION STEPS	KEY PERSONNEL TO ACCOMPLISH THE ACTION	WHAT WE NEED FOR ASSISTANCE (RESOURCES, T/TA)	STRATEGIC DATES

DESIRED OUTCOMES:

