



Head Start A to Z

School Readiness – The Leader’s Role

Background

Change the First Five Years and You Change Everything is the title of an inspirational video produced by the Ounce of Prevention Fund. Head Start and Early Head Start programs play a crucial role in being able to change the first five years for the children enrolled in their programs (and their families.) Head Start and Early Head Start leaders are charged with the awesome responsibility of working towards closing the achievement gap for the at-risk children they serve. The *Improving Head Start for School Readiness Act of 2007* (The Act) makes it a top priority for programs to contribute to the school readiness of all of the children they serve. In very broad terms, the Office of Head Start’s definition of school readiness is that “children are ready for school, families are ready to support their children’s learning, and schools are ready for children” (2011 Leadership Institute Planner, p. 37). Head Start views school readiness as a comprehensive and systematic process that is multi-faceted and that begins with infants and toddlers.

The National Association for the Education of Young Children (NAEYC) affirms the importance of school readiness for young children. Its publication “Where We Stand on School Readiness” states that “ensuring that children are ready for successful school experiences is one of the most pressing issues in early childhood policy and practice.”¹ While Head Start has always been a school readiness program, the 2007 reauthorization required that grantees be even more intentional and intensive in framing their programs around school readiness. Section 641A (g)(2)(A) of the Act requires each agency to establish program goals for improving the school readiness of children participating in its program that align with the Head Start Child Development and Early Learning Framework, state early learning standards, and the requirements and expectations of the schools children will be attending.

In its August 2012 report, the advisory committee on Head Start Research and Evaluation called for an intensified focus on school readiness to minimize achievement disparities faced by the diverse and disadvantaged children enrolled in Head Start and Early Head Start programs.

¹ “Where We Stand on School Readiness,” Copyright © 2009 by for the National Association the Education of Young Children. All rights reserved.

Head Start is called on to respond to a new sense of urgency about preparing children in low-income families for school, based on the growing evidence of the early onset of achievement disparities between economically disadvantaged children and their more advantaged peers, and the awareness that early disparities are linked to long-term negative educational and economic outcomes. Young children from families with incomes at 200 percent of poverty and below are significantly behind their more advantaged peers in cognitive development at age 2, and by school entry children in low-income families are typically further behind their more advantaged peers. These disparities have been documented consistently in multiple studies and across multiple domains of development. Moreover, evidence is mounting that gaps widen as students progress through school. Children's readiness for kindergarten seems to define a trajectory for the future; children who are behind at school entry tend to remain behind and those in the lead tend to gain advantage. While this pattern may relate to the continued socioeconomic disadvantage experienced by children who enter school behind their more well-off peers, it also suggests the importance of efforts to alleviate this educational disadvantage as early as possible.²

Regulation 45 CFR Part 1307 defines school readiness goals as “the expectations of children’s status and progress across domains of language and literacy development, cognition and general knowledge, approaches to learning, physical health and well-being and motor development, and social and emotional development that will improve readiness for kindergarten.” It added some specific and important definitions of, requirements for, and processes for developing and using school readiness goals. School readiness goals

- Appropriately reflect the ages of children, birth to five, participating in the program
- Align with the Head Start Child Development and Early Learning Framework, state early learning guidelines, and the requirements and expectations of the schools
- Address the five essential domains (language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development)
- Are established in consultation with parents

Programs use the child assessment data they collect in two ways. They aggregate and analyze the data three times per year (two times per year for programs operating less than 90 days) and use this data in combination with other data to determine their progress towards meeting goals, to inform parents and the community of results and to direct

² Advisory Committee on Head Start Research and Evaluation Final Report. August 2012.

continuous improvement related to curriculum, instruction, professional development, program design and other program decisions. They also analyze individual ongoing, child-level assessment data along with other appropriate data to individualize the experiences, instructional strategies, and services to best support each child.

However, it is important to remember that achieving school readiness requires an integrated effort. School Readiness is not accomplished through the child development and early learning aspect of Head Start alone. As the National Center for Children in Poverty puts it, “Parent engagement in children’s education is increasingly viewed as an essential support to children’s learning in early care and education programs and throughout the school years. ... effective parent engagement during the span from preschool through the early grades is a key contributor to children’s positive academic outcomes.”³ As stated in the Head Start Parent, Family, and Community Engagement Framework, “Families are engaged as equal partners in their children’s learning and development.”⁴ Similarly, “physical well-being, health, and motor development are foundational to young children’s learning. Health problems, delays in physical development, and frequent illnesses interfere with children’s ability to learn and are associated with a range of poor developmental and educational outcomes.”⁵

Head Start and Early Head Start directors must establish a vision for school readiness that permeates their programs. School readiness is everyone’s business so directors communicate that vision to staff, parents, their governing body and Policy Council, local schools, and community stakeholders. Every member of the Head Start/Early Head Start community plays a role and has a contribution to make towards school readiness.

Overarching Theme

This session focuses on what Head Start directors need to know, do, and oversee to support school readiness. It begins by outlining Head Start A to Z key message, “Leaders in the Head Start and early childhood community hold school readiness success as a primary goal.” It describes the regulatory requirements related to school readiness, outlines the four strategic steps and the process for developing school readiness goals, emphasizes that school readiness relates to infants and toddlers as well as preschool children, clarifies the

³ Smith, S., Robbins, T., Stagman, S. & Mahur, D. (2013). *Parent engagement from preschool through grade 3: A guide for policymakers*. Report. New York, NY: National Center for Children in Poverty.

⁴ “Head Start Parent, Family, and Community Engagement Framework,” retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pfcef>

⁵ Retrieved from <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/center/physical-health/individual-wellness-plans/HealthyChildren.htm>

relationship between school readiness and program goals, shows how the ten Head Start management systems support school readiness, and helps directors understand how all members of the Head Start and early childhood community contribute to a program's school readiness efforts.

Outcomes

- Appreciate their crucial role in leading their program's school readiness efforts
- See the relationship between program goals and school readiness goals
- Understand how the Head Start management systems support school readiness
- Ensure that all staff know their role in school readiness

Materials

- PPT presentation
- Chart paper with the session learning outcomes (two or more sets, depending on size of group)
- Colored dots for each table
- Chart paper and markers
- Sticky notes for each table
- What's My Role cards
- Celebrate Good Times cards
- Truth or Myth answer sheet
- Handouts
 - ✓ *Nifty Notes*
 - ✓ *Truth or Myth*
 - ✓ *School Readiness: What Head Start Directors Need to Know, Do, and Oversee*
 - ✓ *Planning in Head Start: Planning Paper # 3: Program Goals and School Readiness Goals – Understanding the Relationship*
 - ✓ *Keeping It Simple With Systems*
 - ✓ *Team Approach to School Readiness (optional)*
 - ✓ *Celebrate Good Times (role cards and script)*

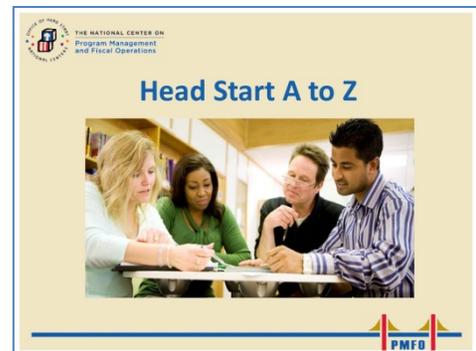
Planning Ahead

- This is a 90-minute session.
- Review the PowerPoint presentation and estimate the time you will need to complete each part of the session based on the size of the group.
- Review the background information
- Go over the answer key for the Truth or Myth handout making sure you can explain why each answer is true or a myth
- Copy the role cards for *What's My Role* and *Celebrating Good Times* on card stock. (The size of your group will determine the number of copies that you need.)
- Make copies of the handouts: (1 per participant)
 - ✓ *Nifty Notes*
 - ✓ *Truth or Myth*
 - ✓ *School Readiness: What Head Start Directors Need to Know, Do, and Oversee*
 - ✓ *Planning in Head Start: Planning Paper # 3: Program Goals and School Readiness Goals – Understanding the Relationship*
 - ✓ *Keeping It Simple With Systems*
 - ✓ *Team Approach to School Readiness (optional)*
 - ✓ *Celebrate Good Times (role cards and script)*

Let's Get Started

1. Introduce yourself. If you have one or more co-facilitators, invite them to introduce themselves too. This is the time when you may want to consider a warm-up activity that suits the size of the group. If the group is large, invite the group members to talk among themselves instead of engaging them in a full-group activity.

Offer the following beliefs/ideas/facts about **Head Start A to Z**:



- The National Center on Program Management and Fiscal Operations (PMFO) has created the *Head Start A to Z* learning sessions to target new leaders in the Head Start community who **(1)** are new to Head Start but have held leadership roles in other organizations; **(2)** are new both to the Head Start program and to a leadership role in the program; **(3)** know Head Start well but are taking on a leadership role for the first time; **(4)** are a new Head Start leader of a newly funded Head Start program; **(5)** know Head Start and currently serve in a leadership role yet want to re-energize; or **(6)** are currently directors who are supporting the orientation and ongoing learning of new leaders in their own programs, such as those in management staff positions and governing body members. The *A to Z* will provide an excellent opportunity for these groups to learn the foundations of Head Start and topics in other *Head Start A to Z* sessions together.
- PMFO wants the Head Start community to recognize the title *Head Start A to Z* so that whenever they attend any conference and a *Head Start A to Z* session is offered, new leaders in the Head Start community will know to attend and also know that they will leave the session with useful information and new vigor for their work.
- While *Head Start A to Z* is designed to support new directors, it also provides learning and support for other levels of Head Start leaders, which include members of the governing body and Policy Council, since they also have important leadership roles in Head Start. As well, the *Head Start A to Z* design provides opportunities for experienced managers to grow and hone their leadership skills while learning new ways to engage their teams and support their new directors.

Share with participants the following: “*Head Start A to Z* sessions are also designed to emulate the concept of the ‘learning organization concept.’ We recognize key characteristics of learning organizations: they include a supportive learning environment, openness to new ideas, and time for reflection. Each person has an important role to play in the success of this session. Those with experience remind us

where we've come from and what we must do to maintain our identity and uniqueness. New members bring a fresh perspective and remind us of what we must do to prepare for the future. All roles are essential for Head Start as a learning organization to continue to grow and flourish. *Head Start A to Z* sessions are successful when they help us share the best of what we have to offer with a strength-based focus. As you engage in this session, we hope that you will support one another in the learning process by generously sharing your knowledge, experience, and perspective."

2. Nifty Notes.

Begin by giving the *Nifty Notes* page(s) to participants as a place for capturing their thoughts, "ah-ha!" moments, or any new knowledge they may acquire during this session.



3. Introduce the session *School Readiness, the Leader's Role*.



4. Key Message.

Guide participants to the "Key Messages" slide. Say to participants, "*Head Start A to Z* sessions are designed based on a set of key messages. For this session, 'School Readiness, The Leader's Role,' we will focus on key message #5."

Read the key message: "Leaders in the Head Start and early childhood community hold school readiness success as a primary goal. "



Say: The role of every HS/EHS director and manager is to contribute to and support a program-wide vision of quality education and early childhood development services and cultural diversity. Effective leadership development encourages you to stay abreast of educational developments in HS/EHS and the greater early childhood field; discuss the implications of the developments with your program's leadership team; and actively collaborate on the program's school readiness goals and related programming with parents, staff, governing bodies, local education agencies, and community partners.

5. Outcomes.

Review the session outcomes on the PPT slide.

Outcomes



- Appreciate your crucial role in school readiness
- See the relationship between program goals and school readiness goals
- Understand how Head Start management systems support school readiness
- Ensure that all staff know their role in school readiness



5

6. Choose Your Outcomes

Post the charts with the learning outcomes around the room. Make sure that participants have colored dots on their tables. Go over the directions on the PPT slide. Allow participants three to five minutes to walk around and place their dots on the chart. Briefly summarize the voting results.

Choose Your Outcomes



- Please take two colored dots from your table.
- Read the learning objectives on the wall charts.
- Put the dots beside two objectives that you want to learn most about.
- Be ready to explain your choices.



7. Your Turn

Invite participants to introduce themselves to the others at their table and to share the two learning outcomes that they chose and why they chose them.

Your Turn



Take a few moments to:

1. Introduce yourself to the people at your table.
2. Share with them the two learning outcomes that you chose.
3. Explain why you chose them.

8. Truth or Myth

Distribute the handout **Truth or Myth**. Invite participants to complete the handout based on their current knowledge of school readiness in Head Start and Early Head Start. Let participants know that the answers to the questions will be revealed during the session. Instruct them to listen for the answers and check off the answers in the answer box as they hear them. Tell them that you will go over all of the answers at the end of the session.

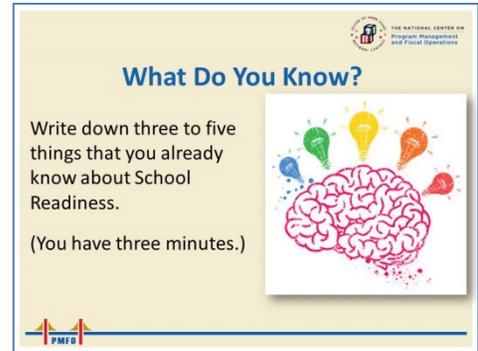


True False

9. What Do You Know?

Make sure that there are sticky notes on the table for participants to use. Invite participants to brainstorm three to five things that they already know about school readiness. Invite a few participants to share their ideas and record them on chart paper.

Summarize the ideas that were shared, emphasizing that participants already know a lot about school readiness and that this session will build on their current knowledge in the context of Head Start and Early Head Start.



The slide features a yellow background with a blue border. At the top right is the logo for 'THE NATIONAL CENTER ON Program Management and Fiscal Operations'. The title 'What Do You Know?' is in blue. Below it, the text reads: 'Write down three to five things that you already know about School Readiness. (You have three minutes.)'. To the right is an illustration of a pink brain with several glowing lightbulbs in various colors (green, yellow, orange, red, blue) around it. At the bottom left is the 'PMFO' logo.

10. Video Clip

Tell participants that you are going to show a brief video clip that makes the case for the importance of the first five years and the role of high quality early childhood education. Show the four minute video clip called “Change the First Five Years and You Change Everything,” developed by the Ounce of Prevention Fund.



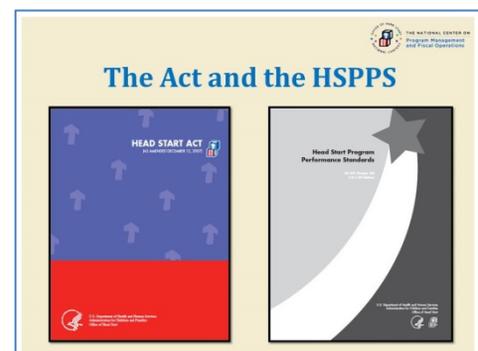
The slide has a yellow background with a blue border. At the top right is the logo for 'THE NATIONAL CENTER ON Program Management and Fiscal Operations'. The title 'Video Clip' is in blue. Below it is a photograph of a hand holding a black remote control in front of a television screen. Below the photo, the text reads: 'Change the First 5 Years and You Change Everything' and '*Change the First Five Years and You Change Everything' Ounce of Prevention Fund.

Invite a few participants to share their reaction to the video clip.

11. The Act and the HSPPS

The Head Start Act and the Head Start Program Performance Standards (HSPPS) spell out the regulations related to school readiness.

Remind participants that Head Start has always been about school readiness but that the 2007 Head Start Act, *Improving Head Start for School Readiness* forced us to be even more intentional and intensive in framing our programs around school readiness.



The slide has a yellow background with a blue border. At the top right is the logo for 'THE NATIONAL CENTER ON Program Management and Fiscal Operations'. The title 'The Act and the HSPPS' is in blue. Below it are two book covers. The left cover is titled 'HEAD START ACT' and has a blue and red design with upward-pointing arrows. The right cover is titled 'Head Start Program Performance Standards' and has a grey and white design with a large white arrow pointing upwards.

The Act states: (Sec. 636. [42 U.S.C. 9831]) that “It is the purpose of this subchapter to promote the school readiness of low-income children by enhancing their cognitive, social, and emotional development— “

Ask if there is anyone in the group who was a part of HS prior to 2007. Ask them if HS did this prior to 2007. Then ask, so what is different now? This is your segue to the next slide, the 4 steps of 1307 which added some specific and important definitions of,

requirements for, and processes for developing and using school readiness goals.

12. Four Strategic Steps

Review the four strategic steps on the slide.
Mention that programs operating under 90 days are required to aggregate and analyze data two times a year.

Four Strategic Steps (from Part 1307)



- Adapt and align with goals from HSCDELF;
- Create and implement a plan
- Assess child progress ongoing; aggregate and analyze 3x/year (2x if under 90 days)
- Examine data for patterns of progress; develop a continuous improvement plan

13. Developing School Readiness Goals

Describe the process for developing school readiness goals outlined on the PPT slide.
Emphasize that while child outcomes data is aggregated and analyzed three (or two times) per year to get a program-wide view of child outcomes, it is used on an ongoing basis by classroom teachers as they plan for individual children and their group.

Developing School Readiness Goals



- Align with state Early Learning Guidelines and expectations of local schools
- Develop in consultation with parents
- Analyze and use individual child assessment data

14. Infant/toddler goals too?

New leaders need to know that school readiness applies to infants and toddlers.
Programs have to develop school readiness goals for infants and toddlers, aligned with their preschool school readiness goals.
Infant/toddler goals should be developmentally appropriate.
Programs need to aggregate and analyze infant/toddler data as well as data for preschool children.

Infant/toddler goals too?

Yes!



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15. School Readiness Goals – the Five Essential Domains for Birth to Five

Remind participants that the five essential domains in the school readiness framework are for infants, toddlers, and preschool children.

Briefly review the essential domains:

- Physical well-being and health -- Includes factors such as health status, growth, disabilities; physical abilities such as gross and fine motor skills; conditions before, at,

School Readiness Goals

Five Essential Domains For Birth to Five



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and after birth.

- Social and Emotional development - Combines two interrelated components that affect children's behavioral health and learning
 - Social development refers to children's ability to interact with others and their capacity for self-regulation
 - Emotional development includes children's perception of themselves, abilities to understand other people's feelings, ability to interpret and express their own feelings
- Language and literacy includes communication and emergent literacy;
 - Communication consists of listening, speaking, and vocabulary;
 - Emergent literacy includes print awareness, story sense, early writing, and connection of letters to sounds
- Cognition and general knowledge refers to thinking and problem-solving, knowledge about particular objects and the way the world works; mathematical knowledge, abstract thought, and imagination are also included,
- Approaches to learning refers to children's inclination to use skills and knowledge. These are the learning styles, habits, and attitudes with which children approach learning. Key components include enthusiasm, curiosity, persistence on tasks. The domain includes seven social/emotional characteristics that are essential for school readiness from Heart Start developed by Zero to Three. (Confidence, curiosity, intentionality, self control, relatedness, capacity to communicate, cooperativeness (cooperation is identified as an element in the Early Learning Framework))

Refer participants to the National Center on Quality Teaching and Learning (QTL) video clip about the Head Start Child Development and Early Learning Framework. It is posted on the ECLKC.

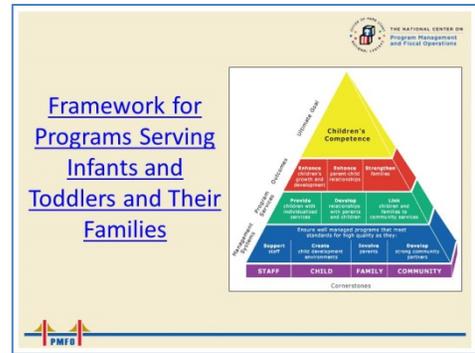
16. The HSCDELF

Show and describe the entire Head Start Child Development and Early Learning Framework.



17. Framework for Programs Serving Infants and Toddlers and Their Families

Show and describe the Framework for Programs Serving Infants and Toddlers and Their Families.



18. School Readiness and the Five-Year Project Period

Explain: The Information Memorandum (IM) "Federal Oversight of Five-Year Head Start Grants" and the grant application instructions require programs to include expected, measurable program impacts related to outcomes for children/school readiness and describe their approach to school readiness in the baseline application. In each subsequent continuation

application over the five years, programs must describe their progress towards school readiness goals and report on impacts on children, families and community.

The slide is titled "School Readiness and the Five-Year Project Period". It lists two main bullet points: "Baseline" and "Continuation". Under "Baseline", it says: "Include expected, measurable program impacts related to outcomes for children/school readiness" and "Describe approach to school readiness". Under "Continuation", it says: "Describe progress towards SR goals" and "Report on impacts on children (families and community)". The slide is attributed to "THE NATIONAL CENTER ON Program Management and Fiscal Operations" and "PMFG".

19. What Head Start Directors Need to Know, Do, and Oversee

Make the following points:

- Head Start and Early Head Start directors are the leaders of their program's school readiness effort. It is their responsibility to establish a vision for school readiness that permeates their programs.
- They need to be knowledgeable about school readiness, know how to implement a strong school readiness approach in their program, and oversee their school program's school readiness efforts.
- The following activity will give participants an opportunity to reflect on what they must know, do, and oversee.

Activity:

- Distribute and describe the handout *What Head Start Leaders Need to Know, Do, and Oversee About School Readiness*.
- Give participants about 10 minutes to complete the handout.

The handout is titled "What Head Start Leaders Need to Know, Do, and Oversee". It features three blue checkmarks, each with a label below it: "Know", "Do", and "Oversee". The handout is attributed to "THE NATIONAL CENTER ON Program Management and Fiscal Operations" and "PMFG".

20. Pair Share

Conduct the “Pair Share” activity, giving the following directions:

- Find a partner
- Share and give examples of:
 - Something you know well
 - Something you do regularly
 - Something you oversee regularly
- Ask for information/ideas/examples from your partner about:
 - Something you do not know well enough
 - Something that you don’t do enough
 - Something that you don’t oversee enough
- Switch roles and repeat



21. School Readiness vs. Program Goals

Ask: What is the difference between how we write school readiness goals and how we write program goals? What are the first two words we use in writing school readiness goals? (*Children will...*) In writing program goals? (*Program will/Program will ensure.*)

Distribute the handout ***Planning in Head Start: Planning Paper # 3: Program Goals and School Readiness Goals – Understanding the Relationship.***

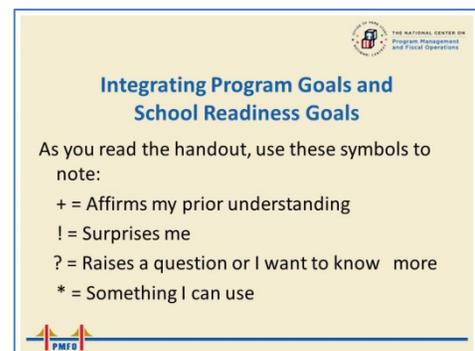


Tell participants that they are going to read the handout, developed by the Head Start National Centers that clarifies the relationship between program goals and school readiness goals.

Turn to the next slide for directions about how they will annotate the handout as they read it.

22. Integrating Program Goals and School Readiness Goals

- Invite participants to read the Planning Paper, annotating it with the symbols on the slide.
- Allow about 10 minutes, being aware that people read at different paces and checking to make sure that those who read at a slower pace have time to finish the reading.
- Invite a few people to share, especially surprises, questions, and things they can use.



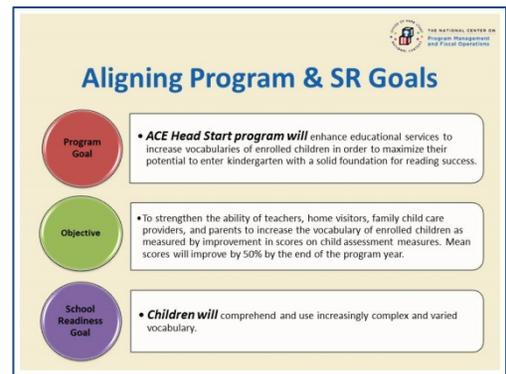
- Clarify and answer questions as appropriate.

23. Aligning Program and School Readiness

Goals

Make the following points:

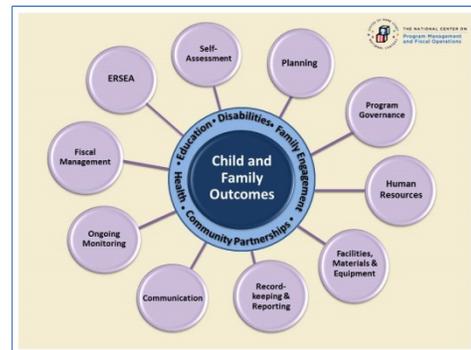
- This graphic illustrates the relationship between the program goal and school readiness goal that participants just read about in the Planning Paper. (Note that the goal, objective, and school readiness goal are appropriate for both EHS and HS children.)
- The objective indicates how progress on the goal will be measured.
- Once programs develop the goals and objectives, they develop an action plan that outlines the steps that will enable the program to meet the objective.
- There is not a 1:1 match between school readiness and program goals. One program goal supports many school readiness goals.



24. The Head Start systems constellation

Make the following points:

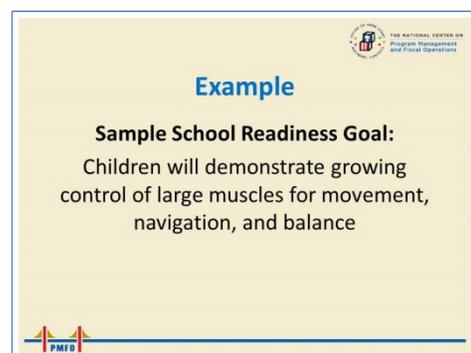
- It is important for Head Start/Early Head Start directors and other leaders to understand how the ten Head Start systems support school readiness as illustrated in this graphic representation. Child and family outcomes are at the center, Head Start services are in the ring around the outcomes, and the ten Head Start systems are like “constellations” radiating from the center (like planets around the sun).
- We’re going to look at how the Head Start systems support school readiness goals.



25. Example: Sample School Readiness Goal

We are now going to examine how to start using the systems web to relate to school readiness. We’re going to look at a specific goal and consider how each of the systems is needed to support this goal. Here is the goal:

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



26. A SR Goal and a System

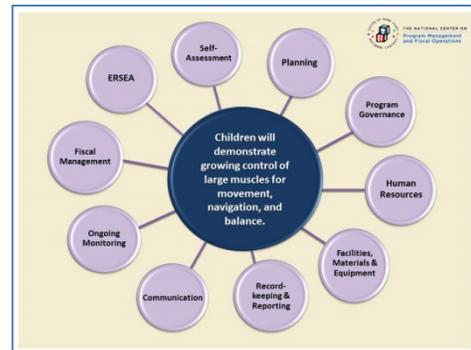
Set up the activity that follows by working through the example on the PPT slide with the group. Use facilities, materials, and equipment as an example of connecting school readiness goals to a system. Ask the group for examples of how facilities, materials and equipment relate to school readiness goals.

A SR Goal and a System

Sample School Readiness Goal	Facilities, Materials & Equipment
<ul style="list-style-type: none">Children will demonstrate growing control of large muscles for movement, navigation, and balance	<ul style="list-style-type: none">How might this school readiness goal relate to facilities, materials, and equipment?

27. How Systems Support a Gross Motor Goal

Say: Now we're going to look at the other nine systems in relation to this specific school readiness goal just as we did with facilities, materials, and equipment. Work through the example by asking participants to share ideas about how the other nine systems support attainment of the school readiness goal "Children will demonstrate a growing control of large muscles for movement, navigation, and balance."



28. Activity. (How Systems Support a Language and Literacy School Readiness Goal)

Distribute a piece of chart paper and markers to each group. Tell participants that now they will work with their group think about how the Head Start systems support a different school readiness goal. Invite them to consider the school readiness goal in the center of the constellation: "Children will comprehend, build, and use increasingly complex and varied vocabulary."



Depending on time:

- Have each table discuss how each of the management systems supports this goal.

OR

- Assign one or several systems to each group.

Share ideas with the whole group.

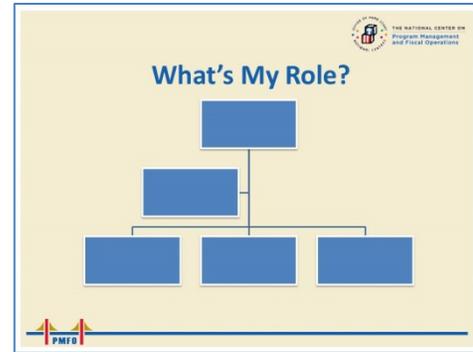
Distribute and discuss the handout "*Keeping It Simple With Systems.*"

29. Team Approach to School Readiness

Say: One of the outcomes of this session is help all staff understand how they contribute to school readiness and that school readiness is everybody's business.

Directions:

- Distribute or refer to the handout ***“Team Approach to School Readiness.”***
- Place a role card on each table.
- Give the following directions:
 - You are assigned one of the following roles based on which tent card is on your table
 - Share with the other members of the group people in your role (staff members, governing body, or Policy Council members) contribute to school readiness.
 - Use the back of your handout to record what role each plays in school readiness. Use the front of the handout to record what other groups suggest during the quick share back.
- Do a quick share back of all roles.



30. Celebrate Good Times – Your Turn

Say: This activity is based on an activity in the interactive online module *Data in Head Start and Early Head Start: Creating a Culture That Embraces Data*, available on the Early Childhood Learning and Knowledge Center (ECLKC). It's an activity that a director can share with staff to help all staff think about how they contribute to school readiness. The activity is a scripted role play.



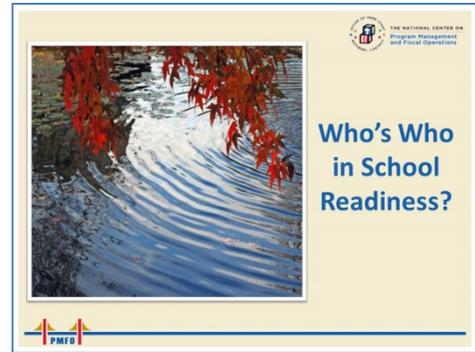
Distribute the handout ***Celebrate Good Times Role Play and Script*** and the Celebration Role Play Cards and give the following directions:

- Form groups of four.
- Select one of the following roles:
 - Lisa – Head Start/Early Head Start director
 - Omar – bus driver
 - Sue – Family Services
 - Georgia – Health Services
- Take turns reading your part of the script. Start with Lisa. Next have each person in turn read his or her first thought. Then have each person in turn read his or her second thought.

Conduct a brief discussion about how a director might use this in his or her own program.

31. Who's Who in School Readiness?

Say: In the last activity, we looked at supporting school readiness internally – the role that staff, families, governing bodies, etc. play in helping children be ready for school. But, as the expression goes, “It takes a village.” School readiness requires an external look as well as an internal look if for no other reason than the requirement that school readiness goals be aligned with state early learning guidelines and the expectations of the schools.



Now let's look at who's who in the local, state, regional, and national communities that Head Start programs interact with around school readiness. In thinking about this, remember that school readiness requires an integrated approach.

Directions:

- Assign each group identify key players and organizations at one of the following:
 - Local/community level
 - State level
 - Regional level
 - National level
- Invite each small group to report out to the entire group and record on chart paper.

To summarize, make the following points:

- Initially, while they are learning about their program, new directors are likely to spend time working with Local Education Agencies (LEAs) on alignment of school readiness goals and on transition planning.
- Over time, as they grow and become more confident in their program's operation and services, they can begin to develop and actively participate in the “bigger picture” of early childhood funding.
- Directors whose programs have multiple funding sources (e.g., state Pre-K, CCDF funding) need to be knowledgeable about the implications of state ECE initiatives.
- Learning about new partnerships can provide additional sources of funds and increased levels of service for your program.

32. Truth or Myth revisited

Review the answers to Truth or Myth, explaining the rationale for any answers about which there seems to be confusion.



33. Thank participants and invite any final reflections or questions.



