



School Readiness Goals

Work Sessions for Virginia Head Start/Early Head Start Programs January, 2012

Session Objectives



Participants will

- 1. Become familiar with OHS requirements, objectives and expectations around development and tracking of school readiness goals for children from birth to five.**
- 2. Learn about the four strategic steps outlined by NCQTL to support school readiness.**
- 3. Understand how to engage in the process of alignment of curriculum, assessment and school readiness goals with local, state and federal expectations.**
- 4. Begin the process of writing or refining school readiness goals for their programs.**

Head Start Act 2007



SEC. 636. STATEMENT OF PURPOSE [42 U.S.C. 9831]

It is the purpose of this subchapter to **promote the school readiness of low-income children** by enhancing their cognitive, social, and emotional development—

- (1) in a learning environment that supports children's growth in language, literacy, mathematics, science, social and emotional functioning, creative arts, physical skills, and approaches to learning; and
- (2) through the provision to low-income children and their families of health, educational, nutritional, social, and other services that are determined, based on family needs assessments, to be necessary.

Head Start Act 2007



- **Sec.642(f) Each Head Start Agency shall:**
 - Implement a **research-based early childhood curriculum** that
 - **promotes school readiness...**;
 - Is based on scientifically valid research and has standardized training procedures and curriculum materials that support implementation;
 - **Is comprehensive and linked to ongoing assessment...**;
 - Is focused on improving the learning environment...;
 - **Is aligned with Head Start Child Outcomes Framework**
 - *(details outlined on p.64-65 of the Act)*

Head Start Act 2007



Sec.641A (g)(2)(A) GOALS...- An agency conducting a self-assessment shall establish agency-determined program ***goals for improving the school readiness*** of children participating in a program under this subchapter, including school readiness goals that are **aligned with the Head Start Child Outcomes Framework, State early learning standards as appropriate, and requirements and expectations of the schools the children will be attending.**

Head Start Act 2007



Sec 641A(c)(1)(L) [*Reviews of HS agencies*] include as part of the reviews, a review and assessment of child outcomes and performance as they relate to agency-determined school readiness goals described in subsection (g)(2), consistent with subsection (b)(5).

HS Performance Standards: SR Goals for Infants and toddlers (1307.3)



- All agencies serving **infants and toddlers** must develop **age-appropriate school readiness goals**, that “align with the Head Start Child Development and Early Learning Framework, State early learning guidelines, and the requirements and expectations of the schools, **to the extent that they apply to the ages of children, birth to five**, participating in the program and at a minimum address the domains of language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development” (45 CFR XIII 1307.3 (b)(1)(ii), as amended).

45CFR 1307 School Readiness Goals Definition



- **Expectations of children’s status and progress across domains of**
 - **Language and Literacy Development**
 - **Cognition and General Knowledge**
 - **Approaches to Learning**
 - **Physical Well-being and Motor Development**
 - **Social and Emotional Development**
- that will improve their readiness for kindergarten.**

Program Instruction HS 11-04



The Office of Head Start believes that it is important that the goals:

- are appropriate for the ages of children participating in the program;
- address, the five essential domains;
- are established in consultation with parents.
- Are aggregated and analyzed periodically (2-3 times a year)
- Are used to:
 - determine progress toward meeting the established goals;
 - to inform parents and the community of results; and
 - to direct continuous program improvements related to curriculum, teaching, and instructional strategies, professional development, program design, and other program decisions;

School Readiness Definition and Goals



**What is a School Readiness Goal and
how will I know when I see one?**



Head Start Approach to School Readiness



- **Children** possess skills, knowledge and attitudes necessary for success in school and for later learning and life.
- **Parents and families** are engaged in the long-term, lifelong success of their child.
- **Schools** are ready for children when programs, schools and families work together in transitioning the children to kindergarten.

School Readiness Goals



- **Child goals:**
 - Based on child assessment information
 - Used to inform curriculum choices, professional development planning, classroom arrangement, etc.
 - Used to inform parents about child progress
 - Used to develop individual supports for each child

School Readiness Goals



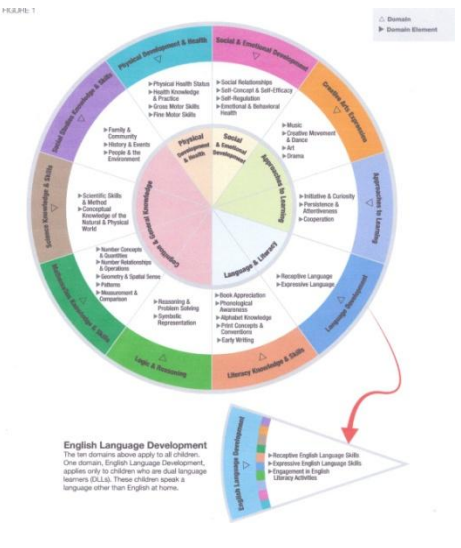
- **Program Goals**

- Developed based on 5 essential domains of child development
- Unique to your program
- Based upon your child assessment analysis, your community assessment, local school priorities
- Aligned with parent and family outcomes
- Involving families, especially for EHS

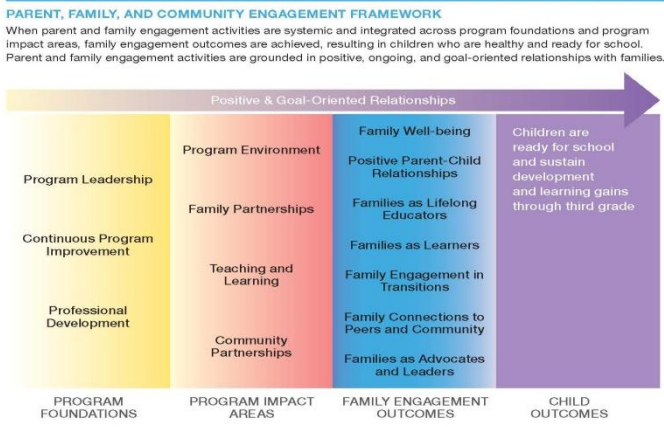
HS Approach to School Readiness



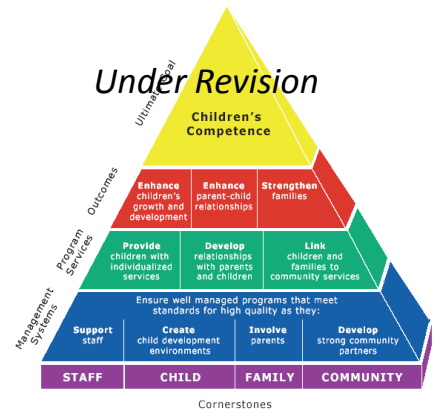
Three Major Frameworks encompassing preschoolers, parents and families, and infants and toddlers are the foundation.



Head Start Child Development Early Learning Framework



Parent, Family and Community Engagement Framework

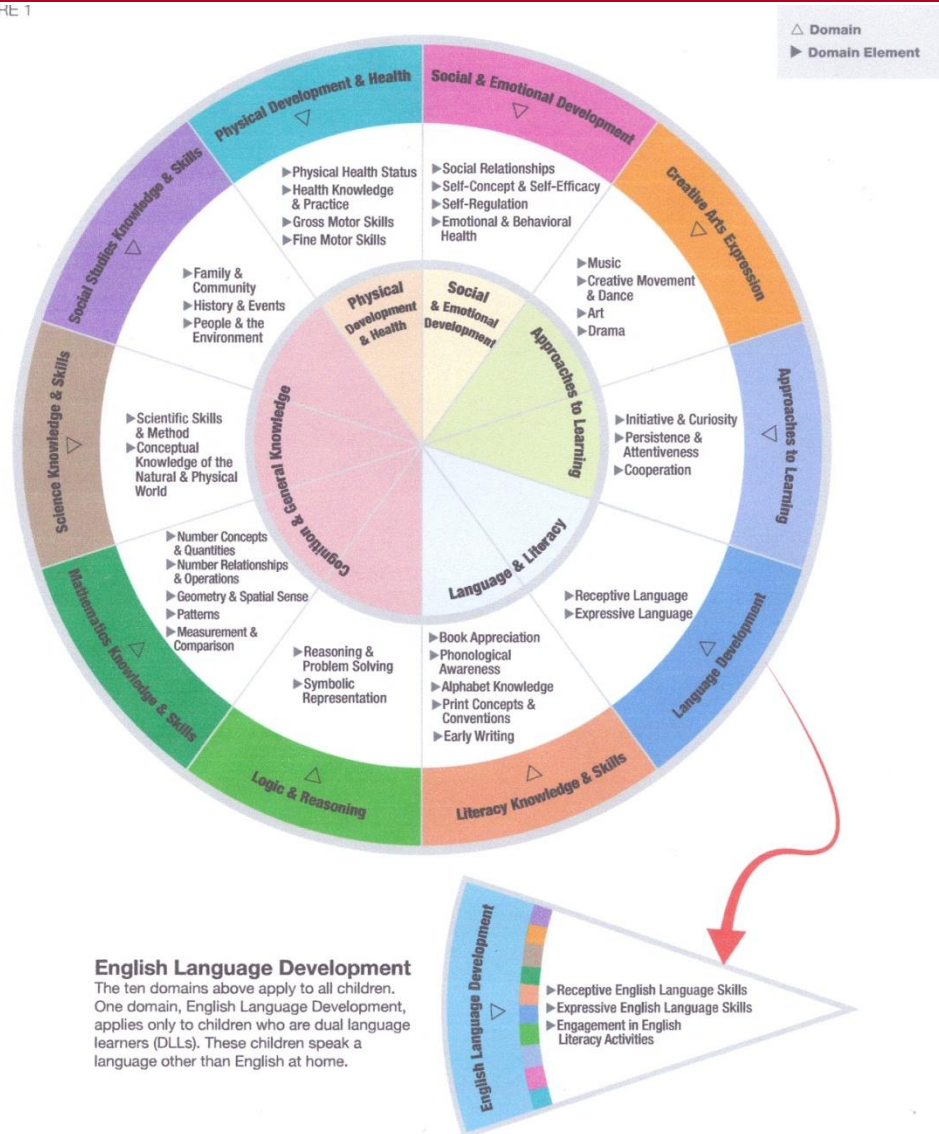


Foundations for Early Learning for Infants and Toddlers

HS Child Development & Early Learning Framework



FIGURE 1



English Language Development
 The ten domains above apply to all children. One domain, English Language Development, applies only to children who are dual language learners (DLLs). These children speak a language other than English at home.

HSCDELf: What's in it?



- 5 essential domain sections
- 11 Domains – represent the overarching areas essential for school and long-term success
- 37 Domain Elements - specifically define components of the Domains and linked to *Executive Functioning*
- 100 Examples - included under each domain element and meant as *examples rather than requirements or specified outcomes*

Executive Functions



- **Core Functions:**

- **Inhibitory Control (self control) the ability to shift attention and modify responses based on new situations and information**
- **Working memory- the ability to hold and manipulate information in the mind**
- **Cognitive Flexibility- the ability to shift attention and modify responses based on new situations and information**

- **Higher-order Executive Functions:**

- **Problem solving, Reasoning, Planning**

Executive Functions and School Readiness



Executive Function skills are more important for **school readiness** than are IQ or entry-level reading or math skills.

(Blair, 2002;2003;Blair & Razza, 2007; Normandeau and Guay, 1998)

HSCDELFF: Executive Function



- **Most Domains include executive function skills. Two are directly related to executive function.**
 - **Social and Emotional Development: self-regulation**
 - **Approaches to Learning: Persistence and attentiveness**

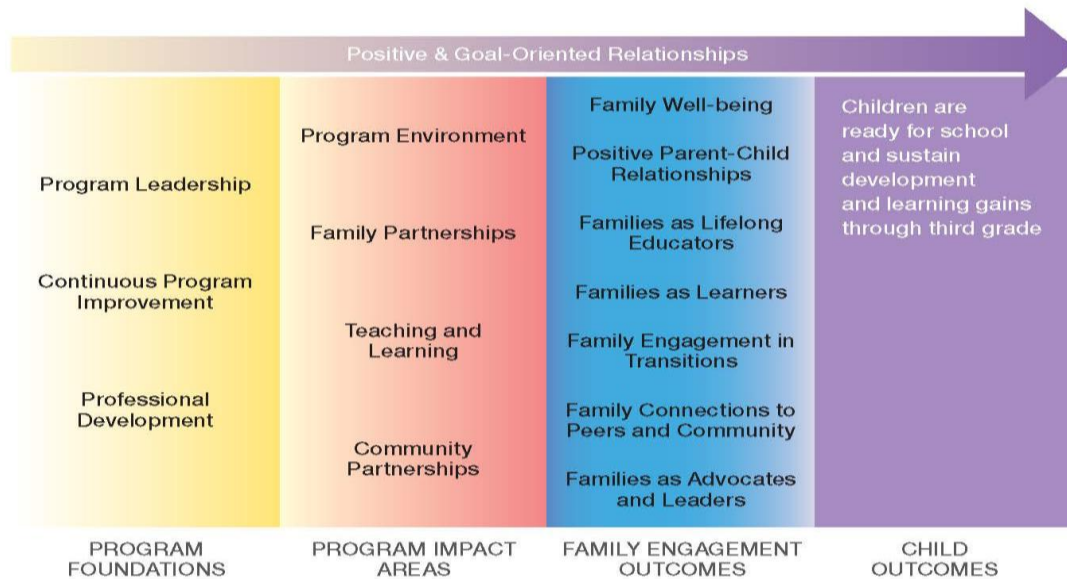
PFCE Framework



Agencies are required to consult with parents in establishing school readiness goals.

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK

When parent and family engagement activities are systemic and integrated across program foundations and program impact areas, family engagement outcomes are achieved, resulting in children who are healthy and ready for school. Parent and family engagement activities are grounded in positive, ongoing, and goal-oriented relationships with families.



Involving Families in SR Goals



- Look in the PFCE Framework for examples of progress for each family outcome.
- Consider how these connect to the five essential domains.
- Think about how you can involve parents and include goals or objectives for parents in your school readiness goals, especially with infants and toddlers.

Examples of Progress from PFCE Framework (p. 9)



PARENTS AND FAMILIES:

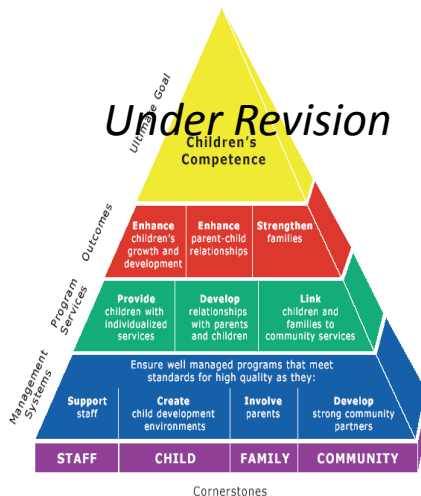
- Gained knowledge and experience around expectant parenting and prenatal health, the developing role of young parents (for adolescent parents), and/or about their roles as new mothers and fathers.
- Learned new ways to ensure the health and safety of their developing child.
- Learned new ways to understand and respond to their child's behavior.

School Readiness for Infants and Toddlers



Foundations for Early Learning for Infants and Toddlers are based on:

- Daily and Routine Interactions
- Social Emotional Skills
- Primary caregivers
- Plans that reflect developmental milestones
- Family involvement in goals
- Safe, secure settings
- Relationship-based curriculum
- Language-rich environments



Strategic Steps to Support School Readiness



1

- Adopt and align established 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

Strategic Steps to School Readiness



1

- Adopt and align established child goals from the preschool *Early Learning Framework (HSCDELFL)*

Goals and Outcomes



- **Goal:** *What we hope to achieve.* Intended purposes and expected results from quality teaching and learning
- **Outcome:** *What we actually achieve.* Actual results of observation and assessment—whether the child reached the goals that were set.

Writing Goals



- **Broad statements that articulate knowledge and skills for children in the five essential domains of development.**
- **Articulate high expectations based on**
 - HSCDEL Framework
 - State Early Learning Standards
 - Local School District Expectations
- **Goals will look different for infants and toddlers.**

Components of goals



- **Observable**
- **Describe change, not activities**
- **Measurable**
- **Broad enough to encompass range of children served.**
- **Developed from 5 essential HSCDEL F domains**

School Readiness for Infants and toddlers



- School readiness begins at birth!
- SR involves parents and all staff.
- State early learning standards should be taken into account (Virginia considers the Developmental Milestones the EL the developmental expectations for infants and toddlers)
- Resources from EHSNRC are available for guidance

Goals for Infants and Toddlers



Only in the Five Essential Domains:

- Social Emotional
 - Physical Development and Health
 - Approaches to Learning
 - Language and Literacy
 - Cognition and General Knowledge
- **Should use the program's curriculum and on-going assessment system to help establish goals.**

Goals for Infants and Toddlers



- Research indicates that supportive home environments contribute to
 - increased literacy development,
 - better peer interactions,
 - fewer behavior problems and
 - more motivation and persistence during learning activities.



Goals for Infants and Toddlers



- Research also shows:
 - Daily parent-child reading from infancy promotes cognitive skills
 - Early vocabulary gains that lead to more reading and vocabulary growth,
 - A “snowball effect” of reading and vocabulary gains.



Writing Goals for preschoolers



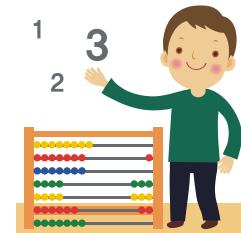
Think about change:

How will children change from the beginning to the end of their time in your program?

HSCDEL domain, Mathematics Knowledge and Skills

Element: *Number concepts and quantities*

(see p. 16 of the Framework document, p. 9 of Using Data to Support Child Outcomes)



What's wrong with this statement?



- **Our program will focus on math.**
 - Too broad
 - Not measureable
 - Does not measure change
 - Focuses on activity rather than the child's progress

Effective Goal Example



- **Children will understand that numbers represent quantities (count up to 20 objects) and have ordinal properties (tell what number comes before and after a given number-up to 20.)**
 - **Measureable**
 - **Broad enough to encompass range of children**
 - **Observable**
 - **Connected with your assessment tool?**

How Many Program Goals?



- No specific number is required
- They must cover at least the 5 essential domains (inner circle of HSCDELFF).
- Add more goals based on your knowledge of the children in your program.
- Some domains may have more goals than others depending on your individual program needs.
- Goals may also be informed by a program's curriculum.

School Readiness Goals: Considerations



- **What results do you want to see for children after their experience in Head Start or Early Head Start? What change do you want to see?**
- **Include how the goals relate to parents, local education agencies, and community factors.**
- **Address how the program is holding itself accountable for child progress in the goals they have set.**

Program Goal Considerations



- **What are the greatest challenges for YOUR program?**
- **How do they relate to the 5 essential domains?**
- **What is your vision for where you want children and families to be when they leave your program?**
- **How can your SR goals get you there?**
- **How will you report your program's progress in simple terms to your stakeholders?**

Program Goal Guiding Questions



- **Social-Emotional:** Do you have children with challenging behaviors? Do you have lots of families in crisis? Is there a large population that is dealing with absent parents in the military?
- **Language and Literacy :** Do you have lots of children who are dual language learners? Is there a high rate of illiteracy in your community?

Program Goal Guiding Questions



- **Approaches to Learning:** Do you have children who are challenged by the ability to focus and stay with one task until it is complete? (Persistence and attentiveness) What does your child data tell you about this?

Cognition and General Knowledge: What does your child data tell you are the areas where your children need the most support? Math? Science? Logic and Reasoning?

Sample Program Goals: Phys Dev and Health



Program challenge: Parents getting their children to the doctor or dentist for preventive care.

- **Program's stated goal in Physical Dev. & Health**
 - Children will increase physical development and health in the areas of, physical well being, knowledge of healthy habits, gross motor, and fine motor.

Does this goal match the program's stated challenge?

Sample Program Goals: Phys Dev and Health



Program challenge: Parents getting their children to the doctor or dentist for preventive care

- Children and their families will demonstrate an understanding of healthy and safe habits by following basic health and safety practices, and by participating in their own preventive health care.

This goal matches the program's specific challenge.

Small Group Activity



- **Work in teams**
- **Each group chooses a HSCDEL Essential Domain**
- **Write or share two school readiness goals based on elements in the assigned essential domain.**
- **Be prepared to report out.**



Strategic Steps to School Readiness



2

- **Create and implement a plan of action for achieving goals**

Elements of Plan of Action



- **Plan for using curriculum-related assessment tools to assess children’s progress on individual goals (including infants and toddlers, children with disabilities or dual language learners.)**
- **Plan for tracking program-wide, aggregated data on progress toward the program’s school readiness goals.**
- **Plan for keeping key players informed (director, board, etc.)**
- **Plan for analyzing data and using the results for self assessment, planning, and professional development.**

Measuring Program Goals



- **Tools for child assessment :**
 - Valid and reliable
 - Research-based
 - Aligned with HSCDEL Framework
- **From multiple sources of information such as**
 - Screening tools for developmental, sensory and behavioral concerns.
 - Parent goals and priorities
 - Teacher observations and child work samples
 - Curriculum-related assessment tools

Small Group Activity



- **Work with your program team.**
- **Complete the questions in the first two sections on the Program School Readiness Action Planning Form.**
- **Be prepared to report on your experience**



Strategic Steps to School Readiness



3

- **Assess child progress on an ongoing basis and aggregate and analyze data 2-3 times per year**

45CFR 1307 Child-Level Assessment Definition:



- **Aggregate Child-level Assessment Data:**
 - Data collected by an agency on the status and progress of the children it serves that have been combined to provide summary information about groups of children enrolled in classrooms, centers, home-based and other options; other settings or groups such as dual language learners
 - Or to provide summary information by specific domains of development.

Collecting and Analyzing Data



- **When does data collection begin?**
- **What do we learn from the first day of school?**
- **How can we determine which children need individual attention from the first day of school?**
- **How do we adjust lesson planning based on groups of children who need similar support?**

Strategic Steps to School Readiness



4

- **Examine data for patterns of progress for groups of children in order to develop and implement a plan for program improvement**

Analyzing Child Data: How will you:



- Identify children who need extra help or those who need additional challenges?
- Consider special populations?
- Consider whether your curriculum and assessment instruments support the goals you have for the children.
- Provide all of the supports you need to provide quality educational services for children and families?



Analyzing Program Goal Data



Other questions to ask:

- Are we seeing adequate progress for all children and families?
- Are we using our data to plan with parents to support children's progress?
- Do our families understand the data they are receiving in the context of school readiness?
- Can we demonstrate our success in meeting our goals and our plan for continuous improvement to our stakeholders?

Data Analysis for Early Head Start



- **Screening vs Assessment**
- **Look across the 5 domains**
- **All in context of relationships with families**



Data Analysis for Early Head Start



- Should recognize that aggregation and analysis of data will be different due to rapid change in growth and development.
- Data analysis may focus more on children by age category across all classrooms—(i.e. all 6 month olds) rather than by classroom.



School Readiness: Questions



Ready, Set, Write/Revise/Share Your Goals!

