SHIPPENSBURG HEAD START SCHOOL READINESS 5 YEAR STRATEGIC PLAN

June 2015-June 2020

The program, in consultation with staff, governing bodies, policy groups, and other community organizations, routinely engages in a process of systematic planning that utilizes the UPDATES of the Community Assessment, Self-Assessment, and other information to develop long- and short-term goals for improvement and written plans for service implementation. 1304.51(a)(1) , 1304.51(a)(1)(i), 1304.51(a)(1)(ii), 1304.51(a)(1)(iii), 1304.51(a)(2), 1305.3(d)(1), 1305.3(d)(2) , 1305.3(d)(3), 1305.3(d)(4), 1305.3(d)(5), 1305.3(d)(6)

School Readiness Plan

Shippensburg Head Start School Readiness goals in each of the five domains have been determined by examination of the 2014-15 outcomes from Teaching Strategies GOLD. Per our Program School Readiness Goals, when utilizing the *Teaching Strategies GOLD* assessment tool, children who are not currently meeting or exceeding the assessment system's "Widely Held Expectations" within the five core domains (Social and Emotional Development, Approaches to Learning, Language and Literacy, Cognition and General Knowledge, and Physical Development and Health) at the time of entry into the Shippensburg Head Start Program, there will be an increase in their scores by the final Spring Assessment Checkpoint. It is understood that children with special needs or who are considered to be "at risk" (including, but not limited to, children with IEP's, mental health services, ESL, or children starting late in the school year) will meet expectations that are developmentally appropriate for their ability levels.

What are some examples of the grantee's School Readiness goals in each of the 5 domains for preschool children?

1. **Social Emotional:**
   1. Regulate own emotions and behaviors
   2. Establish and sustain positive relationships
   3. Participate cooperatively and constructively in group situations
2. **Approaches to Learning** :
   1. Demonstrate positive approaches to learning
   2. Explore the visual, dramatic and musical arts
3. **Physical Development and Health:**
   1. Demonstrate traveling and balancing skills
   2. Demonstrate gross-motor manipulative skills
   3. Demonstrate fine-motor strength and coordination
4. **Language and Literacy** :
   1. Listen to and understand increasingly complex language
   2. Use language to express thoughts and needs
   3. Use appropriate conversational and other communication skills
   4. Demonstrates phonological awareness
   5. Demonstrates knowledge of the alphabet, print and its uses
   6. Comprehends and responds to books and other texts
   7. Demonstrates emergent writing skills
   8. ESL: Demonstrates progress in listening to/understanding and speaking English
5. **Cognition and General Knowledge:**
   1. Remembers and connects experiences
   2. Use classification skills, symbols and images to represent something not present
   3. Uses number concepts and operations
   4. Explores and describes spatial relationships and shapes
   5. Compares and measures

6. Demonstrates knowledge of patterns
7. Uses scientific inquiry
8. Demonstrates knowledge about self

Resources provided to obtain goals: Staff and parent training on developmentally appropriate activities to address the various goals above. Reading materials, education newsletter, parent newsletter, share activities at each teacher and home visitor meeting. The Education Consultant's observations and recommendations provided to the teachers and home visitors, as well as CLASS observations and recommendations.

<center>**Individual Child School Readiness Plan**</center>

PERFORMANCE OBJECTIVE: Lesson Plans/Socialization Plans will reflect individual goals, developmental needs, strengths, and interests of children in the classroom. Teachers/Home Visitors will document how they individualized activities for children on the Individual Child School Readiness Plan, as well as the Lesson Plans/Socialization Plans. They will also document opportunities to embed goals for each child on the Individual Child School Readiness Plan. Progress toward each child's goals will be assessed and documented regularly through focused observations which will be summarized on the Individual Child School Readiness Plan. Progress on each child's goals will be assessed and documented regularly and the appropriateness of goals will be evaluated and changed as needed. Parents/Families will be informed of their child's progress in writing, at home visits, parent/teacher conferences, and phone calls. Parents/Families will be part of the decision-making process when goals (objectives and dimensions) need changes and/or updates. The decision on the types of goals to establish will be based on assessments and observations, as well as parent/family input.

OPERATIONAL PROCEDURE:

1. Lesson Plans/Socialization Plans will show opportunities for each child to work on their individual goals.

2. There will be focused opportunities for each child a minimum of *once per week, per goal* (equating to approximately four opportunities per month, per goal).

3. This will be documented through notation on the Lesson Plans/Socialization Plans and progress made will be notated on the Individual Child School Readiness Plan.

4. The Individual Child School Readiness Plan form serves three very distinct purposes:

   a. Individualized Goal (Objective, Dimension and Level)
      i. The current goals (objectives, dimensions and levels) that the child is working on will be listed on the Individual Child School Readiness Plan – one goal (objective, dimension and level) per form.
      ii. Each child will be working on, **at minimum**, one goal (objectives, dimensions and levels) per month.
      iii. The goal (objective, dimension and level) will be written using language that is observable and measurable so that you know what "mastery" of the goal (objective, dimension and level) will look like and the frequency of task performance equating mastery (see Teaching Strategies GOLD

and Head Start Child Development and Learning Framework for appropriate language). Appropriate goals are written so they are obtainable within a 2-3 month time frame.
    b. Opportunities for Individualization of Activities
        i.   List the opportunities/activities the child will be participating in to practice each goal (objective, dimension and level). Opportunities/activities should be specific (i.e. identify the **specific** activity you will be completing in order to address the goal).
        ii. Opportunities/activities should be based on input from parents/families, teacher observations, child's input, and assessments, as well as developmentally appropriate practice.
        iii. Include in the "Activities" area ways you will assist the child in practicing this goal (objective, dimension and level) (i.e. verbal cue/prompt, physical cue/prompt, special equipment/materials, child or children will model, etc.).
        iv. Missed opportunities (due to absence or other reason) for completion of activities should be documented in the "Progress Made" section for the specified attempted day.
    c. Observation Summaries: This data collection piece is very critical in the documentation of the child's growth and progress in the program and the very foundation by which we can prove a child has benefited from his/her Head Start experience.
        i.   Observations must be objective, not subjective (i.e. write what you see, not how you feel; ex. Identified the letters A, e, b, K, t).
        ii. Document the kind of assistance that was used or needed to complete the activities.
5. Prior to implementation of activities, copies of the Individual Child School Readiness Plans are to be submitted to staff's immediate supervisor for review and approval.

6. Upon completion, original copies of the Individual Child School Readiness Plans are to be submitted to the Child Development/Mental Health Manager on a monthly basis at the beginning of each month for the previous month.

7. As goals (objectives, dimensions and levels) are completed, parents/families must be notified and asked to sign off on the Individual Child School Readiness Plan, making sure to notate the approximate date of goal completion.

8. Upon completion of a goal (objective, dimension and level), Teachers/Home Visitors will meet with the parent(s)/family to determine a new goal (Teachers **should not** wait until the next home visit, parent/teacher conference, or end of the month (should they complete the goal prior to the end of the month) to establish a new goal).

SHIPPENSBURG HEAD START PROGRAM

Individual Child School Readiness Plan

(sample)

Child's Name Billy Bob

Classroom Teacher/Home Visitor Mandy

Please refer to the child's School Readiness Plan Outline. At the beginning of each month you will notate what activities you plan on implementing throughout the month. Prior to implementation, you must submit a copy to your immediate supervisor for review. Once approved, you will make note of activity completion dates throughout the current month, as well as progress made toward the Objective/Goal. At the end of each month, please submit the original form to the Child Development Manager, notating an overall summary of progress made towards reaching the specified Objective/Goal. **(Progress MUST be notated with each activity, as well as the overall summary.)** If a child accomplishes an Objective/Goal, set a new school readiness goal Objective/Goal in place of the old. Keep in mind, goals should be written so that they are attainable within a 2-3 month time frame. If you must discontinue a goal due to inappropriateness, please notate reason in the Summary of Monthly Progress section.

SCHOOL READINESS GOAL

Teaching Strategies GOLD Objective: Demonstrates knowledge of the alphabet

GOLD Dimension: Identifies and names letters

GOLD Level: Recognizes 10 letters, especially those in own name

Activities Used to Accomplish Level (*be specific when indicating an activity*):

Date	Activity	Progress Made
11/5	Participate in Letter-cize PS 1.1.2	Billy mimicked my movements but did not participate in singing the song
11/12	Alphabet BINGO PS 15.1	Billy was able to locate the letters on his card when a visual cue was provided (letters included "a", "c", "f", "k", "m", "t", "w", "z")
11/20	Around the Room Letter Search PS 1.1.2	Billy found and identified the letters around the room (but only those letters that were in his first name)

Summary of Monthly Progress: Billy is able to recognize the letters in his first name.

He is still working on being able to identify other letters of the alphabet.

He is able to match letters when given a visual cue.

Result (please check one): _____ Accomplished Goal   __X__ Continuing Goal   _____ Goal Discontinued

Date: ___11/21/12_____   Staff's Initials __MSK___

Date Teaching Strategies GOLD Objective Accomplished: _____

Parent/Guardian Signature _____ Date _____

(Only sign if **Teaching Strategies GOLD level** was accomplished)

School Readiness Goals developed using the Head Start Child Development Early Learning Framework and the Program's research-based assessment tool, Teaching Strategies GOLD.

	School Readiness Goals	TS GOLD Indicators	Measurable Outcomes
Social & Emotional Development	Children will develop and demonstrate the ability to recognize and regulate emotions, attention, impulses and behavior, as well as follow classroom limits and expectations	Obj. 1a, 1b, 2b	85% of children will meet or exceed program expectations by the final spring checkpoint
	Children will develop confidence and positive self-awareness	Obj. 1c	85% of children will meet or exceed program expectations by the final spring checkpoint
	Children will develop and demonstrate positive interactions and relationships with adults and peers by balancing the needs and rights of self and others and through solving social problems	Obj. 2a, 2c, 2d, 3a, 3b	85% of children will meet or exceed program expectations by the final spring checkpoint
Approaches to Learning	Children will demonstrate the ability to attend, engage and persist in various classroom activities	Obj. 11a, 11b	80% of children will meet or exceed program expectations by the final spring checkpoint
	Children will demonstrate curiosity and motivation to learn, as well as flexibility and inventiveness in thinking to solve problems	Obj. 11c, 11d, 11e	80% of children will meet or exceed program expectations by the final spring checkpoint
	Children will demonstrate a willingness to explore the visual, dramatic and musical arts	Obj. 33, 34, 36	80% of children will meet or exceed program expectations by the final spring checkpoint
Physical Health & Development	Children will demonstrate growth in various gross-motor manipulative skills	Obj. 4, 5, 6	85% of children will meet or exceed program expectations by the final spring checkpoint
	Children will demonstrate growth in various fine motor manipulative skills	Obj. 7a, 7b	85% of children will meet or exceed program expectations by the final spring checkpoint

Language & Literacy	Children will utilize language to express their wants and needs, engage in conversations, and follow directions	Obj. 8b, 9a, 10a	80% of children will meet or exceed program expectations by the final spring checkpoint
	Children will begin to develop phonological awareness and knowledge of the alphabet	Obj. 15, 16	75% of children will meet or exceed program expectations by the final spring checkpoint
	Children will demonstrate knowledge of print and develop the awareness that print conveys meaning, as well as begin to demonstrate emergent writing skill using that print knowledge	Obj. 17a, 17b, 19a, 19b	75% of children will meet or exceed program expectations by the final spring checkpoint
	Children (who are DLL) will demonstrate competency in their home language while acquiring beginning proficiency in English	Obj. 37, 38	80% of children (who are DLL) will meet or exceed program expectations by the final spring checkpoint
Cognition & General Knowledge	Children will demonstrate the ability to recall and connect what they already know with what they are learning	Obj. 12a, 12b	80% of children will meet or exceed program expectations by the final spring checkpoint
	Children will demonstrate an understanding of shapes and spatial relationships	Obj. 21a, 21b	80% of children will meet or exceed program expectations by the final spring checkpoint
	Children will begin to use various number concepts and operations, including counting, quantifying and connecting numerals with their quantities	Obj. 20a, 20b, 20c	75% of children will meet or exceed program expectations by the final spring checkpoint
	Children will begin to utilize basic scientific inquiry skills, as well as various technological tools	Obj. 24, 28	75% of children will meet or exceed program expectations by the final spring checkpoint
	Children will demonstrate knowledge about self and show a basic understanding of other people	Obj. 29, 30	80% of children will meet or exceed program expectations by the final spring checkpoint

PROGRAM SCHOOL READINESS 5 YEAR GOALS

Shippensburg Head Start Program School Readiness Goals encompass six areas;

- ➢ *Ready Schools*
- ➢ *Ready Families*
- ➢ *Ready Communities*
- ➢ *Ready Health*
- ➢ *Ready Staff*
- ➢ *Ready Systems*

*By meeting the goals in these six areas we will have **"Ready Children".***

Goal 1: The Shippensburg University Head Start program will develop and enhance process-based learning within the classroom, in homes, and within the community through an assortment of innovative techniques designed to support and strengthen the disposition of families and children as they continue learning throughout life.

School Readiness: Children will increase school readiness skills in the Cognition and General Knowledge Domain by demonstrating scientific inquiry skills as well as various technological tools and display the ability to recall and connect what they already know with what they are learning.

Goal 2: The Shippensburg Head Start Program will implement innovative coaching programs for staff effectiveness and to ensure family engagement in their child's education.

School Readiness: Children will increase school readiness skills in the language and literacy domain by unitizing developmental appropriate expressive and receptive language, as well as, increasing vocabulary, phonological awareness and reading/writing skills

Goal 3: The Shippensburg University Head Start Program will enhance its mental health services to improve the well-being of children, families and staff to maximize their potential and quality of life.

School Readiness: Children will increase school readiness skills in the social and emotional domain by being able to regulate their own emotions and behaviors, which would allow them to establish and sustain positive relationships to ensure they are ready for their next school placement.

	Program Goal: The Shippensburg University Head Start program will develop and enhance process-based learning within the classroom, in homes, and within the community through an assortment of innovative techniques designed to support and strengthen the disposition of families and children as they continue learning throughout life.

Goal 1a

School Readiness Goal
Children will increase school readiness skills in the Cognition and General Knowledge Domain by demonstrating scientific inquiry skills as well as various technological tools and display the ability to recall and connect what they already know with what they are learning.

Objective: To provide STEM exposure for children and staff through various activities via a collaboration between Head Start and Shippensburg University's Early Childhood Education Students (ECE). At least two activities will be implemented by ECE students in each classroom by the end of the program year with the intent of showing a measurable increase in assessment scores.

Expected Outcomes: Children will enter Kindergarten with age-appropriate school readiness skills in the Cognition and General Knowledge Domain.

Impact Statement: Children will have greater academic success in throughout elementary school.

Program Activities that Support BOTH Goals and Objectives	**Who**	**By When**	**Financial Supports**	**Data Tools or Methods for Tracking Progress**
Develop an initial plan for Stem 2020 components	STEM 2020 committee	End of year one (spring)	N/A	STEM 2020 Plan
Meet with S.U professors in the ECE department about collaborative STEM 2020 project. Discuss the methods ECE students will implement "process based learning" with Head Start children in the classroom	Director & Child Development Manager	End of year one (spring)	N/A	Agenda
Establish an agreement with the University to utilize students for STEM 2020 project	Director	End of year one (spring)		Agreement
Provide training for students and staff on STEM 2020	SU professors	Beginning of year 2 (fall)	$700.00	Agenda and Sign-In Sheets
Implement STEM 2020 in classrooms program-wide	ECE students and HS teaching staff	Beginning of year 2	N/A	Video tape, volunteer sheets, child assessments
Utilize "Birth-to-Three" trainings on ELCKC for Home Visitors regarding STEM	Home Visitors	Each year as prepared by OHS	N/A	Sign-In sheets, training evaluation form

Actual Outcome:

Program Goal: The Shippensburg University Head Start Program will develop and enhance process-based learning within the classroom, in homes, and in the community with innovative techniques that support and strengthen the disposition of families and children as they learn throughout life.	**Goal 1b**	**School Readiness Goal** Children will increase school readiness skills in the Cognition and General Knowledge Domain by being able to utilize scientific inquiry skills as well as various technological tools and demonstrate the ability to recall and connect with what they already know with what they are learning.
Objective: Strengthen teaching staff's skill in the use of academic interactive technology in various educational settings via a minimum of four trainings at regular teacher meetings per year.		
Expected Outcomes: Staff will be able to draw upon an increased knowledge-base of age-appropriate interactive technologies for use with Head Start children, with the goal toward increasing cognition and general knowledge.		

Program Activities that Support BOTH Goals and Objectives	Who	By When	Financial Supports	Data Tools or Methods for Tracking Progress
Identify various interactive technological tools on which to train staff. Identify current inventory of technological tools	STEM 2020 committee	Year one (Fall)	N/A	List of technological tools
Assess staff training needs in their understanding and use of interactive technology.	STEM 2020 Committee	Year one (Fall)	N/A	Survey of teaching staff
Research funding opportunities to support and accumulate various types of technology for appropriate educational use.	STEM 2020 Committee	Year two (Spring)	N/A	List of grant opportunities
Provide training for staff on the usage of academic hardware and software.	STEM 2020 Committee	Year two (Fall)	$500.00	Sign-In sheet
Write grants for smart boards and any other recognized technological needs.	STEM 2020 Committee	Year four (Spring)	N/A	Grant proposals

Actual Outcome:

Program Goal: The Shippensburg Head Start Program will implement innovative coaching programs for staff effectiveness and to ensure family engagement in their child's education.

Objective: The Program will provide a minimum of three innovative and customized trainings on an annual basis for families on developmentally appropriate activities to use with their children and advocate the importance of engagement in their child's education, as measured by a 5% increase of children meeting/exceeding WHE (at the fall checkpoint) in the language and literacy assessments of GOLD.

Expected Outcomes:
Year 1: 15% of children already meeting/exceeding WHE (at the fall checkpoint) in the language and literacy assessments of GOLD.
Year 2: 20% of children already meeting/exceeding WHE (at the fall checkpoint) in the language and literacy assessments of GOLD.
Year 3: 25% of children already meeting/exceeding WHE (at the fall checkpoint) in the language and literacy assessments of GOLD.
Year 4: 30% of children already meeting/exceeding WHE (at the fall checkpoint) in the language and literacy assessments of GOLD.
Year 5: 35% of children already meeting/exceeding WHE (at the fall checkpoint) in the language and literacy assessments of GOLD.
Impact Statement: Children will enter kindergarten with literacy skills above the national average for families in poverty.

Goal 2a

School Readiness Goal

Children will increase school readiness skills in the language and literacy domain by unitizing developmental appropriate expressive and receptive language, as well as, increasing vocabulary, phonological awareness and reading/writing skills.

Program Activities that Support BOTH Goals and Objectives	Who	By When	Financial Supports	Data Tools or Methods for Tracking Progress
The program will create computer based learning teachable moments with families	Admin/Technical Support Manager Child Development Manager	Year 1 Fall	N/A	Website/Social Media Site
Research current teachable moments videos to post on computer based learning site	Child Development Manager	Year 1-3	N/A	# of videos posted

Present website/social media teachable moments videos to staff through training in order to promote awareness	Management Team	Year 1 Winter/Spring	N/A	Sign-in Sheet from Training
Present website/social media teachable moments videos to families at the time of program orientation to promote awareness	Child Development Manager	Year 2 Fall	N/A	Program Orientation Check-off Sheet
Videotape school readiness events to share on website for families that were unable to attend (obtain family permission to video)	Admin/Technical Support Manager	To Begin Year 2 Fall Each School Readiness Event thereafter	N/A	Video camera, Website/Social Media Site # of "hits or views" of each video
Two family events will be hosted annually in various service areas (i.e. Shippensburg area, Newville area, Carlisle area)	Family Event Committee Management Team	Year 1 Winter & Spring	Funds within program budget or community donations	# in attendance at events Pre/Post Surveys on information obtained at event
Establish a "teachable moments" committee to review family submissions for computer based learning videos to determine appropriateness for posting	Admin/Technical Support Manager Teachable Moments Committee	Year 3 Fall	N/A	# of family submissions # of videos posted # of "hits or views" of each video
Actual Outcome:				

Program Goal: The Shippensburg Head Start Program will implement innovative coaching programs for staff effectiveness and to ensure family engagement in their child's education.

Objective: The program will implement a new literacy project to be monitored at regular intervals to increase the amount of time families spend reading to their children to 10 additional minutes weekly by the end of the program year.

Expected Outcomes:
 Year 1: An average of families spending 20 minutes weekly reading with their child.
Year 2: An average of families spending 30 minutes weekly reading with their child.
Year 3: An average of families spending 40 minutes weekly reading with their child.
Year 4: An average of families spending 50 minutes weekly reading with their child.
Year 5: An average of families spending 60 minutes weekly reading with their child.

Impact Statement:
Children will enter kindergarten with vocabulary and literacy skills above the national average for families in poverty.

Goal 2b

School Readiness Goal

Children will increase school readiness skills in the language and literacy domain by unitizing developmental appropriate expressive and receptive language, as well as, increasing vocabulary, phonological awareness and reading/writing skills.

Program Activities that Support BOTH Goals and Objectives	Who	By When	Financial Supports	Data Tools or Methods for Tracking Progress
Partner with local libraries	Teachers and Home Visitors	Year 1 Fall	N/A	Written Agreements
Identify possible partnership to provide incentives to families (Kohl's, Amazon, Staples, OfficeMax, etc.). supplies	Child Development Assistant and Administrative Assistant	Year 1 Winter	N/A	Written Agreements
Create template to track family reading time and table to tabulate center and home base results.	Child Development Manager	Year 1 Fall	N/A	template
Revise procedures/plan of literacy plan	Child Development Manager	Year 1 Fall	N/A	procedures

Prepare and distribute materials on the importance of reading to children at home, to be distributed at program orientation.	Child Development Assistant	Year 2 Fall	N/A	Program Orientation Check-off Sheet
Distribute initial books and reading logs to teachers and home visitors during staff orientation rotation day.	Child Development Assistant	Year 2 Fall	N/A	Sign-off sheets
Track reading time per classroom and home base. To be submitted to the Child Development Assistant.	Teacher Assistant and Home Base Assistant, Child Development Assistant	Year 2- 5	N/A	Tracking # of minutes read
Track reading time of program wide minutes. Develop table to track progress and present results to all staff at the end of year staff training.	Child Development Assistant	Year 2- 5	N/A	Table indicating # of minutes read
Actual Outcome:				

Goal 2c

Program Goal: The Shippensburg Head Start Program will implement innovative coaching programs for staff effectiveness and to ensure family engagement in their child's education.

Objective: Implement practice-based coaching for teaching staff on their teaching practices, to be completed on a bi-weekly basis and will be measured by growth between levels of coaching needed and a 15% increase in CLASS scores on those areas falling below the relative threshold on an annual basis.

Expected Outcomes:
Year 1: Program will use group and expert coaching with teaching staff. CLASS scores will meet the relative threshold.
Year 2: Program will continue to use group and expert coaching, as well as peer coaching for those who qualify, CLASS scores will be 15% above the relative threshold.
Year 3: Program will continue to use group and expert coaching, as well as peer and self coaching for those who qualify, CLASS scores will be 15-30% above the relative threshold.
Year 4: Program will continue to use group and expert coaching, as well as peer and self coaching for those who qualify, CLASS scores will be 15-45% above the relative threshold.
Year 5: Program will continue to use group and expert coaching, as well as peer and self coaching for those who qualify, CLASS scores will be 15-55% above the relative threshold.

School Readiness Goal
Children will increase school readiness skills in the language and literacy domain by unitizing developmental appropriate expressive and receptive language, as well as, increasing vocabulary, phonological awareness and reading/writing skills.

Program Activities that Support BOTH Goals and Objectives	Who	By When	Financial Supports	Data Tools or Methods for Tracking Progress
Create forms and procedures for practice-based coaching	Child Development Manager	Year 1 Fall	N/A	Completed forms and procedures
Establish a timeline for implementation	Child Development Manager Assistant Director	Year 1 Fall	N/A	Timeline
Compose practice-based coaching training for staff	Child Development Manager Child Development Assistant Home-Base Coach Consultant	Year 1 Fall	N/A	Completed training module

Training at beginning of year for teaching staff and home visitors on the practice-based coaching model.	Child Development Assistant Home-Base Coach Consultant	Year 1 Fall	N/A	Sign-in Sheets from Training
Learn and utilize online coaching companion	Child Development Assistant Home-Base Coach Consultant	Year 1 Fall	N/A	Coaching Companion Site
Identify eligible staff for coaching	Child Development Manager Assistant Director	Year 1 Late Fall	N/A	List of eligible staff
Have eligible staff complete the Practice-Based Coaching Agreement	Child Development Assistant Home-Base Coach Consultant	Year 1 Late Fall	N/A	Completed agreements
Conduct coaching sessions	Child Development Assistant Home-Base Coach Consultant	Year 1 (Late Fall)-5	N/A	Documentation of sessions Increase in CLASS scores

Actual Outcome:

Goal 3a

Program Goal: The Shippensburg University Head Start Program will enhance its mental health services to improve the well-being of children, families and staff to maximize their potential and quality of life.	

Objective: The Program will increase collaborations with community providers to offer mental health services within the program's service area, as measured by obtaining a minimum of three Memorandum of Understanding (MOU's) over the course of the 5-year grant period.
Expected Outcomes: Year 1: The program will have one MOU completed and a mental health resource guide developed for families by the end of year one. Year 2: reflect review and revise Year 3: obtain an additional MOU (total of two) Year 4: reflect review and revise Year 5: obtain an additional MOU (total of three)
Impact Statement: Children and families will have timely access to mental health services within their local community.

School Readiness Goal

Children will increase school readiness skills in the social and emotional domain by being able to regulate their own emotions and behaviors, which would allow them to establish and sustain positive relationships to ensure they are ready for their next school placement.

Program Activities that Support BOTH Goals and Objectives	Who	By When	Financial Supports	Data Tools or Methods for Tracking Progress
Identify current mental health facilities within program service area	Social Work Interns Management Team	Fall of Year One	N/A	Compiled list of mental health facilities
Develop a mental health resource book for families	Social Work Interns Management Team	Spring of Year One	Budget for administrative supplies	Completed resource book
Develop mental health flow chart on how to access services	Mental Health Manager Director	Spring of Year One	Budget for administrative supplies	Completed flow chart
Site visits of current mental health facilities	Management Team	Fall of Year One	Budget for mileage	Travel log Sign-in Sheets from visit Initial and follow up correspondence
Research available community meetings that address mental health issues	Social Work Interns Management Team	Fall of Year One	N/A	Documentation of research Included in resource book

Attend community meetings that address mental health issues	Management Team FDS's Social Work Interns	Fall-Spring of Year One	Budget for mileage	Copies of Agenda and Sign-in Sheet from meetings Weekly tracker from FDS's E-mail confirmation
Plan program meetings to invite local mental health providers to begin the process of creating MOU's	Director	Fall of Year One	N/A	E-mail confirmation
Conduct program meetings between mental health providers and Shippensburg Heads Start to establish MOU's	Management Team	Winter-Spring of Year One Winter-Spring of Year Three Winter-Spring of Year Five	Budget for mileage Budget for supplies	Sign-In Sheets from Meeting Agenda Draft of contract Correspondence
Research other Head Start models pertaining to MOU's	Social Work Interns Management Team	Fall of Year One	N/A	List of available models
Provide trainings for staff on available mental health services	Management Team	Annually by Winter of Year One- Year Five	Budget for supplies	Training plans Training Sign-in Sheets
Annual meetings between Shippensburg Head Start and already established MOU's to review partnership	Management Team	Annually by Spring of Year One-Year Five	Budget for mileage Budget for administrative supplies	Sign-in Sheets Agenda Minutes
Track family usage of mental health services	Mental Health Manager FDM Manager	Annually by Spring of Year One-Year Five	Budget for supplies	PIR PROMIS reports Referral trackers

Actual Outcome:

Program Goal: The Shippensburg University Head Start Program will enhance its mental health services to improve the well-being of children, families and staff to maximize their potential and quality of life.

Objective: The Program will provide families with two events annually to increase understanding of personal well-being and child well-being as documented by Agenda and Sign-in sheets.

Expected Outcomes: Families will understand the importance of maintaining their mental health and well-being in order to increase their child's mental health and well-being.

Goal 3b

School Readiness Goal

Children will increase school readiness skills in the social and emotional domain by being able to regulate their own emotions and behaviors to ensure they are ready for their next school placement.

Program Activities that Support BOTH Goals and Objectives	Who	By When	Financial Supports	Data Tools or Methods for Tracking Progress
Utilize Family Interest Survey to determine specific mental health needs/concerns of enrolled families	Family Development Manger	Fall of Year One-Year Five	Budget for supplies	Survey tracking result sheet
Expand child social emotional domain topic at the school readiness event using conversation prompts.	Mental Health Manager	Fall of Year One	Budget for supplies	Conversation Prompt Form Sign In Sheet
Develop mental health awareness activities for Shippensburg Head Start Families	SU Interns	Annually by Winter of Year One- Year Five	Budget for Supplies	Sign-In Sheets Case Notes
Utilize the Pyramid model parent modules with parent support groups.	SU Interns	Annually by Winter of Year One- Year Five	Budget for supplies	Sign –in sheets Pre/Post Survey
Establish a committee to plan and implement child/family well-being event	Management Team	Fall of Year One	N/A	Committee sign in sheet

b

Actual Outcome:

Program Goal: The Shippensburg University Head Start Program will enhance its mental health services to improve the well-being of children, families and staff to maximize their potential and quality of life.

Objective: To obtain counseling services for staff through collaboration with the Shippensburg University counseling department.

Expected Outcomes: decrease in staff turnover and increase in coping skills.

Goal 3c

School Readiness Goal

Children will increase school readiness skills in the social and emotional domain by being able to regulate their own emotions and behaviors to ensure they are ready for their next school placement.

Program Activities that Support BOTH Goals and Objectives	Who	By When	Financial Supports	Data Tools or Methods for Tracking Progress
Develop a plan to present to counseling department	Management team	Winter of Year One	N/A	Training plans Training Sign-in Sheets
Set a meeting to present plan and build a partnership with the Shippensburg University counseling department	Management Team	Spring of Year One	N/A	Agenda Sign-in sheet
Budget funds to supplement services for staff	Director	Winter of Year Two	Budget for services	Voucher system
Create an exit interview tool for staff	Director	Fall of Year one	N/A	Completed tool
Conduct Exit interviews with staff	Member of PC Personnel Committee/ Management team member	Annually upon staff exit	Budget for administrative supplies	Survey Exit Interview Verification from
Staff training on Shippensburg University counseling department services	Management Team	Annually by fall of Year one- Year five	Budget for training supplies	Sign-in sheet
Actual Outcome:				