

GLCAP EHS and HS Program Goals and Objectives 8/1/2024-7/31/2025			August 2024-January 2025	February-July 2025
Program Goal	Objective/Measurable	Lead		
Sustained, mutually respectful, collaborative Head Start and Early Head Start Partnerships	Virtual and in-person meeting opportunities will be held monthly for the Child Development leadership team to exchange information, share data, identify strengths and improvements in the program and with community partnerships as measured by meeting documentation.	EC Management Team	The leadership team has had virtual meetings, a planning retreat and are engaged in a book study.	
	A SharePoint site will be created to provide staff access to program documents such as program goal updates, school readiness outcomes, board reports, etc.	Angela Miller	Files are created and updated information is now stored in SharePoint.	
	Quarterly meetings will be scheduled with childcare partners to provide program updates and ongoing training as measured by attendance documentation.	Penny Moore	In person meetings were conducted bimonthly. Virtual and/or phone meetings conducted monthly.	
More Stable and qualified Early childhood staff to provide high quality early care and education.	Child development staff will engage in training on anti-bias teaching and learning environments as measured by training documentation.	Elizabeth Martinez	Training is scheduled to take place. Anti-bias teaching and learning environments are embedded withing the training.	
	Staff will ensure that at least 4 training opportunities presented to new staff during onboarding will be videotaped and stored on a shared site for future reference and learning.	Penny Moore, Elizabeth Martinez	Storage for video library is in development. Goal is communicated with TC who will video.	
	GLCAP will provide mental health opportunities and activities regularly throughout the year that will promote and foster a safe and fun work environment as measured by documentation of activities, surveys, and staff participation.	Theresa Towner	In August staff were provided with a time to come together to connect with one another, have a picnic and were offered relaxing activities. The Wellness Team also started to plan future activities.	
	All Teaching staff will have a professional development plan that incorporates required training opportunities related to the interpretation and implementation of curricula.	Elizabeth Martinez	Curriculum Implementation Training is complete.	

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Quality Learning environments early care and education.	Teachers will create and support physical and emotionally safe learning environments for children and families as measured through the Conscious Discipline Rubric.	Penny Moore Elizabeth Martinez	CD Rubrics are complete and tied to Teaching Practice Goals.	
	The classroom environments will be responsive to the needs and abilities of children as measured through the Creative Curriculum Fidelity tool.	Penny Moore, Elizabeth Martinez	Fidelity is complete. Teaching Practice Goals are aligned with Fidelity. Environments are modified as a result of data.	
Improved Family and child's well-being and progress towards school readiness.	85% of children will have preventative and physical and oral health needs met.	Elizabeth Valentine	Preventative- HS-92% EHS-50% Physical-HS- 99% EHS-92% Dentals-HS-28% EHS-10% Oral Health screenings- EHS-98%	
	At least 5% of children enrolled in the program will have a parent participate in Conscious Parenting training sessions.	Michelle Foos	Met 7.5%	
	85% of children will be meeting or exceeding age expectations by the end of the program year in the school readiness goal areas as measured by Teaching Strategies GOLD: <u>Early Head Start</u> Social-Emotional 1. Regulates own emotions and behaviors c. Takes care of own needs appropriately Social-Emotional 3. Participates constructively and cooperatively in group settings a. Balances needs and rights of self and others b. Solves social problems. Physical & Motor Development	Angela Miller	See Winter 2024-2025 School Readiness charts with 1 st checkpoint results for each School Readiness goal.	See Year End 2024-2025 School Readiness charts with all 3 checkpoints documented.

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	5. Demonstrates balancing skills 6. Demonstrates gross-motor manipulative skills. Language 9. Uses language to express thoughts and needs a. Uses and expanding expressive vocabulary 10. Uses appropriate conversational and other communication skills a. Engages in Conversations b. Uses social rules of language Cognitive 11. Demonstrate positive approaches to learning c. Solves Problems Literacy 18. Comprehends and responds to books and other texts b. uses emergent reading skills Mathematics 20. Uses number concepts and operations b. Quantifies <u>Head Start</u> Social Emotional 2. Establishes and sustains positive relationships a. Forms Relationships with Adults 3. Participates constructively and cooperatively in group settings b. Solves social problems Physical & Motor Development 5. Demonstrates balancing skills Language			

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	9. Uses language to express thoughts and needs 10. Uses appropriate conversational and other communication skills a. Engages in Conversations Cognitive 11. Demonstrate positive approaches to learning Literacy 15. Demonstrates phonological awareness a. notices and discriminates rhyme 16. Demonstrates knowledge of the alphabet Mathematics 20. Uses number concepts and operations 21. Explores and describes special relationships and shapes			

GLCAP and LCFC EHS-CCP Program Goals and Objectives 8/1/2024-7/31/2025			August 2024- January 2025	February-July 2025
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Sustained, mutually respectful, collaborative EHS-CCP Partnerships	100% of EHS-CCP partners will engage in monthly meetings with grantee staff to exchange information, share data, and identify strengths and improvements as measured by meeting documentation.	Penny Moore	In person meeting conducted bimonthly. Virtual and/or phone meetings conducted monthly.	
More Stable and qualified EHS-CCP staff to provide high quality infant toddler care and education.	100% EHS-CCP teachers will have sufficient onboarding and ongoing training as measured by classroom observation and training documentation.	Penny Moore	New staff on-boarded and documented.	
	100% of EHS-CCP teachers will have sufficient knowledge and skills to fully implement classroom curriculums (Creative Curriculum and Conscious Discipline) through ongoing mentoring and coaching as measured by coaching/mentoring documentation.	Penny Moore	All new staff are coached and attend CC (4) and CD (3) modules when scheduled.	
	100% of EHS CCP Teachers will obtain a minimum of a CDA (Child Development Associate®) credential within 18 months of hire as measured by CDA certificate.	Penny Moore	All EHS Teachers have or are in process of obtaining CDA (I/T or FCC) within 18 months of hire.	
Quality learning environments for EHS-CCP infant/toddler care and education.	100% of EHS-CCP classrooms will utilize the Creative Curriculum Fidelity tool and coaching to fidelity observations to provide ongoing feedback to support curriculum implementation.	Penny Moore	Fidelities have been completed, and goals are set.	
	100% EHS-CCP classroom staff will receive training on active supervision of children according to written procedure as measured by training logs and active supervision checklists.	Penny Moore	Coaches provide active supervision training during onboarding and returning staff receive it annually. Follow-up training is provided for any concerns from the active supervision checklist.	
	100% of EHS-CCP classrooms will exhibit quality child-teacher interactions as measured by an average CLASS score of at least 3 in language modeling.	Penny Moore	In process	

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Improved Family and child's well-being and progress towards school readiness.	95% of children will have preventative and physical and oral health needs met.	Elizabeth Valentine	Preventative-56% Dental-14% Oral health screen-96% Physical-95%	
	<p>85% of children will be meeting or exceeding age expectations by the end of the program year in the following areas as measured by Teaching Strategies Gold.</p> <ul style="list-style-type: none"> -Forms relationships with adults -Solving social problems and problems. -Quantifying -Uses expressive vocabulary -Engage in conversation - Uses social rules of language -Interacts during reading experiences, book conversations and text reflections -Understands spatial relationships -Demonstrates gross motor manipulative skills. <p>Solving problems in the classroom and home environment.</p>	Angela Miller	See Fall 2024-2025 School Readiness charts with 1 st checkpoint results for each School Readiness goal.	See Year End 2024-2025 School Readiness charts with data from the 3 checkpoints for the program term.