

SCHOOL READINESS

In an effort to prepare children and families for entrance into preschool and into Kindergarten UMCHS will engage and assist children and families in various preschool- and Kindergarten-readiness activities and encourage participation in various collaborative efforts to ensure that expectations are consistent and developmentally appropriate and aligned with Head Start Early Learning Outcomes Framework to include goals related to each of the five central developmental domains for Head Start and Early Head Start.

PARTNERING WITH CHILDREN AND FAMILIES

UMCHS will provide the following opportunities to children and families:

- Developmentally appropriate education for children in the classrooms according to adopted curriculums, individualization, screenings and assessments, and parent input.
- Regular contacts with parents regarding their child's progress and needs.
- Scheduled conferences and home visits to share information, offer supports, provide educational opportunities for children and parents, and set further goals.
- Work with parents and prospective preschool/Kindergarten teachers to share relevant preschool/Kindergarten readiness skills
- Provide transition activities for children and families that may include visiting a preschool/Kindergarten classroom, facilitation of meetings with teachers, ESD, etc., or providing appropriate information regarding expectations of the schools and important dates and information for registration, etc.

DATA ANALYSIS

UMCHS will use data collected from TS Gold checkpoints to inform elementary schools and preschool teachers of the progress of Head Start and Early Head Start children and to collaboratively develop and revise School Readiness goals. As part of this process, assessment data will be aggregated at least 3 times per year and progress will be shared with parents, Policy Council, and the Board of Directors. In addition, overall data will be shared with partnering school districts and preschools at least annually. Data will also be used to determine training and resource needs and to guide professional development for individual staff. Child level data will be utilized to best individualize for children and supports parents in their role as their child's first teacher.

ON-GOING COLLABORATION AND INPUT

School Readiness goals will be developed and reviewed at least annually with input from Head Start and Early Head Start classroom teachers, parents, Policy Council, Board of Directors, Kindergarten teachers, school district administrators, and community early childhood partners and committees. Input will be gathered via surveys, interviews, conferences, and meetings and incorporated into School Readiness goals and then shared at least annually with parents, early childhood partners and committees, local school districts, Head Start Board of Directors, Policy Council, Head Start administrative team, and Head Start and Early Head Start education staff.

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