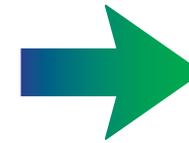


**Program Goal:** ABC Head Start will enhance its educational services to improve the vocabularies of enrolled children to maximize their potential to enter kindergarten with a solid foundation for reading success.

**Objective:** To strengthen the ability of teachers, home visitors, family child care providers, and parents to improve vocabulary of enrolled children in their home language and English, as measured by improved scores on child assessment measures. Mean scores will improve by 50 percent by the end of program year.

**Expected Outcome:** Children will enter kindergarten with age-appropriate receptive and expressive vocabulary in their home language and English.



**School Readiness Goal:**

Children will comprehend and use increasingly complex and varied vocabularies in their home language and English.

**Program Activities That Support BOTH Goals AND Objectives**

**Who**

**By When**

**Financial Supports**

**Data Tools or Methods for Tracking Progress**

Teaching and Learning		Who	By When	Financial Supports	Data Tools or Methods for Tracking Progress
1.	Establish a year-long professional development (PD) plan focused on vocabulary.	Education manager and coach	August	<ul style="list-style-type: none"> <li>• Ensure T/TA funds support PD plan.</li> <li>• Budget for new language curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Scores on child assessment measures</li> <li>• Child assessments that measure the growth in home language</li> </ul>
2.	Provide small-group coaching using Teachers Learning and Collaborating (TLC) materials focused on language-based responsive processes through the use of 15-minute in-service language suites, “Language Modeling and Conversations”; National Center on Cultural and Linguistic Responsiveness’s (NCCLR) Planned Language Approach (PLA) trainings; and, when appropriate, the EHS National Resource Center’s Infant-Toddler Supplements and NCCLR <i>Making It Work!</i> for American Indian programs.	Site managers supervised by new coach	Early Fall		
3.	Review current curriculum and consider adding a language and literacy supplement; ensure current curriculum is responsive to dual language learners.	Education manager, site manager, coach, teachers, and home visitors	Late Fall		
4.	Observe classrooms and home visits; support staff and parents’ use of meaningful vocabulary that increases in complexity over time in the home language(s) and English.	Coach	Winter/Spring		

Program Activities That Support BOTH Goals AND Objectives	Who	By When	Financial Supports	Data Tools or Methods for Tracking Progress		
<b>Parent and Family Engagement</b>						
1. Conduct family events about the importance of talking with children in the home language; read books and use vocabulary in the home language. Share dialogic reading strategies. Use NCCLR’s <i>Home Language Series</i> to develop trainings (available at <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/ncclrquickguide.htm">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/ncclrquickguide.htm</a> ).	Family support manager	Fall, Winter, Spring, Summer	<ul style="list-style-type: none"> <li>• Ensure your supply budget will cover cost of book bags.</li> </ul>	<ul style="list-style-type: none"> <li>• Track parent participation with each effort.</li> <li>• Disaggregate child assessment data for children whose parents participate in each effort.</li> <li>• Track any increase in book reading in home language and English, as reported by families.</li> </ul>		
2. Partner with families to create and use “book bags” to send back and forth between home and Head Start or to leave with families to use in their homes. These bags include a selection of books that are culturally responsive and are in the home language and English. Refer to the NCCLR’s guides for selecting culturally appropriate books in languages other than English and for using bilingual books (all available at <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/</a> ).	Family support manager, teachers, and home visitors	Fall				
3. Invite families to tape their favorite books or stories in their home language(s).	Family support manager and site managers	Late Fall				
4. Collect favorite “words of the week” from staff and families to use in newsletters and/or to post in classrooms in English and home language(s).	Family support manager, site manager, teachers, and home visitors	Winter				
<b>Community Engagement</b>						
1. Develop a partnership with the local library system to increase use of libraries by parents, and increase visits to EHS/HS program by children’s librarians. Share with libraries NCCLR’s resources on selecting culturally appropriate books in languages other than English.	Head Start director and community engagement manager	Spring	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• Signed MOU</li> <li>• Parent reports. Aggregate # with library cards, # borrowing books, and # participating in events.</li> <li>• Library report # of visits to centers and homes.</li> <li>• Family reports are tracked to reflect any increase in book reading in home language and English, as appropriate.</li> </ul>		
2. Pilot library initiative at two local libraries.	Education manager	All year				

**Program Activities That Support  
BOTH Goals AND Objectives**

**Who**

**By When**

**Financial  
Supports**

**Data Tools or Methods  
for Tracking Progress**

<b>Health Services</b>					
1.	Coordinate with attendance initiative to make sure children and families participate in home visits and attend school regularly.	Health manager	Fall	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance records</li> <li>• Screening results</li> <li>• Disaggregated child assessment data of children most often absent from school</li> <li>• Home visitors and teachers survey on health vocabulary</li> </ul>
2.	Provide home visitors and teachers with age-appropriate, health-related vocabulary in home language(s) and in English.	Health manager and site managers	Winter		
3.	Review results of hearing screenings to make sure that children who did not pass their hearing screening were referred for evaluation and services when indicated.	Health managers and site managers	Late Fall		
<b>Program Management</b>					
1.	Recruit and hire coaches with expertise in working with children who are developing one or more languages; and, when possible, recruit and hire bilingual coaches.	Head Start director and governing body	July	<ul style="list-style-type: none"> <li>• Seek new funding for coaches.</li> <li>• Budget for more staff time/ substitutes.</li> <li>• Budget for new language and literacy curriculum supplement and for staff training on the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Updated budget</li> <li>• PLA planning document compiled</li> <li>• Disaggregated child assessment data on DLLs with teachers who have bilingual coaches</li> </ul>
2.	Ensure that teachers and home visitors have time to participate in coaching and to attend other trainings by hiring substitute staff.	Human resource director	August		
3.	Report regularly to governing body, Policy Council, and other stakeholders on progress in meeting goals.	Head Start director and education manager	July		
4.	Identify and purchase a new language and literacy curriculum supplement that is responsive to all children, including dual language learners. Train teachers on the curriculum.	Head Start director and education manager	August		
5.	Provide training for teachers and families on dialogic reading.	Education manager and consultants	Fall/Winter		
6.	Ensure that management staff and other key personnel participate in NCCLR's Planned Language Approach (PLA) trainings.	Director, management team, and site directors	Fall		

## Conclusion

Programs write their five-year and annual action plans in many different ways. This paper shows two examples of what a program's goals, objectives, expected outcomes, and plans could look like based on the data that the program collects through its community assessment and Self-Assessment. When writing your own plans, you may find helpful the sample forms that follow. Writing measurable objectives and expected outcomes and considering the data to collect to understand your progress will serve you well in completing your baseline and continuation applications for the five-year project period.