

FY 2021 Head Start/Early Head Start/Early Head Start -Child Care Partnership 5-Year Program Goals: YEAR 1 PROGRESS UPDATE

Program Goal 1	Measurable Objectives	Action Steps:	Data/Method for Tracking Progress:	Progress Updates	Expected Outcomes	Expected Challenges
By the end of the five-year grant cycle on November 30, 2024, fully implement the continuity of care model across all early learning center-based programs for children ages birth to three and for preschool children to support increases in social-emotional child outcomes, high-quality teaching practices, and a reduction in teacher turnover.	Year 1: By 11/30/2020, establish an agency plan for implementation of the continuity of care model across all early learning center-based programs for children ages birth to 3 and for preschool children.	i. Identify lead agency staff on continuity of relationships model	COPA	89% (39 out of 43) agencies citywide have identified a COR lead	More children in Chicago Early Learning programs will have continuous relationships and secure attachments with their providers; Children will have increased social-emotional outcomes; turnover of teaching staff will be reduced	Staff turnover; COVID-19 has delayed the planning and execution of trainings and evaluation of child outcomes data
		ii. Work with CSD to develop implementation plan	Update on implementation plan	89% (41 out of 43) agencies citywide have developed a COR implementation plan		
		iii. Participate in CSD trainings on continuity of relationships model	Training completion certificates/COPA	Delayed due to COVID-19		
		iv. Establish Year 1 baseline for aggregated child outcomes in Socio-Emotional	TS GOLD; Aggregated Child Outcomes: Socio-Emotional	Child outcomes analysis delayed due to COVID-19		
		v. Establish Year 1 baseline for teacher turnover rate	COPA; Teacher Turnover Rate	23%		
	Year 2: By 11/30/2021, begin implementation of continuity relationships model.	i. Participate in CSD trainings on continuity of relationships model	Training completion certificates/COPA			
		ii. Report on progress of implementation plan.	Update on implementation plan			
		iii. Year 2 report out on aggregated child outcomes in Socio-Emotional	TS GOLD; Aggregated Child Outcomes: Socio-Emotional			
		iv. Year 2 report out on teacher turnover rate	COPA; Teacher Turnover Rate			
		i. Participate in CSD trainings on continuity of relationships model	Training completion certificates/COPA			
	Year 3: By 11/30/2022, continue implementation of continuity relationships model.	ii. Report on progress of implementation plan.	Update on implementation plan			
		iii. Year 3 report out on aggregated child outcomes in Socio-Emotional	TS GOLD; Aggregated Child Outcomes: Socio-Emotional			
		iv. Year 3 report out on teacher turnover rate	COPA; Teacher Turnover Rate			
		i. Participate in CSD trainings on continuity of relationships model	Training completion certificates/COPA			
		ii. Report on progress of implementation plan.	Update on implementation plan			
	Year 4: By 11/30/2023, continue implementation of continuity relationships model.	iii. Year 4 report out on aggregated child outcomes in Socio-Emotional	TS GOLD; Aggregated Child Outcomes: Socio-Emotional			
		iv. Year 4 report out on teacher turnover rate	COPA; Teacher Turnover Rate			
		i. Participate in CSD trainings on continuity of relationships model	Training completion certificates/COPA			
		ii. Report on progress of implementation plan.	Update on implementation plan			
		iii. Year 4 report out on aggregated child outcomes in Socio-Emotional	TS GOLD; Aggregated Child Outcomes: Socio-Emotional			
Year 5: By 11/30/2024, fully implement continuity of relationships across all birth to three and preschool early learning programs.	iv. Year 4 report out on teacher turnover rate	COPA; Teacher Turnover Rate				
	i. Participate in CSD trainings on continuity of relationships model	Training completion certificates/COPA				
	ii. Report on progress of implementation plan.	Update on implementation plan				
	iii. Year 5 report out on aggregated child outcomes in Socio-Emotional	TS GOLD; Aggregated Child Outcomes: Socio-Emotional				
	iv. Year 5 report out on teacher turnover rate	COPA; Teacher Turnover Rate				

Program Goal 2	Measurable Objectives	Action Steps	Data/Method for Tracking Progress	Progress Updates	Expected Outcomes	Expected Challenges
By the end of the five-year grant cycle on November 30, 2024, fully implement improvements to the family engagement system across all early learning programs, including reducing family service worker caseloads and increasing staff credentials.	Year 1: By 11/30/2020, fully implement new requirement that each site has at least one dedicated family engagement specialist.	i. Create action plan for meeting the family engagement specialist per each site & caseload ratio requirements to be completed in Year 1.	Documented action plan	89% (39 out of 44) agencies citywide have developed an action plan for site-based family engagement and reduced caseloads	Families will receive more individualized services and build stronger relationships with providers; more families will set and meet family partnership agreement goals; Family Engagement Specialist across Chicago's early learning system will have achieved the highest professional Family Engagement credential and provide the highest quality services to enrolled families	Staff turnover; lack of protected time for professional development; COVID-19 has delayed the planning and execution of trainings
		ii. DFSS to assess 5EssentialSurvey and identify potential parent satisfaction data for ongoing analysis.	Analysis report	In progress		
		iii. Establish individual professional development plans for each family engagement specialist that supports their path to achieving required credentials.	COPA HR; % of family engagement specialist with up-to-date PD plans	89%		
		iv. Train all family support specialists in agency's chosen parenting curriculum.	Training completion certificates/COPA	100%		
		v. Establish Year 1 baseline for % of enrolled families who set goals.	COPA; % of enrolled families who set goals	82%		
	Year 2: By 11/30/2021, enroll family support specialist staff into ongoing professional development to increase credentials.	i. Establish Year 1 baseline for % of enrolled families who meet goals.	COPA; % of enrolled families who meet goals	46%		
		ii. Participate in CSD trainings on family engagement	Training completion certificates/COPA			
		iii. Update all family engagement specialist enrolled in school to earn higher credential.	COPA			
		iv. Update all family engagement staff professional development plans.	COPA HR; % of family engagement specialist with up-to-date PD plans			
		v. Year 2 report out on % of enrolled families who set goals.	COPA; % of enrolled families who set goals			
	Year 3: By 11/30/2022, continue implementation of family engagement specialist credential requirements.	i. Year 2 report out on % of enrolled families who meet goals.	COPA; % of enrolled families who meet goals			
		ii. Participate in CSD trainings on family engagement	Training completion certificates/COPA			
		iii. Update all family engagement staff enrolled in school to earn higher credential.	COPA			
		iv. Update all family engagement staff professional development plans.	COPA HR; % of family engagement specialist with up-to-date PD plans			
		v. Year 3 report out on % of enrolled families who set goals.	COPA; % of enrolled families who set goals			
	Year 4: By 11/30/2023, continue implementation of family engagement specialist credential requirements.	i. Year 3 report out on % of enrolled families who meet goals.	COPA; % of enrolled families who meet goals			
		ii. Participate in CSD trainings on family engagement	Training completion certificates/COPA			
		iii. Update all family engagement staff enrolled in school to earn higher credential.	COPA			
		iv. Update all family engagement staff professional development plans.	COPA HR; % of family engagement specialist with up-to-date PD plans			
		v. Year 4 report out on % of enrolled families who set goals.	COPA; % of enrolled families who set goals			
Year 5: By 11/30/2024, fully implement family engagement specialist credential requirements.	i. Year 4 report out on % of enrolled families who meet goals.	COPA; % of enrolled families who meet goals				
	ii. Participate in CSD trainings on family engagement	Training completion certificates/COPA				
	iii. Update all family engagement staff enrolled in school to earn higher credential.	COPA				
	iv. Update all family engagement staff professional development plans.	COPA HR; % of family engagement specialist with up-to-date PD plans				
	v. Year 5 report out on % of enrolled families who set goals.	COPA; % of enrolled families who set goals				
		v. Year 5 report out on % of enrolled families who meet goals.	COPA; % of enrolled families who meet goals			

Program Goal 3	Measurable Objectives	Action Steps	Data/Method for Tracking Progress:	Progress Updates	Expected Outcomes	Expected Challenges	
By the end of the five-year grant cycle, implement quality improvement plans to improve staff compensation, credentials, and access to ongoing professional development so that Chicago Early Learning programs are providing the highest quality teaching and classroom environments.	Year 1: By 11/30/2020, develop implementation plan for achieving teaching staff credential requirement by 2024.	i. Work with CSD to develop implementation plan for increasing staff credentials and compensation rates.	Update on implementation plan	89% (41 out of 43) agencies citywide have developed an implementation plan for increasing staff salaries and credentials	100%	All classrooms will provide high-quality, safe, healthy learning environments for children, programs will offer collaborative opportunities for parents; staff will feel empowered and invested in program operations and quality; Teachers will implement the curriculum to fidelity; Teachers will have stronger relationships with children and better tailor curriculum to their individual needs; Reduced teacher turnover	Staff turnover; lack of protected time for professional development; many agencies will have to establish a first-ever baseline for CLASS, ECERS and/or ITERS; CLASS assessments are being set up, but experienced a delay due to COVID-19;
		ii. Establish individual professional development plans for all teaching staff that supports their path to achieving required credentials.	COPA; % of teaching staff meeting new credential requirements	583 total scholarships have been awarded. 96 participants have completed degrees			
		iii. Enroll teaching staff in scholarship program.	COPA; unduplicated, cumulative # of teaching staff enrolled in scholarship	In progress - slight delay due to COVID-19			
		iv. Establish Year 1 baseline for Classroom Assessment Scoring System (CLASS) score.	CLASS score	In progress, slight delay due to COVID-19			
		v. Establish Year 1 baseline for Early Childhood Environmental Rating Scale-Revised (ECERS-R) and/or infant-Toddler Environmental Rating Scale (ITERS) composite scores, as applicable.	ECERS-R and/or ITERS composite score(s)				
		vi. Establish Year 1 baseline for teacher turnover rate.	COPA; Teacher Turnover Rate	23%			
	Year 2: By 11/30/2021, begin implementation for achieving teaching staff credential requirement by 2024.	i. Report on progress of implementation plan.	Update on implementation plan				
		ii. Report on progress of professional development plans for teaching staff	COPA; % of teaching staff meeting new credential requirements				
		iii. Year 2 report out on (CLASS) score*.	CLASS score				
		iv. Year 2 report out on ECERS-R and/or ITERS composite scores*.	ECERS-R and/or ITERS composite score(s)				
		v. Year 2 report out on teacher turnover rate	COPA; Teacher Turnover Rate				
	Year 3: By 11/30/2022, continue implementation for achieving teaching staff credential requirement by 2024.	i. Report on progress of implementation plan.	Update on implementation plan				
		ii. Report on progress of professional development plans for teaching staff	COPA; % of teaching staff meeting new credential requirements				
		iii. Year 3 report out on (CLASS) score*.	CLASS score				
		iv. Year 3 report out on ECERS-R and/or ITERS composite scores*.	ECERS-R and/or ITERS composite score(s)				
		v. Year 3 report out on teacher turnover rate	COPA; Teacher Turnover Rate				
	Year 4: By 11/30/2023, continue implementation for achieving teaching staff credential requirement by 2024.	i. Report on progress of implementation plan.	Update on implementation plan				
		ii. Report on progress of professional development plans for teaching staff	COPA; % of teaching staff meeting new credential requirements				
		iii. Year 4 report out on (CLASS) score*.	CLASS score				
		iv. Year 4 report out on ECERS-R and/or ITERS composite scores*.	ECERS-R and/or ITERS composite score(s)				
v. Year 4 report out on teacher turnover rate		COPA; Teacher Turnover Rate					
Year 5: By 11/30/2024, fully achieve teaching staff credential requirement by 2024.	i. Report on progress of implementation plan.	Update on implementation plan					
	ii. Report on progress of professional development plans for teaching staff	COPA; % of teaching staff meeting new credential requirements					
	iii. Year 5 report out on (CLASS) score*.	CLASS score					
	iv. Year 5 report out on ECERS-R and/or ITERS composite scores*.	ECERS-R and/or ITERS composite score(s)					
	v. Year 4 report out on teacher turnover rate	COPA; Teacher Turnover Rate					

*CLASS assessments are not conducted annually, but will be conducted at least three times during the 5-year project period; most recent scores will be used to measure progress