

GLCAP Migrant and Seasonal Head Start 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 MSHS Partnerships	GLCAP will enhance relationships with growers, employers and community partners and ensure a program schedule is developed that will be responsive to the needs of MSHS families and result in full enrollment.	Jacquie Wells Joan Oliver	GLCAP continues to contact potential partners to look for opportunities to increase enrollment. A new outreach position was advertised and is now filled.	GLCAP has expanded relationships and partnerships, which have resulted in new enrollments.
	Staff will develop materials to market the MSHS program and ensure community awareness of GLCAP as the new MSHS program provider.	Joan Oliver	GLCAP ordered and received many items with the GLCAP MSHS logo on the items for marketing that included pens, tote bags, stress balls, and shopping bags.	Staff have been distributing recruitment items in the community and working with community partners to make sure items get to the families that could be eligible for the MSHS program
	GLCAP will provide education and training to staff to ensure we are responsive to the MSHS family culture and language barriers.	Brandi Drosky	New and returning staff receive training and one-on-one support in family culture and language barriers. The Dual Language Specialist continues to work with staff who are needing support in English or in Spanish.	New staff are receiving training and one-on-one support in family culture and language barriers. DLS continues to work with staff and families who need any support in the classroom and in the centers.
More Stable and qualified Early Childhood staff to provide high quality early care and education.	100% of MSHS staff will have sufficient onboarding and ongoing training as measured by classroom observation and training documentation.	Brandi Drosky	New staff continue to receive onboarding and any ongoing training as needed based on needs and observations in the classrooms.	2 Staff Development Days have been held so far this season, and it allowed staff to work on their professional development and have small group trainings on certain areas that they needed more support in.

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	100% of MSHS teachers will have sufficient knowledge and skills to fully implement classroom curricula (Creative Curriculum and Conscious Discipline) through ongoing mentoring and coaching as measured by coaching/mentoring documentation.	Brandi Drosky	New and returning staff continue to receive training on Creative Curriculum and Conscious Discipline through observations, strengths and needs assessment and just general needs from teachers.	4 Staff attending a weeklong Conscious Discipline Training and shared with their centers everything that they learned while there. We continue to promote the School Family and work with our parents during parent cafes on social emotional well-being. Fidelity has been conducted for almost all of the classrooms and classrooms goals have been created.
	GLCAP will continue to expand recruitment efforts to attract staff for the MSHS program.	Jacque Wells	Various mediums including support from the PR dept. are used to recruit and attract staff.	Various mediums including support from the PR dept. are used to recruit and attract staff.
	GLCAP will promote and support staff training and education on the Spanish language to communicate with children and families more effectively.	Brandi Drosky Gabriel Maxwell	Staff continue to receive support from the Dual Language Specialist on any translating needs either in English or in Spanish.	Staff continue to receive support from the DLS on any translating needs either in English or Spanish. DLS has been working closely with new hires on the required training to ensure they are fully understanding everything.
Quality learning environments in early care and education.	Teaching teams will implement both Creative Curriculum and Conscious Discipline to fidelity as measured by classroom goals, the CC Fidelity Tool, and the CD Rubric.	Brandi Drosky	All Classrooms completed their 2 nd round of Fidelity Checklist and results were shared with the classrooms and support staff. Professional Development for the individual staff, classroom or center were documented by the coach. Trends were noted and QTLC will meet with	For the new season, almost all of the classrooms have had their first round of Fidelity completed. Each classroom has created a goal to work on with the Coach and QTLC monitoring those goals during monthly observations.

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			staff upon return for the 2025 season with Professional Development to help meet those missing indicators.	
	100% of classroom staff will actively supervise children according to written procedure as measured by completed active supervision checklists.	Angela Miller Brandi Drosky	Any active supervision concerns were shared with the QTLC. Center Specialists who will cover any trends upon the return for the 2025 season. The QTLC saw a need to do more training on bus active supervision, completed in the 2024 season. 2025 Annual Training will also review outdoor active supervision and the roles of all staff when outside with the children.	Active Supervision Observations and Checklists have been completed for each open classroom. Staff all received their annual training on active supervision and Center Specialists have been working with any rooms that are out of compliance on the checklist.
	GLCAP MSHS Centers will begin exploring the process to apply for the Ohio Department of Job and Family Services Step Up to Quality rating system.	Brandi Drosky Center Specialists	Changes were made to the SUTQ requirements. Center Specialists have all received the updated information and are working on their binders to apply for the 2025 season.	QTLC is attending a meeting about the SUTQ changes and how that will look for the MSHS program and applying for SUTQ. The Center Specialists have also been invited to attend the meeting.
	GLCAP will conduct CLASS observations on all classrooms to assess and improve child-teacher interactions.	Brandi Drosky	The 2nd round of CLASS observations was completed for the classrooms. Coaches met with the classroom staff and the Center Specialists to talk about classroom goals to work on areas of growth found from the observations.	The First Round of CLASS has almost been completed for all of the classrooms. Classroom goals were created based off the area of growth. Coaches and QTLC will monitor those goals during monthly classroom observations.

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			Coaches will work on individual training for the 2025 season to help all classroom staff better understand CLASS.	
	GLCAP will begin implementation of practice-based coaching (PBC).	Brandi Drosky	PBC was conducted in 3 of the 4 centers. The last teacher coach was trained in the fall of 2024 and is ready to conduct Intensive PBC for the 2025 season. It was decided to implement PBC for the classroom for the 2025 season and not for individual teachers.	PBC is being implemented in 2 of the 4 centers. One center does not have a coach at the time and the other is a new hire and will be trained later this season. Each coach is currently conducting intensive coaching for two classrooms each.
Improved Family and child's well-being and progress towards school readiness.	All sites will engage parents and families by offering the parent cafes model during parent meetings. At least 2 parents will be trained in facilitating parent café groups at each center.	Joan Oliver	GLCAP Family Advocates and other trained staff continue to work with the parents to facilitate monthly Parent Cafe's and working on training new parents for the 2025 school year	GLCAP Family Advocates and other trained staff continue to work with the parents to facilitate monthly Parent Cafe's and working on training new parents for the 2025 school year. The FA's have worked closely with a few parents at each center to help them lead the Parent Cafe's
	Parents will be provided opportunities to participate in Conscious Parenting training, one session at each center, during the program year.	Joan Oliver	ACT/Conscious Parenting was offered to families in Fremont and will be offered to Napoleon families in May with a grant from the Ohio Children's Trust fund. Shiloh and New Carlisle offer mini	ACT/Conscious Parenting was offered to families in Fremont and Napoleon families in September and May with a grant from the Ohio Children's Trust fund. Shiloh and New Carlisle offer mini sessions every month to

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			sessions every month to parents in their Parent Cafes and plan to do training with the families in the Spring/Summer.	parents in their Parent Cafes and plan to offer a training with the families in September/October 2025
	Staff will work with families to ensure they have access to needed health services as well as a medical home.	Joan Oliver	GLCAP Family Advocates continue to work with families to encourage them to apply for Medicaid for their children, and themselves if possible. The Family Advocates also work with the families to find a medical and dental home if they do not have one or assist them with accessing the Migrant clinics in their areas.	GLCAP Family Advocates will continue to work with families to encourage them to apply for Medicaid for their children, and themselves if possible. The Family Advocates also work with the families to find a medical and dental home if they do not have one or assist them with accessing the Migrant clinics in their areas.
	85% of MSHS 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: 2024 Social Emotional: Solves social problems 3.b (All) Manages feelings 1.a. (I/T) Cognitive 11. Demonstrate positive approaches to learning (All for preschool) c. Solves problems (I/T) Mathematics	Angela Miller	See Program End 2024 School Readiness charts with all 3 checkpoint results for each School Readiness goal.	See Baseline Data for the 2025 School Readiness charts.

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	<p>20. Uses number concepts and operations (All for preschool)</p> <p>b. Quantifies (I/T)</p> <p>Language</p> <p>9. Uses language to express thoughts and needs</p> <p>a. Uses and expanding expressive vocabulary (ALL, English and Spanish)</p> <p>10. Uses appropriate conversational and other communication Skills</p> <p>b. Uses Social rules of language (All, English and Spanish)</p> <p>Literacy</p> <p>15. Demonstrates phonological awareness</p> <p>a. Rhyming (Pre-school, English and Spanish)</p> <p>17. Demonstrates knowledge of print and its uses</p> <p>a. Uses and appreciates books (I/T, English and Spanish)</p> <p>Physical & Motor Development</p> <p>5. Demonstrates Balancing Skills (All)</p> <p>English Language Acquisition</p> <p>37. Demonstrate progress in listening to and understanding English.</p> <p>38. Demonstrate progress on speaking English.</p>			