

## Action Plan 2008-2009 Format

<p><b>Community Goal:</b> (correlates to one or more of the following Discovery objectives)          to expand the supply of high quality early childhood education    X to build strong connections between early care and elementary education          to increase the quality of the existing early childhood education    to improve student’s social, emotional and academic performance</p>
<p><b>Local Objective:</b> (may have multiple objectives for each community goal)          1. Provide ongoing professional development opportunities for center-based, home-based and kindergarten teachers through 08'-09' in order to move toward a shared understanding of quality indicators for school readiness.</p>

Type of Change	Strategies	Responsible Parties	Resources Needed	Expected Outcomes	
				Short-term Outcomes 2008-2009	Long-term Outcomes
<p>Process X Practice Policy</p>	<p>A. Continue to provide ongoing joint community training by providing workshops through the 08' - 09' school year, with an invitation also to parents, to assist providers and parents working to understand and improve kindergarten readiness. Structure 3 workshops using the kindergarten teachers and the special resources teacher to offer information to participants in the following areas:</p> <p>1. Early Childhood Growth and Developmental Milestones/Special Needs Education</p> <p>2. Literacy</p> <p>3. Numeracy</p>	<p>Professional Development Committee</p>	<p>Space (In-kind) Childcare (In-kind) Supplies and materials Refreshments Staff Time Consultant fees</p>	<p>Ongoing PD that meets the needs of the participants.</p>	<p>Design of a PD system that would be the norm</p> <p>Offer providers and parents hands-on information while also connecting them to the local professionals that will continue to be available to assist them and their children, often even before a child enters the public school system.</p> <p>Help providers and parents to be better prepared to address the school readiness of each child</p>
<p>New Revised X Continuing</p>				<p>Offer support to parents and providers in response to recent parent survey which indicated that parents rate kindergarten readiness as their most important concern</p>	

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 1. Provide ongoing professional development opportunities for center-based, home-based and kindergarten teachers through 08’ – 09’ in order to move toward a shared understanding of quality indicators for school readiness (Continued)

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Process X Practice Policy	B. Use evaluation of professional development trainings for future planning.	Professional Development Committee	Staff Time	Ability to put theory into practice and integrate results into district-wide transition plan	Development of a PD system that links training and evaluation
New Revised X Continuing	C. Advocate for an early childhood development curriculum at the high school that links classroom training with on-site learning in the preschool environment	Prof. Develop. Committee Preschool Educators School –to-Career High School Counselor Director of Curriculum Coordinator	Meeting Space ( In-kind ) Meeting Time	Provide opportunities that will encourage students to put child development theory into practice – apply what was learned	Development of a more coordinated and directed system of credited high school public education with early care and preschool career
	D. Provide informational materials to providers on relevant and timely topics	Coordinator	Internet/Agencies & Organizations Copying (In-kind)	Timely info allowing providers to remain current on early childhood topics	Establishment of an ongoing system of resource distribution to keep community members current

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 1. Provide ongoing professional development opportunities for center-based, home-based and kindergarten teachers through 08’ – 09’ in order to move toward a shared understanding of quality indicators for school readiness (Continued)

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Process X Practice Policy  New Revised X Continuing	E. Form a preschool director's group to include center-based preschool directors from Granby, Simsbury and East Granby who desire to meet on a regular, ongoing basis to share information and ideas.	Preschool Directors Coordinator Web master	Staff Time Meeting Space ( In-kind ) Meeting Time Copying (In-kind)	Sharing of timely early childhood and school readiness information, allowing providers to remain current on these topics	Establishment of an ongoing system of resource distribution and sharing  Sharing of ideas to support and benefit the group at large  Possible sharing of financial resources for the towns involved in this group

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**Local Objective:** (may have multiple objectives for each community goal.)  
 2. Develop a system of transition inclusive of data collection and analysis to further align practices and policies to meet community needs

Type of Change	Strategies	Responsible Parties	Resources Needed	Expected Outcomes	
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X Practice Policy	A. Purchase subscription to computer survey tool, such as Survey Monkey or Zoomerang	Web master Coordinator	\$ for subscription Time	Allow easy input from the community on a variety of early childhood topics and issues	Solid basis of data collection by which information provided can be utilized to move policy makers in the community
X New Revised Continuing	B. Complete a feasibility study, inclusive of meeting with town officials, surveying parents and community members and convening focus groups, with regard to utilizing appropriate and available public space for establishing a Family Resource Center (FRC)	GECC FRC Committee Local leaders Coordinator	Time Information gathering and analysis Space Staffing Funding-refreshments Consultant fees	Feasibility results to inform decision-making around planning and advocacy towards establishment of a FRC	Development of a plan for and consequent establishment of a FRC with ongoing programming, including a plan for financial sustainability
	C. Establish Parents as Teachers (PAT) Pilot Program in support of parents in their role as their child’s first and most influential teacher	GECC Professional Development Committee	Training Staffing Materials Space	Program to serve 8-10 families with children under age 6, especially those living below poverty line, and with mothers having received non-adequate prenatal care as identified in Granby	Based on results of pilot program, expand to ongoing commitment through sustained community offering

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2. Develop a system of transition inclusive of data collection and analysis to further align practices and policies to meet community needs (Continued)

Type of Change	Strategies	Responsible Parties	Resources Needed	Expected Outcomes	
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X Process Practice Policy X New Revised X Continuing	D. Share information provided through the Fiscal Scan for Discovery communities with community leaders and advocate through relationship building for coordination of funding sources  E. Continue to partner with ECCP, new member of the GECC, to provide support to Granby’s parents and children  F. Pursue local grant funding to offer GECC preschool scholarships to families who otherwise could not afford to send their child to preschool	GECC Executive Committee Collaborative Agent  GECC  GECC Chair	Staff time Support of elected officials In-kind contributions such as access to grant making data bases  Staff Time Coordination  Pending receipt of local grant funding	Maximize resources in order to fund transition practices  Enhance already existing resources to improve parenting skills and knowledge that will foster parent empowerment  Preschool affordability was rated as an important concern in parental responses to a recent parent survey	Sustained efforts of GECC via receipt of outside funding  Informed and empowered parents more likely to assume leadership roles to ensure core value of the GECC  Improve school readiness for children able to attend preschool through receipt of scholarships

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X Process Practice Policy  X New Revised Continuing	<p>G. Develop a document currently being called the “Granby School Readiness Booklet”, which will centralize all community information related to school readiness that is currently “out there” in the community, but in a very fragmented way. This will result in publishing one document which will make all of the information easily and readily available for parents and childcare providers. (NEW)</p> <p>H. Use data results from the Needs Assessment for Terrific Transitions to inform the development of a comprehensive transition plan, inclusive of practices such as kindergarten orientation and registration, to improve kindergarten readiness for all Granby children</p>	<p>GECC Volunteers Coordinator Collaborative Agent</p> <p>GECC Transition Committee</p>	<p>Staff time In-kind contributions such as graphic art work for book cover and time in authoring the document. Coordination Receipt of local grant funding, as requested</p> <p>Meeting time Staff time Supplies Refreshments</p>	<p>Greater visibility of the Discovery Initiative and the GECC</p> <p>Greater visibility of the importance of early childhood development Ease of kindergarten transition for students, parents and educators</p>	<p>Informed and empowered parents</p> <p>Improved school readiness for children</p> <p>Tool for providers and parents which supports their efforts to understand and improve school readiness</p> <p>Implementation of local plan for providing ongoing support around early care and elementary education</p>



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**Local Objective:** (may have multiple objectives for each community goal.)  
 3. Include parents as partners in transition planning and implementation (Continued)

Expected Outcomes					
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X Process Practice Policy  X New Revised X Continuing	D. Continue to invite parents to participate in the monthly workshop offerings during the 08' -09' school year through letters to local newspaper, the Hartford Courant, preschool and primary school newsletters and posting flyers in key locations within the community   E. Continue to use GECC web-site linked to Town/BOE web-sites to make parenting and early childhood information easily available to parents   F. Continue to provide informational materials to GECC membership and parents on relevant topics and on transition information	Professional Development & Parent Engagement Committees Providers GECC   Public Awareness Committee   Transition Committee Kindergarten Team	Outreach time Distribution costs      Time (In-kind) Volunteer time to keep web-site updated Web hosting costs   Time Copying (In-Kind) Internet	Create a more informed population as evidenced by parents communicating more effectively with their preschool providers around what their child needs to be school ready      Provide more visibility for GECC and serve as a resource for parenting and leadership skills   As Above	Enhanced early care and education of children through an informed parent population choosing quality early care programs      Empowered parents as evidenced by # of hits to web-site designed to reveal which “pages” parents are visiting    Impact cultural change in the community that supports the core value of school readiness and life-long learning



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<p><b>Local Objective:</b> (may have multiple objectives for each community goal.)</p> <p>4. Increase public awareness of the Granby Early Childhood Council (GECC) and the importance of early care and education (Continued)</p>

		Expected Outcomes			
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<p>X Process Practice Policy</p> <p>X New Revised Continuing</p>	<p>D. Continue working with GECC and GCTV volunteers in developing ongoing community programming on early care and education topics. Five GECC programs have already been developed and air on GCTV on a regular basis.</p>	<p>Public Awareness Committee Coordinator</p>	<p>Time Coordination with staff of GCTV</p>	<p>Monthly programming which provides knowledge and support for parents and other caregivers with regard to growth and development along with social and emotional wellness issues</p>	<p>Informed parents who are more effective in their parenting and advocate for policies and practices that ensure the core value of the GECC</p>
	<p>E. Offer workshops for parents and providers during the 08' - 09' school year to assist them in working to understand and improve the kindergarten readiness of their child, and to empower parents as their child's first teacher.</p>	<p>Parent Engagement Committee Professional Development Committee</p>	<p>Space (In-kind) Childcare (In-kind) Consultant Fees Refreshments Staff Time</p>	<p>Offer support to parents in their role as their child's primary teacher. Parent support and training was rated as an important concern in parental responses to a recent community survey.</p>	<p>Informed and empowered parents more likely to assume leadership roles to ensure core value of the GECC</p>
	<p>F. Develop Membership Committee of the GECC</p>	<p>Executive Committee</p>	<p>Volunteers</p>	<p>Increase membership within the GECC</p>	<p>A larger number of committed members willing to take "pieces" of the action plan to ensure that they are</p>

