



# Sure Start Professional Development for Administrators

## Enduring Understanding

- The DoDEA Sure Start Program is a high-quality, comprehensive and unique preschool program for a targeted-population in overseas locations and the administrator’s role in implementation.

## Essential Question(s)

1. What is the Sure Start Program?
2. How is the Sure Start Program comprehensive and high-quality?
3. What is my role as school administrator to implement and support this program?

## Outcomes

By the end of the session, participants will have:

- An understanding that the DoDEA Sure Start Program is a high-quality, comprehensive and unique preschool program for a targeted-population in overseas locations.
- Articulated the administrator’s role in implementation of the Sure Start Program at their school..

## Provisioning/Materials

Per Table	
<ul style="list-style-type: none"><li>• Blank Copy Paper</li><li>• Markers</li><li>• Highlighters</li><li>• Index Cards</li><li>• Computer &amp; Internet Access</li></ul>	<ul style="list-style-type: none"><li>• Pens, pencils</li><li>• Post-it</li><li>• Poster Paper</li><li>• Tape</li><li>• Access to the Sure Start Program e-Guide via internet</li></ul>



# COLLEGE AND CAREER READY

A WORLD-CLASS EDUCATION FOR MILITARY-CONNECTED STUDENTS

## Set Up

- Have all files downloaded to the desktop or a DVD in advance. This includes the power point presentation, and all references used during this training. **Rationale** – the internet may not be available from the work station you are using during this training.
- Check the **videos** embedded on specific slides to assure they play properly and the volume is adjusted appropriately.
- Make ALL copies – See [Handout Section](#) of this document.
- Set up the room to assure your audience can work with an elbow partner and in a small group.
- On the table, have the blank copy paper, highlighters, markers, stickers and poster paper.
- You will need to determine how you will distribute copies throughout the training depending on the size of your group.
- You will need to set up a Parking Lot at the front of the room.

## LINK TO ACCESS THE TRAINING MATERIALS

Please click the link below to access the Sure Start Program professional Development website.

[https://content.dodea.edu/teach\\_learn/curriculum/ece/sure\\_start/training/index.html](https://content.dodea.edu/teach_learn/curriculum/ece/sure_start/training/index.html)



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## Slide Delivery

Slide	Number	Presenter	Time	Script (Notes in PPT)	Resources
Screenshot of the slide	Slide #	Name	Hours/Minutes	Notes, directions, key points	HOs, videos
	1		5 minutes	<p><b>Notes:</b> Facilitators introduce themselves to the group and explain their role as the District ECE ISS &amp; Sure Start POC</p> <p><b>Participant Introductions:</b> Interview your partner to introduce them to the group, be sure that ask what they know about the Sure Start program!</p> <p>Establish norms if there is not an adopted set of norms for admin meetings.</p> <p><b>KEY POINTS:</b></p> <ul style="list-style-type: none"> <li>• Why are we here?</li> <li>• To discuss the changes to the revised Sure Start Program Guide.</li> <li>• What changes have been made to our Sure Start Guide?</li> </ul>	
	2		3 minutes	<p><b>Learner Outcomes:</b> Participants will understand...</p> <ul style="list-style-type: none"> <li>• That DoDEA Sure Start Program is a high-quality, comprehensive and unique preschool program for a targeted-population in overseas locations.</li> <li>• The administrator's role in implementation of the Sure Start Program at their school.</li> </ul>	



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	<b>3</b>		<b>5 minutes</b>	<p><b>HISTORY</b></p> <p>Key Points:</p> <ul style="list-style-type: none"> <li>High-quality comprehensive preschool program for a targeted population in overseas select locations.</li> </ul> <p>Talking Points:</p> <ul style="list-style-type: none"> <li>In 1991 Sure Start was created to reach a population of preschoolers who were not receiving services and it was begun in Lakenheath in 1992.</li> <li>Sure Start is modeled after the Head Start program in the states.</li> <li>Sure Start is unique among DoDEA programs in that it includes comprehensive education, health and nutrition, social services, and parent involvement component, in addition to providing educational programming.</li> <li>Because Head Start functions only domestically, Sure Start was designed to provide similar services as Head Start to families living overseas by targeting children of enlisted military families</li> <li>Sure Start was designed to provide high-quality services to children identified to be at risk for future school failure.</li> </ul>	



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	4		10 minutes	<p><b>Golden Circle:</b></p> <ol style="list-style-type: none"> <li>1. What is that you do?</li> <li>2. How do you do what you do?</li> <li>3. Why do you do what you do? What is the purpose?</li> </ol> <p><b>Talking Points</b></p> <p>What is that you do?</p> <ul style="list-style-type: none"> <li>• Lead discussion around what we do in the Sure Start Program.</li> <li>• Educate target population of preschool students in a comprehensive program.</li> </ul> <p>How do you do what you do?</p> <ul style="list-style-type: none"> <li>• Lead discussion around how we educate those students.</li> <li>• We provide a comprehensive program that addresses the education, growth and development of the Sure Start student.</li> <li>• In addition we support and educate the parents in their lifetime role as the primary caregiver and decision maker of the student, in order to influence advocacy and good decision on the education, growth and development of their child.</li> </ul> <p>Why do you do what you do? What is the purpose?</p> <ul style="list-style-type: none"> <li>• Lead discussion around why we do what we do.</li> <li>• We do what we do to meet the needs of those students who may be 'at risk' for future school failure based on family and environmental factors.</li> <li>• We want to prepare those children to be ready to land in Kindergarten with the skills necessary be college and career ready.</li> </ul>	



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	5		0 minutes	Transition Slide to Sure Start Program Overview	
	6		5 minutes	<p><b>Key Points:</b></p> <p>The Sure Start program is governed by three types of standards. When implementing the program, all three sets of standards should be addressed.</p> <ol style="list-style-type: none"> <li><b>Program Standards:</b> These standards are important for program fidelity. By following these standards you will ensure that you are implementing the program as it was designed. When in doubt about “Is this ok in Sure Start?” Look at the Program Guide. This is a very specialized program and the Program Guide is here to help you implement your program appropriately.</li> <li><b>College and Career Ready Standards for Preschool (CCRSP):</b> These are the content standards for Sure Start. They are referred to as Objectives for Development and Learning because they address what we would appropriately expect from 4 year children as they learn and develop. These will guide your instruction and assessment of student progress.</li> <li><b>DoDEA Space and Safety Standards:</b> Sure Start serves DoDEA’s youngest learners and it is important that all appropriate safety measures are in place.</li> </ol>	



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	7		10 minutes	<p><b>Key Points:</b></p> <ul style="list-style-type: none"> <li>• Three sets of Standards (re-emphasize from previous slide) <ul style="list-style-type: none"> <li>○ Program Standards</li> <li>○ CCRSP</li> <li>○ DoDEA Space &amp; Safety Standards</li> </ul> </li> <li>• Four Components <ul style="list-style-type: none"> <li>○ Education</li> <li>○ Health and Nutrition</li> <li>○ Social Services</li> <li>○ Parent Involvement</li> </ul> </li> <li>• Sure Start Program Component Plan <ul style="list-style-type: none"> <li>○ Addresses meeting the needs of the students through the implementation and coordination of the four components that provide the Sure Start Program Standards</li> <li>○ Written by the Sure Start teacher in collaboration with the Sure Start Advisory Committee</li> <li>○ Should be revisited each year for updates and revisions as necessary</li> <li>○ Shared with the DSO Sure Start POC (maybe used for systems accreditation and for ISS guidance and support)</li> </ul> </li> </ul> <p>(a couple of additional items that need to be discussed here are creating a contingency plan in order to maintain ratio if a substitute is not available &amp; a plan/calendar for home visits &amp; parent conferences (4 per year).</p> <p><b>TALKING POINTS</b></p> <ul style="list-style-type: none"> <li>• Sure Start addresses multiple aspects of the child's life: the whole child.</li> </ul>	HO: Sure Start Program Component Plan (Sample)



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				<ul style="list-style-type: none"> <li>• There are three sets of standards that are in place to ensure that the Sure Start program is implemented with fidelity.               <ol style="list-style-type: none"> <li>1. Program Standards</li> <li>2. CCRSP which are also the Objectives for Development and Learning (ODL)</li> <li>3. DoDEA Space &amp; Safety Standards</li> </ol> </li> <li>• We use a Sure Start Program Plan to address how we will meet the needs of the child in these different components: Education, Health, Nutrition, Social, and Parent Involvement.</li> <li>• This plan is a collaborative effort of the Sure Start teacher, the Sure Start Advisory Committee which is comprised of members of the community &amp; school to include the principal <b>**Written once and revised and edited each year as necessary**</b></li> <li>• Relationships are paramount to this program. The effective implementation of program standards requires extensive interpersonal skills such as developing partnerships, establishing rapport with colleagues, parents and community.</li> </ul>	





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	8		1 minute	<p>Transition Slide to Education Component</p> <p>Sure Start Program Guide: Chapter 1</p>	
	9		3 minutes	<p><b>There are 15 standards in the Education Component</b></p> <p><b>SUMMARY of the goals of the comprehensive education component:</b></p> <ul style="list-style-type: none"> <li>• Focus on the learning environment and learning experiences that promote growth and development</li> <li>• Support children and families with integrated educational aspects of the program components.</li> <li>• Educate and assist parents in their role as principal influence on their child's development and education.</li> </ul>	
	10		5 minutes	<p><b>KEY POINTS:</b></p> <p>Our content standards have changed from the DoDEA content standards to following the Teaching Strategies GOLD (TSG) Objectives for Development and Learning, which are now referred to as the DoDEA College and Career Ready Standards for Preschool (CCRSP). The CCRSP are aligned to the DoDEA College and Career Ready Standards for Kindergarten as well as the DoDEA adopted curriculum for preschool and the online portfolio and assessment system.</p>	



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				<p>The Creative Curriculum for Preschool and the daily resources are the adopted curriculum.</p> <ul style="list-style-type: none"> <li>• This curriculum is grounded in research and is developmentally appropriate.</li> <li>• DAILY Resources include the Studies, Intentional Teaching Cards, Book Cards, Mighty Minutes &amp; materials to support.</li> <li>• The Intentional Teaching Cards are activities that can be used as curriculum embedded performance assessments</li> <li>• The curriculum for Sure Start is the entire classroom environment as well as the outdoor area. Based on the framework of the Creative</li> <li>• Sure Start does not use textbooks, therefore materials should be considered priority one for curriculum purchase.</li> <li>• This includes things for the interest areas (centers), family style dining (child-sized dishes, serving dishes, utensils), outdoor equipment, and reorder of screening materials for ESI-R (Early Screening Inventory, Revised).</li> </ul> <p><b>NOTES:</b> Teaching Strategies GOLD is the online portfolio and assessment system.</p> <ul style="list-style-type: none"> <li>• Data and reports are pulled from this system for CSI &amp; Parent-Teacher Conferences, as well as class data for looking at student growth. District Sure Start POC also have the ability to pull data for a school, if the school has more than one program.</li> </ul> <p>DoDEA College and Career Ready Standards for Preschool (CCRSP) are the Teaching Strategies GOLD Objectives for Development and Learning.</p>	



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				<ul style="list-style-type: none"> <li>The CCRSP are aligned to the DoDEA adopted curriculum for preschool and the online portfolio and assessment system.</li> </ul> <p>The Creative Curriculum for Preschool is the adopted curriculum and includes daily resources (classroom is the curriculum as outlined in the 5 volumes)</p> <ul style="list-style-type: none"> <li>The Foundation</li> <li>Interest Areas (centers)</li> <li>Literacy</li> <li>Math</li> <li>Objectives for Development and Learning</li> </ul> <p>Teaching Strategies GOLD is the online portfolio and assessment system</p>	
	11		10 minutes	<p>Sure Start Program Evaluation</p> <p><b>Key Points:</b> The Sure Start has several tools used for Program Evaluation.</p> <ul style="list-style-type: none"> <li>The Early Childhood Environment Rating Scale-revised edition (ECERS-R) has replaced the Abbott-Shim as an observational tool for pinpointing program strengths and weaknesses. This is done at the beginning of the year with the Principal and the Sure Start Teacher.</li> <li>Space &amp; Safety Checklist- completed by October 15</li> <li>Annual Sure Start Report-Completed at the end of the school year by the Sure Start teacher and submitted to the school administrator and DSO Sure Start ISS/POC</li> <li>Reports from Teaching Strategies GOLD that measure the growth and development of students</li> <li>**These tools will also be used to write the Sure Start Program Continuous Improvement Plan**</li> </ul>	



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				<ul style="list-style-type: none"> <li>Sure Start Program Continuous Improvement Plan is a written plan that uses the tools and teacher professional reflection to address program weaknesses and plan to strategies for improvement</li> </ul> <p><b>The Sure Start Program Continuous Improvement Plan is intended for program improvement and training tool for staff and in <u>NO</u> way should be used to evaluate performance.</b></p>	
<p>The screenshot shows a slide titled 'Education Component' with a video player. The video title is 'A Day in the Life of The Creative Curriculum Preschool Classroom'. Below the video, there is a 'Handouts' section listing 'CCRSP: Objectives for Development &amp; Learning Creative Curriculum in Action' and a 'Videos' section listing 'A Day in the Life of The Creative Curriculum Preschool Classroom, 3:00:00, MSN Days'. The slide also features the 'COLLEGE AND CAREER READY' logo and the 'dodea' logo.</p>	12		25 minutes	<p><b>Give participants Handouts:</b> Creative Curriculum in Action! &amp; CCRSP</p> <p><b>Tech Note:</b> Click the video player bar to begin the video. If it is too small on the screen, click YouTube hyperlink to open it from YouTube.</p> <p><b>Facilitator Note:</b></p> <p>Before you start the video share with administrators that the Teaching Strategies Objectives for Development and Learning (CCRSP/ODL may be used interchangeably) define the goals for children—the skills and knowledge that is acquired through a child’s development and learning. The progressions range from birth to kindergarten, which supports individualizing instruction to meet students’ needs.</p> <p>Play Video and have participants complete the handout.</p> <p>Participants should complete both columns with things they saw in the video and things they did not see.</p>	<p>HO: CCRSP(ODLs)</p> <p>HO Creative Curriculum in Action!</p> <p><b>Video embedded on slide</b></p>



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				<p>They should identify at least 3 ODLs that they see being addressed in the classroom.</p> <p>Lead a discussion about the Creative Curriculum:</p> <ul style="list-style-type: none"> <li>• Interest Areas &amp; Materials</li> <li>• Scheduling</li> <li>• Appropriate Interactions-conversations, calm manner, friendly</li> <li>• Use of the Daily Resources (studies) - our teachers have 10 studies to use.</li> <li>• What the students are doing- engaged</li> <li>• Teacher and Para working as an instructional team</li> <li>• <b>What's Missing?</b>- Work sheets, behavior charts, inappropriate interactions with students (negative talk, raised voices, etc)</li> </ul> <p>Clarify that in DoDEA lunch and snack are a part of the program- students do not bring lunch or snack from home.</p> <p>Teachers and Para receive duty free lunch and teachers are provided with 45 minutes of planning time. There should be an opportunity for the teacher and para to plan together before and after school - this is why the para works the same teacher duty days and duty hours.</p>	



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	13		0 minutes	<p>Transition Slide to Health and Nutrition Component</p> <p>Sure Start Program Guide: Chapters 2 &amp; 3</p>	
	14		3 minutes	<p><b>There are 6 standards</b></p> <p><b>Summary</b> of the goals of the comprehensive Health Component:</p> <ul style="list-style-type: none"> <li>Provide a comprehensive health services program to include preventive health care, early intervention, and support families to ensure that Sure Start students have the services to assist with growth and development as well as social and academic competence.</li> </ul>	
	15		3 minutes	<p><b>There are 5 standards</b></p> <p><b>Summary</b> of the goal of the nutrition component is to :</p> <ul style="list-style-type: none"> <li>Ensure that students are provided with a nutritional and snacks in an environment that provides an opportunity for learning (family style dining), and to support children and families in education and understanding of interrelationships of nutrition and growth and development.</li> </ul>	



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	16		10 minutes	<p><b>The Health Component</b></p> <ul style="list-style-type: none"> <li>• Sure Start students must have a Medical &amp; Dental Examination as a condition of enrollment.</li> <li>• Nurse responsibilities: height, weight, vision, hearing screenings- entered in the SIS</li> <li>• Work collaboratively with Sure Start staff to communicate program needs to MTF</li> <li>• Sure Start students brush their teeth</li> <li>• Cleaning Contract:             <ul style="list-style-type: none"> <li>○ Carpets cleaned twice a year</li> <li>○ Bathrooms cleaned more frequently (after lunch)</li> <li>○ Trash emptied after lunch</li> </ul> </li> </ul> <p><b>Nutrition Component</b></p> <ul style="list-style-type: none"> <li>• Sure Start students are provided lunch and 2 snacks each day</li> <li>• Sure Start students will be categorically eligible for free lunch by their participation in the Sure Start program. <b>*note: Categorical eligibility does NOT apply to siblings; families must apply for free or reduced lunch for older siblings.</b> Snack and related materials should receive funds and purchased at the school level through the GPC process. (Some things to think about is how frequently the teacher needs to shop- This may be monthly or bi-weekly)</li> <li>• Family Style Dining- Is part of the curriculum and is instructional time.</li> </ul> <p><b>NOTES:</b> SS requires dental and medical screenings. These are done within the first 45 days of starting school. The nurse completes the vision and hearing screenings, as</p>	HO: New Medical /Dental Form (draft)



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				<p>well as the height and weight portion of the medical screening. This portion of the guide was written in collaboration with the DoDEA HQ Nurse ISS, and maybe be a change for some locations but this has been the practice for most locations. In some locations nurses do one or two screenings per day, in other locations Sure Start is included in the screenings that are coordinated with local Medical Commands for other grade levels. Since most nurses have a working relationship with local Medical Treatment Facilities (MTF), the nurse should collaborate with Sure Start staff to ensure that the needs of the program are communicated to the medical and dental community. All medical/dental forms and records kept in the School Health Office and noted in the SIS as necessary.</p> <p>SS provides at no cost to families two snacks and school lunch. Every family needs to apply for Free and Reduced Lunch when they register their child regardless of their qualification. Our snacks are provided through a separate fund and purchased throughout the year. Lunch is family style and in the classroom, not the cafeteria. The appropriate curriculum materials for family style dining includes child-sized plates, cups, utensils, and serving bowls. This allows for children to develop their hand-eye coordination, fine motor skills, and developing social skills. The principal works collaborative with the Sure Start teacher and cafeteria manager for coordination of the logistics of the SS lunch program with the food service provider including delivery of lunches and cleaning of dishes. To continue dental health practice and learning, students in SS brush teeth.</p>	





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				<p>Things to consider with the snack fund: the non-food items that are currently allowed on the purchasing list CAN be provided by the school or purchased through priority one curriculum items. IF they are done this way, it saves money on our snack list which gives more money to buy the more expensive fresh foods like fruit or veggies. The more we spend from our snack fund on non-food items, the less variety and focus on healthy snacks we focus on. Many times our families are guided by our program in healthy eating habits. We are to provide one half of the child's nutritional needs. The cleaning contract needs to be reviewed annually since there are extra services provided to the SS program to ensure health and safety standards. For example the carpets are to be deep cleaned twice a year, bathrooms should be cleaned more frequently, and cleaning should occur after lunch. This helps keep our rooms clean, sanitized, and healthy for our students who spend nearly the entire day, every day, in our classroom. This is their learning environment for the day. 😊</p> <p>Fund for snacks and snack related materials- Chat about the frequency that teachers may need to shop due to the need for dairy, fresh fruit and veggies.</p>	
	17		15 minutes	<p>Activity:</p> <p>Provide a handout of snack options and have participants circle snacks that are not appropriate.</p> <p>Provide handout of approved purchase list after completed the Healthy Snack List activity</p> <p>Discussion around results.</p>	<p>HO: Healthy Snack List</p> <p>HO: Sure Start Approved Shopping List For Snacks</p>



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	18		0 minutes	<p>Transition Slide to Social Service Component</p> <p>Sure Start Program Guide: Chapter 4</p>	
	19		5 minutes	<p><b>There are 5 standards</b> Summary of the goals for the Social Service component are</p> <ul style="list-style-type: none"> <li>To reach as many children as possible through outreach and recruitment, and to support and assist families to improve the condition and quality of family life, and provide information about community services and resources.</li> </ul> <p><b>KEY POINT:</b> <b>The success of the Sure Start program depends on relationships with colleagues, families, commands and community partnerships.</b></p> <p><b>Note:</b> As stated earlier relationships are paramount to this program. The effective implementation of the program standards requires extensive interpersonal skills such as developing partnerships, establishing rapport with colleagues, parents and community.</p> <p>This is important because SS requires partnership with many agencies in the military community which provide services to our students and families in SS. Also,</p>	



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				command needs to understand how they can support the Sure Start program by allowing parents to complete participation hours. By supporting the military member, this encourages and builds on the child's success in school.	
	20		0 minutes	Transition Slide to Parent Involvement Component Sure Start Program Guide: Chapter 5	
	21		3 minutes	<b>There are 3 standards</b>  <b>Summary</b> of the goals of the comprehensive parent component are to partner with and support parents in their role and influence in their child's education, providing families opportunities to learn and grow.	



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	22		5 minutes	<p><b>Notes:</b> A condition of SS enrollment is that parents have agreed to volunteer 30 hours, per parent and 60 hours per family(2 parent households). This builds the partnership that SS is built on between home and school. Additionally, parents are committed to attending four parent education meetings per year as well as the required four conferences/home visits. The parent meetings provide opportunity for the SS teacher to address appropriate topics that can positively impact the child’s family.</p> <p><b>Requirements of Parents</b></p> <ul style="list-style-type: none"> <li>• Attend orientation</li> <li>• Participate in Home visits</li> <li>• Attend Parent Conferences</li> <li>• Participation Hours (30 per parent)</li> <li>• Attend Parent Education Meetings</li> </ul> <p><b>KEY POINT: The goal of these instructional interactions is to educate, support and assist parents in their lifetime role in the growth, development and education of their child.</b></p> <ul style="list-style-type: none"> <li>• Volunteer hours have been changed to Participation Hours—we want parents to be in the classroom and participating in the child’s education. “Volunteer” has the connotation of optional</li> <li>• Administrators should work with teachers, parents and commanders to ensure that parents can meet the parent participation requirements</li> </ul>	HO: Parent Statement of Understanding



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Screenshot of the slide	Slide #	Name	Hours/Minutes	Notes, directions, key points	HOs, videos
	23		0 minutes	<p>Transition Slide to Roles and Responsibilities</p> <p>Sure Start Program Guide: Chapter 6</p>	
	24		10 minutes	<p>Roles and Responsibilities</p> <p>Share Handout with Administrators and allow reading time 5-10 minutes.</p> <p>Notes: Talking Points</p> <p>Lead discussion around roles and responsibilities and how the principal supports the Sure Start program. Share how DSO ECE ISS supports the Sure Start program as well during the discussion.</p> <p>Principal</p> <ul style="list-style-type: none"> <li>Key Responsibilities: Advisory Committee Member, supervise Sure Start staff, support alternate calendar (delayed start, early release, home visits) complete Space and Safety Checklist with SS teacher, collaborate with teacher to complete ECERS, ensure cleaning contract is adequate to support program, budget, command liaison, coordination with cafeteria manager as necessary, transportation coordination.</li> </ul>	HO: Roles and Responsibilities for Administrators



# COLLEGE AND CAREER READY

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<i>Screenshot of the slide</i>	<i>Slide #</i>	<i>Name</i>	<i>Hours/Minutes</i>	<i>Notes, directions, key points</i>	<i>HOs, videos</i>
				<ul style="list-style-type: none"> <li>• One important piece is advertising our program effectively. A responsibility of the principal is to support the teacher’s efforts in advertising for the SS program. It is especially important during summer months when teachers are usually gone or have not yet arrived.</li> <li>• There are certain members required on the SS advisory committee: SS teacher, Principal, PSCD teacher, medical/health representative, and social services representative. The principal helps recruit these members and other appropriate members from the community.</li> <li>• The advisory committee meets at least twice a year: BOY for student selection (no parents should be present during selection) and EOY to review for the annual report.</li> <li>• Sure Start Component Plan (written in collaboration with Advisory Committee): It is important to include the contingency plan for maintaining the required ratio for the SS classroom when the teacher or paraprofessional is absent and there are no substitutes available.</li> </ul> <p>EDC application is completed for the SS teacher (40-79 hour band) ** Each Sure Start teacher receives their own EDC**</p>	



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Screenshot of the slide	Slide #	Name	Hours/Minutes	Notes, directions, key points	HOs, videos												
	25		0 minutes	<p>Transition Slide for Logistics</p> <p>Sure Start Program Guide: Chapter 7</p>													
<table border="1"> <thead> <tr> <th>RANK</th> <th>PRIORITY</th> <th>ADDITIONAL CRITERIA</th> </tr> </thead> <tbody> <tr> <td>E1-E4, GS1-GS4, or NAF 1-NAF 2, rank equivalent</td> <td>First Priority</td> <td rowspan="4">*Within each priority, additional criteria are used to further prioritize such as in the NAF category where income level must sometimes be used to determine E/GS rank equivalents for NAF Levels 1-4 or the GS 1-8 rank equivalents.</td> </tr> <tr> <td>E-5, GS5 or NAF2 rank equivalent</td> <td>Second Priority</td> </tr> <tr> <td>E6-E7, GS5-GS6 or NAF3-NAF4, rank equivalent</td> <td>Third Priority</td> </tr> <tr> <td>E8-E9 or GS6-GS8, or NAF4, rank equivalent</td> <td>Fourth Priority</td> </tr> </tbody> </table> <p>Children of Warrant Officers and Officers are not eligible for the Sure Start Program except in Cuba.</p> <p>Handout: Application Score Sheet</p>	RANK	PRIORITY	ADDITIONAL CRITERIA	E1-E4, GS1-GS4, or NAF 1-NAF 2, rank equivalent	First Priority	*Within each priority, additional criteria are used to further prioritize such as in the NAF category where income level must sometimes be used to determine E/GS rank equivalents for NAF Levels 1-4 or the GS 1-8 rank equivalents.	E-5, GS5 or NAF2 rank equivalent	Second Priority	E6-E7, GS5-GS6 or NAF3-NAF4, rank equivalent	Third Priority	E8-E9 or GS6-GS8, or NAF4, rank equivalent	Fourth Priority	26		25 minutes	<p><b>Talking Points:</b></p> <p><b>Selection:</b></p> <p>Sure Start student selection is through the Sure Start Advisory Committee. Sponsors apply for the program; applications are scored and placed in the program by priority band and additional criteria. The sponsor is the service member whose orders carry the dependent child. In a dual military family an E4 and E6, the child is on the E6 service member's orders, and then the application must be submitted with the E6 as the sponsor.</p> <p><b>Priority Bands:</b></p> <p>When selecting students, the <b>SS advisory committee</b> uses priority bands and additional selection criteria to select 18 students. It is important that enrollment is maintained at 18 students.</p> <p>For example, E1-E4 are considered priority one, E5 is priority two, E6-E7 are priority three, and E8-E9 is priority four.</p> <p>This program is for Enlisted services members, GS &amp; NAF equivalent, GS &amp; NAF must provide a current LES</p>	<p>HO: Blank score sheets</p> <p>HO: mock applications</p>
RANK	PRIORITY	ADDITIONAL CRITERIA															
E1-E4, GS1-GS4, or NAF 1-NAF 2, rank equivalent	First Priority	*Within each priority, additional criteria are used to further prioritize such as in the NAF category where income level must sometimes be used to determine E/GS rank equivalents for NAF Levels 1-4 or the GS 1-8 rank equivalents.															
E-5, GS5 or NAF2 rank equivalent	Second Priority																
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				<p>to determine priority band.  <b>Officers and Warrant Officers are not selected for the program.</b> Once a child has been accepted into the program, they cannot be removed from the program for any reason.</p> <p>SS is capped at 18 students; however there are two additional slots that can be used for emergency placements that can be requested by family services or the chaplain. These two slots can also be used for placing students who PCS in with prior enrollment in a Sure Start Program. Only SURE START students receive placement in the Sure Start program. Head Start and other preschool students are not automatically enrolled if they PCS to the school; the student must apply and meet the eligibility requirements.</p>	
	27		10 minutes	<p>12 Day Delay:</p> <ul style="list-style-type: none"> <li>All SS students attend the first day of school, which is 12 days after the start of the school year for students. If a program decides to use a staggered start, all students need to be in attendance by the official start day of Sure Start. <b>*If calendars are already set for staggered start then they may be honored for SY 2016-17</b></li> <li>Annual Training @ DSO</li> <li>Begin ECERS, the SS Program Plan, the Space and Safety Checklist, SS Continuous Improvement Plan (formerly the Program Progress Plan).</li> <li>Advisory Committee Meeting</li> <li>Parent notification and orientation</li> <li>Finally, these 12 days include 5 instructional days that are used for Home Visits. Home visits allow teachers and paraprofessionals to begin building</li> </ul>	





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				<p>quality relationships with families who are actively involved in the SS program throughout the year. During the school year SS will meet with families 4 times a year to review their child’s progress in Sure Start and discuss goals. Our Teaching Strategies GOLD assessments are quite detailed and cover the whole child’s development and learning. 2-3 of these meetings are home visits. Again, home visits are vital to our program which is based on a partnership between families and the school. It builds understanding of the whole child and the family environment, as well as building a positive relationship with the family.</p> <ul style="list-style-type: none"> <li>• These conference days are considered instructional days. It is important to understand that having these days supported by you; helps strengthen our relationship with the family and provide support and education on meeting the unique needs of their child to promote growth, development and learning. This year sets the foundation for their entire lifetime of learning and school success. It protects the integrity of the program.</li> <li>• The instructional time for home visits and conferences should have a plan to share progress, as well as strategies parents can use to promote growth and development, activities that are recommended by Teaching Strategies GOLD based on student progress, it may even include the teacher modeling read aloud or math games that parents can play with their child.</li> </ul> <p>5 day release:</p> <ul style="list-style-type: none"> <li>• SS ends their school year five days prior to the end of the official school year.</li> </ul>	



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				<ul style="list-style-type: none"> <li>Final conference/home visit with the families. These days are also used to meet with the SS Advisory Committee, finish the annual report, and the inventory to ensure materials are bought in a timely manner for the following year.</li> <li>In order to maintain safety for our young students, the regulated ratio for SS is 18:2.</li> <li>This means that while students are in school, the teacher and paraprofessional are constantly with them.</li> <li>The paraprofessional duty day should be identical to the Sure Start teacher's duty day hours and should not be used for any other duties outside the SS classroom.</li> <li>However, a paraprofessional can be paid for additional hours outside the duty day if prior approval has been obtained from administration. <b>(Up to their hired tour of duty typically 78 hours pp)</b></li> <li>This allows the paraprofessional to attend parent meetings, conferences, home visits, and shopping for snacks/supplies. (Many programs have a delayed start to their school day or early finish to the day to provide planning time for the teacher and paraprofessional.) The required lunch time is during rest time, the only time that the ratio can be 18:1. However, many programs are required to go full day, which means that coverage needs to be provided to continue providing planning and lunch. This keeps students safe.</li> <li>A note should be made that SS enrollment does not count towards school population for the specialist staffing. Large group specialists who work with SS students should do so in the SS classroom following</li> </ul>	



# COLLEGE AND CAREER READY

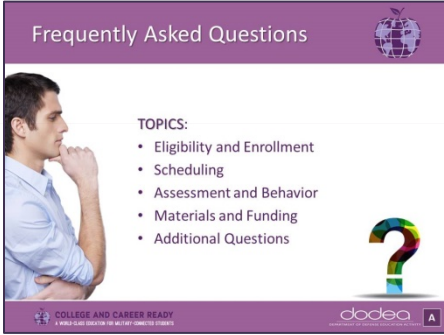
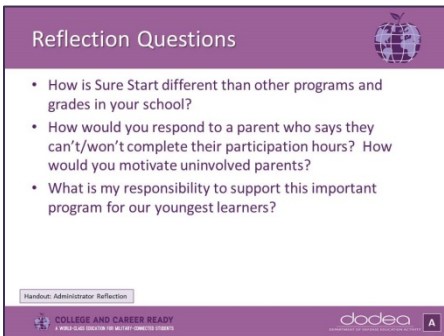
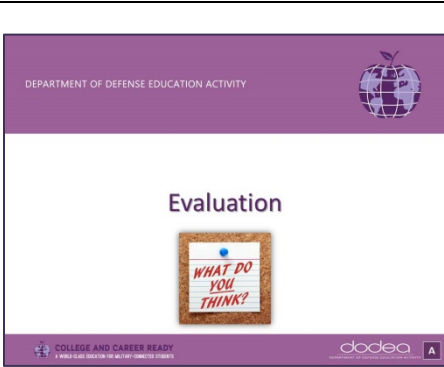
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				<p>examples provided in the Sure Start Program guide.</p> <ul style="list-style-type: none"> <li>Transportation should be provided to Sure Start students as it is for all DoDEA students.</li> </ul> <p><b>Discussion:</b>  <b>With your elbow partner share how you provide duty free lunch and planning time for your Sure Start staff.</b></p> <p><b>Key point:</b>            Home visits, parent conferences and parent education meeting are instructional time. Sure Start teachers should be educating and supporting parents in lifelong skills that enhance family life and the growth, development and learning of the child.  <b>Reference SS Guide:</b> Home visits, pg. 49-50</p>	
	28		0 minutes	<p>Transition Slide to Frequently Asked Questions</p> <p>Sure Start Program Guide: Chapter 8</p>	



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	29		3 minutes	<p>Frequently Asked Questions</p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Eligibility and Enrollment</li> <li>• Scheduling</li> <li>• Assessment and Behavior</li> <li>• Materials and Funding</li> <li>• Additional Questions</li> </ul>	
	30		10 minutes	<p>Reflection Questions:</p> <ul style="list-style-type: none"> <li>• How is Sure Start different than other programs and grades in your school?</li> <li>• How would you respond to a parent who says they can't/won't complete their participation hours? How would you motivate uninvolved parents?</li> <li>• What is my responsibility to support this important program for our youngest learners?</li> </ul>	HO: Administrator Reflection
	31		5 minutes	<p>Click on the image to complete the evaluation for the professional learning provided today.</p> <p>Note: The image contains the embedded url at <a href="https://surveys.dodea.edu/n/SSTrainingEval.aspx">https://surveys.dodea.edu/n/SSTrainingEval.aspx</a> for participants to complete the evaluation.</p> <p>The evaluation link may be provided on the agenda so that participants can type the URL into that browser address bar.</p>	



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	32		3 minutes	<p>Questions and Comments</p> <p>Exit Ticket is completed Evaluation.</p>	
<b>End of Presentation 197 minutes equals 3.2 hours</b>					



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## Handouts

Handout (HO) Image	Slide #	Title of HO	Directions	Number of Copies
	7	Sure Start Program Component Plan (Sample)	<p>This is the sample Sure Start Program Plan that should be drafted/ revised by the teacher, admin and Sure Start Advisory Committee. Most schools should already have this formerly it was 4 separate documents- same process, same purpose- different format.</p> <p>Teachers will be working on this during their training.</p>	1 copy per participant
	12	CCRSP (ODLs)	Reference for activity	1 copy per participant
	12	Creative Curriculum in Action!	<p>Participants should complete both columns with things they saw in the video and things that are missing.</p> <p>They should identify at least 3 ODLs that they see being addressed in the classroom.</p>	1 copy per participant



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Handout (HO) Image	Slide #	Title of HO	Directions	Number of Copies
	16	New Medical /Dental Form	<p>ADD WHEN WE GET APPROVAL- If not in time for training, share draft.</p> <p>If it is still a draft ensure that the WORD <i>DRAFT</i> is noted and may not be used. If this is the case, the current 2 page form will be used.</p>	1 copy per participant
	17	Healthy Snack List	<p>Provide a handout of snack options and have participants circle snacks that are not appropriate.</p> <p>Discussion around results.</p>	1 copy per participant
	17	Sure Start Approved Shopping List For Snacks	Reference for activity	1 copy per participant



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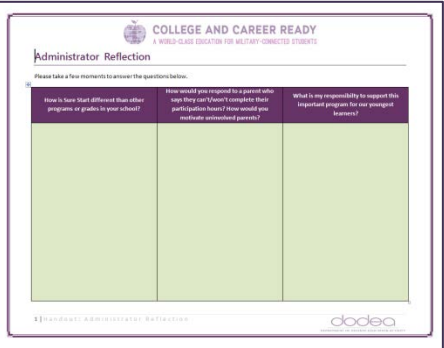
Handout (HO) Image	Slide #	Title of HO	Directions	Number of Copies
	22	Parent Statement of Understanding	Sample for reference. Located in Sure Start Guide Frequently Used Forms, may be edited for school use.	1 copy per participant
	24	Roles and Responsibilities for Administrators	Reference for discussion.  Lead discussion around roles and responsibilities and how the principal supports the Sure Start program. Share how DSO ECE ISS supports the Sure Start program as well during the discussion.	1 copy per participant
	26	Blank Application Score Sheet	Participants will go through a mock selection of students by scoring the mock applications and discuss criteria and community needs.	1 copy per mock application





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Handout (HO) Image	Slide #	Title of HO	Directions	Number of Copies
	26	Mock Applications	For Scoring: Note all names and circumstances are fictitious and created by a name generator.	1 set per participant group
	30	Administrator Reflection	Participants will answer the questions.	1 copy per participant