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**Prenatal – 3rd Grade (P-3) Initiative**

**Semiannual**

**DATA-DRIVEN WORK PLAN**

**Lead/Grantee Organization:**       **Person Submitting this Report:**       **Date Submitted:**

**Reporting Period (check one)**:      April 1, 2015 through September 30, 2015 **DUE December 1, 2015**

     October 1, 2015 through March 31, 2016 **DUE June 1, 2016**

     April 1, 2016 through September 30, 2016 **DUE December 1, 2016**

**Instructions:**

Using data collected through the Community Needs & Resources Assessment (CNRA), the Annual Indicators Report, ongoing planning, and implementation processes, this work plan should reflect goals identified for your P-3 project.

Review and update this ‘living’ document on a regular basis, building on what you had previously reported. **This should include updates on activities you have completed, as well as activities that you still have planned for the coming reporting period.**

Items highlighted in **bold** are required of all grantees.

Over the three years of the OCF P-3 project, it is an expectation that you will be working on goals within each ‘level’, e.g., System, Educator, Family, and Child, although you may not be working on goals at every level at the same time.

For some grantees, you may decide to create a single work plan for your entire P-3 project, whether it includes just one school within one district or multiple schools/and districts. For other grantees, you may decide that separate work plans are more useful for each school and/or district involved in your P-3 project.

**You will be asked to submit work plans for each group that is setting and working towards its own goals within your P-3 project.**

Please submit this report electronically via email to your OCF P-3 Program Officer:

Abby Bush, 503.227.6846, [abush@oregoncf.org](mailto:abush@oregoncf.org)

1. **Scope of Work Plan**
2. **Please list the school/s and district/s included in this work plan:**

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| **District/s** | | | |
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| **School/s** | **Type of School**  e.g., PreK-3, K-5, K-8 | Number of  PreK Students Enrolled at the School  2013-14  *(if applicable)* | **Number of**  **K-3 Students Enrolled at the School**  **2013-2014** |
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1. **CNRA Questions & Key Findings\* NEW – Required Section**

**As you collect information for the Community Needs & Resources Assessment (CNRA) you may use the following table to organize and highlight key findings related to each question about your community/ies. You may decide to utilize one of these CNRA Key Findings sheets for each school and/or district in your project, or you may decide to use a single CNRA Key Findings sheet for your entire P-3 project.**

1. **When were these Key Findings last updated:**

|  | **CNRA Question** | **Key Findings**  (List 3-5 bullet points per Question based on your CNRA process) | **Source/s of Information**  *(e.g., Provider Survey, Parent/Caregiver Focus Group, Key Stakeholder Interviews)* | **Related Evaluation Tools** |
| --- | --- | --- | --- | --- |
| **1** | Who is in your community? |  |  | Indicators Worksheet  Section C, D |
| **2a** | How are children doing in terms of school readiness and school success? |  |  | Indicators Worksheet  Section E, I |
| **2b** | What are the key achievement gaps or concerns that need to be addressed? |  |  | Indicators Worksheet Section H |
| **3a** | What early childhood services and resources are used/already exist in your community? |  |  | Worksheet #3 |
| **3b** | What is most needed? |  |  | Worksheet #3 |
| **4a** | How connected are early childhood programs and elementary schools in your community? |  |  | Indicators Worksheet  Section B |
| **4b** | Where are gaps between these two systems that need to be addressed? |  |  | Indicators Worksheet  Section B |
| **5** | What kind of learning and development supports do children experience before starting school (at home, at PreK and other programs), and what else is needed for children to be ready? |  |  | Indicators Worksheet  Section F, G |
| **6** | What is the level of family engagement and involvement in schools and other programs and activities in your community and how can family engagement be strengthened? |  |  | Indicators Worksheet,  Section G, J |

1. **Issues Identified in CNRA\* NEW – Required Section**

**It may be helpful to prioritize the issues that are identified through the CNRA process and relate/respond to the Key Findings you highlighted in Section B of this document. This list may change over the course of your project. The following table was created to help organize and prioritize issues you may want to address through your Goals and Work Plan over the course of your P-3 project.**

1. **When were these Issues last updated:**

| **Issue** | **Priority Level**  (Low, Moderate, High) | **Feasibility,** *e.g., how much do we think we can impact this issue?*(Low feasibility, Moderate feasibility, High feasibility) | **What Year Will We Begin Work on This Issue?**  (2014-15, 2015-16, 2016-17) | **Other Notes About this Issue** |
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1. **Work Plan Worksheets**

Use the worksheet below to identify goals and track progress for your P-3 Initiative. Based on the Issues identified through the CNRA process and if you prioritized them using Section C, fill in one worksheet for each of the **3-5 highest priority goals for the coming 6 months**. This is to capture steps you will be taking, as well as to document what you have completed.

Use the worksheet to identify action steps, timelines, and individuals who are responsible for the work. **Update this worksheet regularly – at least once per quarter.** **This should include updates on activities you have completed, as well as activities that you still have planned for the coming 6 months.**

Use this worksheet as a template; you can add additional rows for Key Activities, and can copy and paste this table as many times as needed to capture the goals of your P-3 project.

1. **When was this Work Plan last updated:**

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| 1. **Goal #**   **What are you trying to accomplish?**  (This should be linked to Short/Medium or Long-Term Outcomes in the OCF P-3 logic model with at least one goal within each Level across the life of the project [systems/educators/ families/children], informed by CNRA) |  | | | |
| 1. **Primary Level of Impact** (*Mark all that apply)* | Systems      Educators/Service Providers      Families      Children | | | |
| 1. **What data will you use to measure progress toward this Goal?** |  | | | |
| 1. **How will you know that you’ve achieved this Goal?** What is your target or benchmark? |  | | | |
| 1. **Rationale:** Why did you select this Goal? (This should be driven by your CNRA process) |  | | | |
| **Key Activities**  How will you work toward this Goal?  (These should be linked to Activities in the OCF P-3 logic model) | **Action Steps**  (What steps are needed to accomplish this Activity?) | **Responsibility**  (Who will work on these Action Steps?) | **Time Frame**  (When will results be achieved for each Action Step?) | **What progress was made on this Activity during the reporting period?** |
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| **What challenges, if any, did you encounter in making progress toward this Goal in the reporting period?** |  | | | |

Tips on making “SMARTER” Goals. A SMARTER Goal clarifies exactly what is expected and the measures used to determine if the goal is achieved and successfully completed. A SMARTER Goal is:

* **Specific**: They are precise and clear, and answer specific questions like: who is involved, what you want to accomplish, where the work must be done, and when it should be performed.
* **Measurable**: They establish concrete criteria for measuring your progress.
* **Achievable**: They are realistic and attainable; you have the resources needed to achieve them.
* **Relevant**: They are significant, worthwhile, and match your other efforts and needs.
* **Time-Bound**: They are expected to be achieved within a certain timeframe.
* **Evaluated**: They can be assessed regularly for progress and/or course-corrections.
* **Reviewed**: They are examined for lessons learned and acknowledge successes and challenges.

Example goal statements might be:

* Create smoother transitions for children between the early learning community and kindergarten
* Increase the number of children who are rated at 4 or higher in self-regulation skills on the Kindergarten Assessment by 50%