

Webb County Commissioners'

Head Start and Early Head Start Program



Strategic Plan

2014 - 2017

PROCESS

The Webb County Head Start Program has developed a comprehensive Strategic Plan which identifies the program philosophy, long-term goals, short-term goals, strategies, objectives, results and expected outcomes based on a three year projection. The program's stakeholders, which include the Head Start / Early Head Start Executive Director, Policy Council, Commissioner's Court, Teaching and Mentoring Communities (delegate agency), management staff, County support staff, and community partners, participated in the strategic planning process. Stakeholders utilized the comprehensive Community Assessment findings, Program Information Report (PIR) findings and the previous year's Self-Assessment in the development of this plan. Upon completion of the Strategic Plan draft, it was presented to the Policy Council and Commissioner's Court members for approval. The approval of the Strategic Plan sets in motion the goals and objectives for the following three years.

The Strategic Plan is separated into the following categories:

- ❑ SWOT Analysis
- ❑ Priority Areas
- ❑ Goals and Timeframe
- ❑ Monitoring

This plan lays a foundation for the Webb County Head Start / Early Head Start's future. It focuses on goals and strategies geared toward guiding the program over the three years covering calendar years 2014 through 2016, but our expectation is that it will set a course which will guide us several years beyond that time frame.

PHILOSOPHY

All Webb County Head Start / Early Head Start staff, Policy Council and Webb County Commissioner's Court members are committed to the following:

- We believe in achieving excellence in providing quality service to Head Start and Early Head Start children and their families
- We believe in attracting and developing professional integrity by providing on-going staff development, recognition opportunities and mentoring opportunities
- We believe our program prospers by working with other agencies toward common goals that assist families with self-sufficiency
- We value honesty, integrity, initiative, creativity and innovation
- We promote teamwork and open-communication
- We encourage and promote life-long learning
- We are committed to promoting the physical, social/emotional, cognitive, language and learning style development that results in children entering school ready to succeed
- We recognize that parent education and parent involvement are critical to child development.
- We believe in being accountable for all our actions

PRIORITY AREAS:

- School Readiness Goals and Early Learning Framework
- Resource Development
- Technology
- Facilities and Equipment
- Family and Community Engagement Partnerships
- Professional Development
- Program Services

SCHOOL READINESS GOALS AND FRAMEWORK COMMITTEE

Members:

Lucy Trejo, Estela Salazar, Guadalupe Gaytan, Belinda Mangaña, Adriana Muñoz, Marbella Elizondo, Angelica Ramos, Elizabeth Godina, and Gloria Flores (Staff)
Olga Chavez (Policy Council)

Long-term Goal: To ensure all enrolled children possess the skills, knowledge, and attitudes necessary for success in school and for later learning and life.

On-going	<p><u>Short-term Goal:</u> The agency will establish effective and outcome driven school readiness goals.</p> <p><u>Strategies:</u></p> <ul style="list-style-type: none">• A School Readiness Team will be formed and will meet two times during the program year.• Governing Body, staff, parents, LISD, UISD, and community partners will be provided training on the Child Development and Early Learning Framework and the program’s School Readiness Goals.• The program will utilize the Child Development and Early Learning Framework that outlines the essential areas of development and learning to establish school readiness goals for children, monitor children’s progress, align curricula, and conduct program planning.• The five Essential Domains will be represented in the School Readiness Goals.• The Education Director will present the school readiness goals to the School Readiness Committee annually to update as necessary.• The Head Start Director and Education Director will present the school readiness goals to the governing body for input and approval annually.• The School Readiness Team will ensure and monitor progress in aligning the goals with the Head Start Child Development and Early Learning Framework, Texas Pre-Kinder guideline, and the requirements and expectations of the local education agencies.• ADDED December 2013: The School Readiness Team will provide parents with resources to understand the five essential domains. <p><u>Objective:</u> The agency will have school readiness goals that articulate the program’s expectation of children’s status and progress across the five essential</p>
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	<p>domains of child development and early learning that will improve children’s readiness for kindergarten.</p> <p><u>Update: December 2014</u></p> <ul style="list-style-type: none"> • The School Readiness Team members are added/deleted as necessary. • The School Readiness Team meets two times during a program year (versus three). • School Readiness Goals are established three times a year for Head Start and four times a year for Early Head Start during checkpoints. The goals are revisited as necessary to maintain effectiveness and produce favorable outcomes. • Child Outcomes are used as a resource in assessing and analyzing educational staff weaknesses and strengths. Strengths are used to enhance the continuous staff development process. Weaknesses are addressed in staff development training to ensure progress toward school readiness goals. • Parents are provided with Outcome Reports and create a graph based on their respective center’s school readiness outcomes. • The School Readiness goals and outcomes include the following subgroups per center: Age, gender, demographics, English language acquisition. • The Fall, Winter, Spring, and Summer (EHS Only) Outcomes Reports are presented to the Policy Council and the Commissioners’ Court.
On-going	<p><u>Short-term Goal:</u> The Teaching Strategies GOLD child assessment system will be used to collect information about children’s development.</p> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> • The Education staff will engage parents and families in their child’s education and inform them of their child’s development. • Parents will be informed on how the program uses this information to individualize instruction and learning. • The Education Staff will generate reports regarding key findings from aggregating the child assessment data, how that information helped identify patterns of progress and areas where improvement is required, and the progress toward meeting school readiness. • The Education staff will propose improvements or changes to the program design based on the aggregation and analysis of individual child-level assessment data. • These reports will be shared with governing body, staff, parents, and the community. <p><u>Objective:</u> The agency will ensure a systems approach to school readiness.</p>
On-going	<p><u>Short-term Goal:</u> The Pre-K CLASS, researched based observation instrument, will be used to collect meaningful data on classroom quality.</p>

	<p><u>Strategies:</u></p> <ul style="list-style-type: none"> • The Education Director will ensure that staff are trained on the use of the CLASS instrument and become CLASS reliable observers. • The Education Director, Assistants, ASMs, and other supervisory staff will monitor all teachers twice during a program year, using four cycles, to ensure inter-rater and dual coding reliability. • The Education Director and Assistants will collect data from CLASS observations and plan staff development trainings based on the analysis of the data. • The Education Director will share results of data collection of CLASS observations with parents, staff, and administration. <p><u>Objective:</u> The agency will maximize the quality of instruction provided to enrolled children and improve teacher/child interactions by way of professional development that is correlated with data collected through the use of the CLASS observation instrument.</p>
<p>Added December 2014</p> <p>On-going</p>	<p><u>Short-term Goal:</u> The Toddler CLASS researched-based observation instrument will be used to collect meaningful data on classroom quality.</p> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> • The Education staff will be trained on the use of the Toddler CLASS instrument and become reliable observers. • EHS teachers will be monitored twice during the program year using four cycles to ensure quality teacher-child interactions. • The Education Director will collect data from CLASS observations and plan staff development trainings based on the analysis of the data. • The Education Director will share results of data collection of CLASS observations with parents, staff, and administration. <p><u>Objective:</u> The agency will maximize the quality of instruction provided to enrolled children and improve teacher/child interactions by way of professional development that is correlated with data collected through the use of the CLASS observation instrument.</p>

RESOURCE DEVELOPMENT COMMITTEE

Members:

Aliza Oliveros, Luz Munoz, Linda Payle, Belen Cisneros, (Staff)
 Juan David Ramirez (Policy Council)
 Annie Ochoa (Delegate)
 Jaime Arizpe, Jessie Olivares (Partners)

<p><u>Long-Term Goal:</u> The agency will seek the diversification of funding to maximize resources and quality of service delivery.</p>	
<p>On-going</p>	<p><u>Short-term Goal:</u> The agency will continually review and update its system of identifying priority program needs.</p>

Strategies:

- Frequently update Strategic Plan based on agency needs that are identified by stakeholders, administration, staff, parents, community partners, and delegate agency.
- Head Start grant funds (program and T&TA) will be utilized for professional development, educational materials, vehicle replacement, facility upkeep and playground equipment.
- The program will use any existing payroll savings funds to purchase shades and pour-in-place playground surfacing.
- Opportunity for increase in funding will be researched and pursued (Pour-in-Place surfacing and shades for playgrounds).

Objective: The agency will remain focused on grant funding opportunities and maximize its impact on meeting the needs of the children and families it serves.

Update: December 2014

- Head Start slots were reduced by 64 children due to the Federal Sequester: Two classrooms at Guadalupe Center and two classrooms at Los Presidentes were closed to reflect the reduction in enrollment.
- In the event that the funds lost due to the Sequester are returned, the 64 Head Start slots will be reopened.
- Early Head Start funds were secured for 72 children. Due to the Federal reduction in funds, the leased property known as Los Presidentes was closed. Three EHS classroom were relocated to Little Palominos and two were relocated to Sierra Vista. The home based option and pregnant women program were equally divided between the two sites.
- In the event that EHS receives an increase in funding or an opportunity for expansion of services is offered, the number of center based slots will be increased. The results of the Community Assessment demonstrate a higher need the Center Base Option versus the Home Base option.
- As new opportunities for increased HS and EHS funding has not been available, the program will continue to seek diversification of funding by increasing the number of integrated slots with LISD and UISD. The integrated model maximizes funds, enhances teaching strategies, offers a smoother transition to school, and maximizes resources available to children and families.
- A needs budget will be prepared by the Head Start Director with management staff and parent input.

Update: December 2014

- The program added four integrated classroom with LISD at the Sanchez-Ochoa campus.

Update: March 2015

- The program applied for and was awarded 72 EHS-CCP slots to begin operation in June of 2015.

On-going	<p><u>REVISED March of 2015: Short-term Goal:</u> Ensure that the committee includes members of the governing body, program, child-care partners and the community that can significantly contribute to its success</p> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Invite a County Commissioner to be a member of the Committee • Invite the Economic Development Director as a member of the Committee. • Identify child-care partner employees that may serve on the committee. • Identify other community members that may serve on Committee. • Resource Development Committee will meet as necessary. <p><u>Objective:</u> The agency will utilize all resources available to ensure all funding opportunities are considered and applied for it applicable.</p> <p><u>Update: March 20415</u></p> <ul style="list-style-type: none"> • The agency has entered into an integration model with LISD to braid funding to serve dually enrolled children. • The program is in partnership with UISD to braid funding to serve dually enrolled children. • Currently, the program entered into an integrated model with LISD and serves dually enrolled children at J.C. Martin Elementary School, Height Elementary, Anita T. Dovalina Elementary, and Sanchez-Ochoa Elementary. • Currently, one Head Start center houses a UISD teacher and serves 17 dually enrolled children at Larga Vista. • The Committee has been formed and will meet in September of 2015.
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TECHNOLOGY COMMITTEE

Members:

Gerardo Espinoza, Rosangela Velasco, Teresita Ramirez, Norma Jolomna, Ruby Negrete, Veronica Rangel, (Staff)

Ana Castillo (Policy Council)

Jaime Alvarado, John Ornez (County Support Staff)

<u>Long-term Goal: Develop a comprehensive technology plan to enhance service delivery.</u>	
On-going	<p><u>Short-term Goal:</u> Ensure that the program provides a diverse array of technology-enhanced environments so that each student experiences engaging and challenging instruction that results in high levels of learning, each teacher has access to information and resources that provide rich and rigorous instruction, and all employees have access to quality data for making informed decisions and deploying resources.</p>

	<p><u>Strategy:</u></p> <ul style="list-style-type: none"> • Continually assess staff technology skills and develop training program based on staff needs. • The agency will maintain an automated system for child data tracking, and all staff that will utilize the Child Plus system and be trained on computer use skills. • Education staff will use lap tops to document in the Teaching Strategies Gold on-going assessment and use I-Pad to increase learning opportunities for children during lesson time. Family services workers are utilizing Child Plus software to enter enrollment and monitor data. • The health content area is also utilizing Child Plus for monitoring purposes. • The records management department (human resources) is in the beginning stages of utilizing the database for tracking purposes. • The agency will continue to purchase lap top computers and tablets to be used for child outcomes inputting, monitoring, and trainings. • The agency will consider the purchase of I-Pads for classroom use, as they are compatible with the Creative Curriculum. • The program will continue to improve internet services as necessary. • The Finance Committee will assess the on-going operations budget and seek funding opportunities for purchase. <p><u>Objective:</u> The agency will promote the use of technology to implement the Head Start Program Performance Standards to improve work performance of employees and student success.</p>
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FACILITY AND EQUIPMENT COMMITTEE MEMBERS:

Members:

Ana Huerta, Juanita Peña, Leticia Mendoza, Laura Guzman, Claudia Rubio, and Margie Gonzalez (Staff)

Ana Castillo (Policy Council)

Mike Cabello (County Support Staff)

<u>Long-term Goal:</u> Ensure the agency facilities and equipment are quality focused.	
On-going	<p><u>Short-term Goal:</u> All agency facilities and equipment will be assessed for quality assurance and safety.</p> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Periodically assess the costs of maintaining facilities versus replacement. • Conduct monthly inspection checklist by center staff and maintenance workers.

	<ul style="list-style-type: none"> • Utilize the results of the annual community assessment to determine the areas in most need of Head Start and Early Head Start services. • Consider partnerships with private schools for integration of services. <p><u>Objective:</u> All agency equipment and facilities will be monitored for safety and efficiency on an on-going basis.</p> <p><u>Update: December 2014</u></p> <ul style="list-style-type: none"> • As the program increases integration with LISD, leased and/or older facilities are being targeted for relocation to the school classroom. • The program will plan for a relocation of the Jorge De La Garza Head Start Center to facilitate improved maintenance and program cost savings (rent). • The program will continue to make it a priority to budget for the replacement of playground surfacing (pour-in-place). • The Community Assessment continues to demonstrate a strong need for expanded Head Start and Early Head Start services. • The program will continue to request donated vehicles from Webb County. • The program will continue to seek funds to equip all playgrounds with shades. <p><u>Update: March 2015</u></p> <ul style="list-style-type: none"> • Partnership with private child care centers has been funded and is in the process of setting up program operations at two sites.
On-going	<p><u>Short-term Goal:</u> The agency will assess the cost of maintaining versus replacement of agency vehicle.</p> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Expand partnerships with school districts and private day cares to strengthen and enhance transportation services (fleet). • Conduct vehicle inspection check list on a regular basis. • Analyzing a system process for cost analysis during budget process. • Consider the purchase of agency vehicles for the 2015 – 2016 fiscal year. <p><u>Objective:</u> The agency will have a system in place for maintaining and replacing vehicles on an on-going basis.</p> <p><u>Update: December 2014</u></p> <ul style="list-style-type: none"> • The above is ongoing. • Purchased a van and two maintenance trucks • Computerized program was not pursued as it has been determined that all agency vehicles over 7 years of age should be replaced when funds are available. • Regular inspections on agency vehicles are conducted on an on-going basis.

FAMILY AND COMMUNITY ENGAGEMENT PARTNERSHIPS

Members:

Luz Muñoz, Maria Elena Hernandez, Carmen Garcia, Yvette Flores, Claudia Alejandro, and Nora Rodriguez (Staff)
 Sandra Morales (Delegate)
 Commissioner Rosaura Tijerina (Commissioners' Court)

Long-term Goal: To seek the development of new and expand existing partnerships with community organizations to promote the access of children and families to community service that are responsive to their needs.

On-going	<p><u>Short-term Goal:</u> Upon Completion of the Community Assessment / Community Assessment Update, the agency will inform the community of its findings.</p> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Review findings on needs of childcare for infants and toddlers and areas of need. • Assess current service providers for infant and toddler childcare. • Share the community assessment data with the social services community members during committee meetings. • Develop a partnership with community providers that serve infants and toddlers. • Complete a feasibility study addressing cost, resources, and recruitment. • Strengthen partnership with Delegate Agency, Texas School Ready Grant, Laredo Independent School District, United Independent School District, and private child care partners. <p><u>Objective:</u> The agency will utilize all Community Assessment information as a tool for meeting the needs of the program and the community.</p> <p><u>Update: December 2014</u></p> <ul style="list-style-type: none"> • The program is working with UISD to expand integration model for the 2016 – 2017 school year. • The Transition Committee members include ISD employees and are in discussions regarding implementation of Texas School Ready strategies. • The nutrition pilot program will be fully implemented in all LISD / Head Start integrated classrooms for the 2014 – 2015 school year. <p><u>Update: March 2015</u></p> <ul style="list-style-type: none"> • The program was awarded the EHS-CCP grant to partner with private child care centers. • The program will not renew it's contract with the Delegate agency for EHS for the 2015 – 2016 program year.
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PROFESSIONAL DEVELOPMENT

Members:

Leticia Zavala, Guadalupe Madrid, Nilda Varela, Gloria Balderama, Maria E. Martinez, and Lupita Camarillo (Staff)

Olga Chavez (Policy Council)

Sandra Morales (Delegate)

Brenda Sepulveda (LISD) and Sara Hernandez (UISD) (Partner)

Long-term Goal: To meet all State and Federal career and professional development requirements.

Ongoing

Short-term Goal: Develop professional development plan for all full-time educational teaching staff upon hire.

Strategies:

- Continue to revise (if necessary) current staff member’s professional development plan.
- Provide incentives by increasing salaries/promotions to those obtaining credentials or degrees (if budget allows).
- Through staff on-going assessment (CLASS observation) and employee evaluations, the program will provide training/assistance to meet staffs’ needs and goals based on Individual Professional Development Plans.
- Continue discussions with LISD and UISD for possible integration of funds to hire Head Start teachers who obtain a degree or certification.

Update: December 2014

- All teaching staff completes a Professional Development Plan and update it annually.
- COLA funds have been applied to increase salaries.
- Laredo Community College received grants that can be used for Head Start staff to attend college.
- All newly hired EHS staff are fully credentials.
- Discussion with ISDS for expansion of braided funding is being considered each year.
- The program will continue the current partnership with Laredo Community College and Texas A&M International University.
- The CLASS results will be used for mentor coaching, professional development and staff trainings (individual and small group).
- The program will provide on-going training to meet professional development goals.
- The program will increase the number of staff who are CLASS reliable, certified trainers.
- EHS program has two certified, reliable Toddle CLASS observers.
- Staff will continue to renew CDA credentials and are encouraged to pursue higher degrees.
- CLASS scores have improved due to small group trainings.

PROGRAM SERVICES COMMITTEE

Members:

Lucila Ruiz, Irma Cruz, Pat Vela, Maria Jalomo, and Teresa Rodriguez (Staff)
Olga Chavez (Policy Council)

Long-term Goal: To ensure a system of services for families and children that is responsive, comprehensive, innovative, empowering, culturally competent, integrated, easily accessible, and outcome focused.

On-going

Short-term Goal: The agency will use all resources available to maintain knowledge of current community needs.

Strategies:

- The Education Director presents the Head Start curriculum and request input/feedback from ISD members related to school readiness and child outcome framework.
- The Specialized Services staff and Family Service Workers will ensure that not less than 10 percent of the total number of children actually enrolled will be children with disabilities who are determined to be eligible for special education and related services, or early intervention services, as appropriate, as determined under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), by the State or local agency providing services under section 619 or part C of the Individuals with Disabilities Education Act (IDEA).
- The program will remain informed of community needs and issues. The program has been proactive in providing information and opportunities for training regarding prevention of communicable diseases.

Objective: The agency will utilize staff/parent input and community partners to enhance all program services.

Update: December 2014

- Due to the success of the Transition Committee meetings the RTI process has improved and the Agency is meeting the 10% requirement.
- Staff and parent/grandparents/caregiver trainings continue regarding health issues (ex. Diabetes classes at Main Office), breast feeding, maintaining healthy relationships, healthy marriages, housing needs, budgeting classes, parenting classes, and stress management.
- The implementation of the Head Start Parent, Family, and Community Engagement Framework to promote family engagement and school readiness is ongoing.
- The Parent, Family, and Community Engagement Frameworks have been aligned with the School Readiness Goals to demonstrate program planning efforts directed to create parent leadership in program governance, parent involvement in program settings and enhance parent-child relationships.

	<ul style="list-style-type: none"> • Each center has a small library to promote literacy for children and parents. • “Abriendo Puertas” has been fully implemented to include all parents, grandparents, and caregivers. Abriendo Puertas address issues identified in the Community Assessment such as School Readiness, Diabetes, Obesity, Voter Rights, Empowering parents to be advocates for their children, and other health related issues prevalent in this service area. • Community partners (Gateway Clinic, Laredo Health Department, LISD/UISD) are providing Head Start / Early Head Start parent/staff trainings on prevention of communicable diseases and are providing outreach efforts for the flu vaccination.
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SUMMARY OF RESULTS AND BENEFITS EXPECTED:

Through this three year planning process, the agency expects to integrate County, program, delegate agency, and community partner services, needs, and resources to become an exemplary model of service delivery. All stakeholders will work together to fully integrate the planning process so that it will become a fundamental, contributing factor to the agency’s planning and success. It is the expectation that this Strategic Plan will assist the program with keeping its focus on organizational activities that assist in the agency decision-making process. While internal issues are important to the success of any program, it is the hope that the goals outlined in this plan will help to examine the “big picture” and find ways to impact the success of the agency as a whole. As the Strategic Plan focuses its activities to broader organizational issues, measures will be expanded to gauge the impact this plan has on agency goals and mission. Then, the measurement data will be used to inform agency-level decisions. A benefit of this Strategic Plan is to integrate the relationship between community partners and this agency in becoming more integrated. Nevertheless, there is still a long way to go if Webb County Head Start / Early Head Start is to become a strategic partner at all levels. To do so, this agency will use the planning process to strengthen internal competencies and find ways to offer creative and innovative solutions to community wide issues. As this agency’s role in community activities increases, so too will the alignment of community partners’ role in this agency’s accomplishments.