GRANTEE Webb County Commissioners Court

General Information

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Overall Vision for Growth:

To improve the quality of services offered to enrolled children and families by using school readiness goals, the Head Start Parent, Family, and Community Engagement Framework, advanced technological resources, providing professional development designed to improve instruction and learning, and strengthening relationships with community partners.

Resources Available:

- Head Start, Early Head Start, CCP funding
- Webb County support/services (Commissioners Court, Attorney, Auditor, Treasurer, Purchasing Agent, Indigent Department, Community Action Agency, Administrative Services, IT, etc.)
- In-kind contributions from parents/community partners
- Laredo Community College, Texas A&M International University, United Independent School District, Laredo Independent School District, and Child Care Partners.

Strengths:

- ISD integrated classrooms.
- Degreed teachers (M.S., B. A. and A.A.)
- Experienced staff (20+ years with this program)
- Full-time Computer Specialist
- In-house Certified CPR/First Aid Trainers
- Numerous community partners
- Licensed Vocational Nurse to provide early intervention and prevention screenings.

Growth Areas to be addressed:

- Expand service sites based on community needs
- Increase enrollment of children with disabilities.
- Retain qualified teaching staff.
- Expand Partnerships with LEAs for dual enrollment.

Ongoing Professional Development to be addressed:

- On-going education for obtaining advanced degrees.
- On-going training needs for use of advanced technology.
- On-going training needs for volunteer recruitment.

ONE YEAR IMPLEMENTATION PLAN

Content	Outcome	Strategies	Person (s)	Resources	Estimated	Timetable	Evaluation
Area	The	1 The	Responsible	Needed	Cost	0	Comtant
Ed., a. 4°	The program	The program will utilize the	HS/EHS/CCP	Teaching	\$5,000	On-going	Content Area
Education	will ensure that all enrolled	Head Start Early	Director	Strategies GOLD			Monitoring
	children	Learning	Assistant	assessment			Report
		Outcomes	Director	& CLI-			Outcome
	possess the skills,	Framework that	Director	CIRCLE			Reports
	knowledge,	outlines the	Education	Progress			Reports
	and attitudes	essential areas of	Director	Monitoring			CLASS
	necessary for	development and learning to	Director	William			Reports
	success in	establish and	Education	Parent,			
	school and	update school	Assistants	Family, and			
	later in life.	readiness goals for		Community			
		children, monitor children's	Area Service	Engagement			
		progress, align curricula, and	Managers	Framework			
		conduct program	School	Infant,			
		planning.	Readiness	Toddler, &			
		2. The Domains	Team	Pre-K CLASS			
		will be represented		instruments			
		in the School					
		Readiness Goals.		Early			
		3. The Head Start Parent and Family		Childhood			
		Engagement		Environmental			
		foundations will be		Rating Scale			
		used to support		(ECERS)			
		school readiness					
		goals and child					
		outcomes such as		T&TA Funds			
		enhanced school readiness skills,					
		sustained learning,					
		and development					
		into elementary.					
		4. The program					
		will link health					
		and school					
		readiness by					
		identifying and					
		treating children's health issues and					
		helping families					
		comprehend					
		developmental					
		screening and					
		referral, providing					
		engaging,					
		empowering, and action-oriented					
		health education					
		programs that are					
		designed for and					
		with families to					
		support child					
		development in					
		culturally and					
		linguistically					
		responsive and					

meaningful ways,	
as well as	
prevention when	
health issues affect	
children's	
learning.	
5. The Head Start	
Director and	
Education Director	
will present the	
school readiness	
goals to the	
governing body	
annually for input /	
approval.	
6. The School	
Readiness Team	
will ensure and	
monitor progress	
in aligning the	
goals with the	
Head Start Early	
Learning	
Outcomes	
Framework, Texas	
Pre-Kinder	
guideline, and the	
requirements and	
expectations of the	
local education	
agencies.	
7. The	
HS/EHSClassroom	
Assessment	
Scoring System	
(CLASS)	
instrument will be	
used to assess the	
quality of	
classroom	
interactional	
processes. The	
Education	
Director,	
Education	
Assistants and	
Area Service	
Managers will	
assess classrooms	
two times in the	
program year.	
8. The ECERS	
will assess the	
quality of center-	
based child care	
services for	
children from 2	
through 5 years of	
age. The	
information in the	
checklist pertains	
to the classroom	

		environment, children's supervision, classroom management, and adult/child interaction.					
Early Head Start – Child Care Partnerships	The program will have nine seamless, integrated classrooms with two private child care centers.	1. Revisit Memorandum of Understandings with each partner and amend as necessary. 2. Provide staff training regarding rules / regulations of Child Care Services and Early Head Start to staff assigned to each site. 3. Recruit, enroll children. 4. Provide on- going support and training to address any issues that may arise. 5. Provide on- going support and training related to New Head Start Program Performance Standards. 6. Continue working closely with Child Care Services (CCS) to meet and maintain 40% requirement for enrolled	HS/EHS/CCP Director Assistant Directors Education Director Teaching Staff	T&TA Funds	\$6,000	On-going Service Servi	Content Area Monitoring Report Licensing Reports
Early Head Start	The program will provide all services in compliance with Performance Standards.	children with CCS. 1. The EHS program will be fully enrolled at all times. 2. All EHS/HS employees will be provided with staff development opportunities to comply with mandated qualifications. 3. Any opportunity to apply for funding to expand EHS service will be considered. 4. ITERS will	HS/EHS/CCP Director Assistant Director I EHS Area Service Manager EHS Staff	Trainings Various supplies and equipment Infant/Toddler Environmental Rating Scale (ITERS)	\$40,000	On-going	State Licensing Reports Local Assessment Report Federal Review Results

	T	1	ı	ı	1	1	1
		assess the quality					
		of center-based					
		child care services					
		for children up to					
		30 months of age.					
		It covers					
		furnishings and					
		displays for					
		children, personal					
		care routines,					
		listening and					
		talking, learning					
		activities,					
		interaction,					
		program structure,					
		and adult needs.					
	All Head Start,	1. The program	HS/EHS/CCP	Training and	\$80,000	On-going	Personnel
	Early Head	will provide	Director	Technical	700,000	0.1.8.1.18	Records
Career and		opportunities for	Director	Assistance			1000103
	Start, and	employees to	Edwart'				Ctoff Training
Professional	Child Care	comply with	Education	Funds			Staff Training
Development	Partnership	mandated trainings	Director				Logs
	employees will	/ certifications /					
	comply with	credentials.	Education				Professional
	local, State,	2. The program	Assistants				Development
	and Federal	will ensure that all					Plans/Teaching
	mandated	employees	Records				Practice Practice
	trainings and	participate in	Manager				Action Plan
		mandated	ivialiagei				ACTION FIAM
	will be	trainings.					G
	provided with	3. The Education	Mentor				State
	information,	Content Area will	Teachers				Licensing
	coaching, and	reformat the	/Coaches				Reports
	support to	Professional					_
	access career	Development Plan.	All Staff				Federal
	advancement	4. The Education	1111 5 1411				Review
		Content Area will					Results
	opportunities.	assess the					Results
		educational staff to					
		identify their strengths and areas					
		of needs/support					
		by providing					
		intensive coaching,					
		which will include					
		observations,					
		feedback and					
		modeling of					
		effective teacher					
		practices related to					
		program					
		performance goals.					
		Ensure Coaching					
		Opportunities for					
		the staff identified:					
		a) Align with the					
		program's School					
		Readiness Goals,					
		Curriculum, and					
		other approaches					
		to professional					
		development. b)					

with adequate training and dusting assessment data to drive coaching strategies aligned with program? s goals. c) Provide on-going communication between the coach, program director, education director, educ		T	Helias - C- 1		I	1	I	
training and adult learning and using assessment data to drive coaching strategies aligned with program's goals. O Provide on-going communication between the coach, program director, and other relevant staff. 0) Include clearly articulated goals informed by the program's goals. Signature of the coach program in goals. The program is goals. The program is goals in formed by the program's goals in formed by the program's goals in formed by the program's goals. The program is goals in formed by the providing time and resources for staff to improve. 4. All Cummissioners Court Members, Policy Council members, Policy Council members. Court Members, Policy Council members, Po			Utilize a Coach					
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nutrition services that are professionals, and developmentally, culturally, and linguistically appropriate and that will support health services Start parents, professionals, and other volunteers from the Services Services Specialized Services Health Services S								Self-
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appropriate and 2. Deadlines for that will support health services Nutrition Federal		linguistically		Coordinator				Screenings
1 2 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4				Nutrition				Federal
each child's begin for center Coordinator Review								
growth and based care when a coordinator		growth and	based care when a					

school readiness.	child first attends			Results
Sensor readiness.	class: for home	Education		Results
	based care when	Director		
	the first home visit	Director		
	occurs. Within 30	Specialized		
	calendar days the	Services		
	program will	Assistants		
	consult with	Assistants		
	parents to	E4C.		
	determine whether	Education		
	each child has ongoing sources of	Assistants		
	continuous,	111 0 00		
	accessible health	All Staff		
	care and health			
	insurance			
	coverage. If the			
	child does not			
	have such a source			
	of ongoing care			
	and health			
	insurance coverage			
	the health services staff assists			
	families in			
	accessing a source			
	of care and health			
	insurance that will			
	meet these criteria,			
	as quickly as			
	possible.			
	3. The Specialized			
	Services staff			
	promotes effective			
	oral health hygiene			
	by ensuring all			
	children with teeth are assisted by			
	appropriate staff,			
	or volunteers, if			
	available, in			
	brushing their			
	teeth with			
	toothpaste			
	containing fluoride			
	once daily.			
	4. The Nutrition			
	Coordinator			
	designs and implements			
	nutrition services			
	that are culturally			
	and			
	developmentally			
	appropriate, meet			
	the nutritional			
	needs of and			
	accommodate the			
	feeding			
	requirements of			
	each child,			
<u> </u>	including children			

with special		 	
dietary needs and			
children with			
disabilities.			
5. Administration			
supports a			
program-wide			
culture that			
promotes			
children's mental			
health, social and			
emotional well-			
being, and overall			
health; All staff			
provide supports			
for effective			
classroom			
management and			
positive learning			
environments,			
supportive teacher			
practices, and,			
strategies for			
supporting			
children with			
challenging			
behaviors and			
other social,			
emotional, and			
mental health			
concerns.			
6. The program			
has an agreement			
with a mental			
health consultant			
with a schedule			
that ensures			
partnering with			
staff and families			
in a timely and			
effective manner.			
Parental consent is			
always obtained			
for mental health			
consultation			
services.			
7. The program			
continues to build			
community			
partnerships to			
facilitate access to			
additional mental			
health resources.			
nearm resources.			

PERSONNEL, CONSULTANTS AND PARTNERS CONTRIBUTION TO T/TA PLAN

	Status with Grantee (X)					Number of	Number of
Name	Employee	Governing Board	Consultant	Parent	Title	hours spent working on the plan	hours planned for implementation
Aliza Oliveros	√				Program Director	20	3,000
Estela Salazar	√				Assistant Director I	7	1,000
Luz Munoz	√				Assistant Director II	5	1,000
Leticia Zavala	√				Records Manager	10	1,000
Lucy Trejo	√				Education Director	10	1,000
Ana Huerta	V				Specialized Services Coordinator	7	500
Tano Tijerina		√			Webb County Judge	5	90
Alejandro Navarro				V	Policy Council President	5	90