

# **Webb County Commissioners Court**

## **Head Start, Early Head Start, & Child Care Partnership Program**



# **Strategic Plan**

## **2019 - 2022**

## **PROCESS**

The Webb County Head Start Program has developed a comprehensive Strategic Plan which identifies the program philosophy, program goals, measurable objectives, expected outcomes and results and expected outcomes based on a three-year projection. The program's stakeholders, which include the Head Start / Early Head Start / Child Care Partnership Executive Director, Policy Council, Commissioner's Court, The Education Center (CCP), Regina's Schoolhouse (CCP), Laredo Independent School District Staff, United Independent School District Staff, program 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 2018 through 2021, 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

## **PROGRAM GOALS:**

- School Readiness Goals and Early Learning Framework
- Health and Safety
- Family and Community Engagement Partnerships
- Resource Development
- Professional Development

## **COMMITTEE MEMBERS:**

- School Readiness Goals and Early Learning Outcomes Framework
  - Lucy Trejo, Estela Salazar, Belinda Martinez, Gloria Flores, Marbella Elizondo, Angelica Ramos, Elizabeth Godina, and Karina Lujan (Staff)
  - Alma Rangel (Policy Council)
- Health and Safety
  - Ana Ma Huerta, Pat Vela, Nora Rodriguez, Yvette Flores, Elizabeth Rendon, Melissa Soto, Ruby Negrete, and Leticia Mendoza (Staff)
  - Ana Gonzalez (Policy Council)
- Family and Community Engagement Partnerships
  - Luz Muñoz, Maria Jalomo, Miriam Gutierrez, Karla Valdez, Sophia Salas-Flores, Patricia Perez, Gloria Aguilar, Patricia Patlan, Lupita Camarillo, Claudia Rodriguez, Juanita De Leon, and Susie Tamez (Staff)
  - Alma Rangel (Parent)
  - Commissioner Rosaura Tijerina (Commissioners' Court)
- Resource Development
  - Aliza Oliveros, Luz Munoz, Linda Payle, Margie Guzman, Veronica Rangel, and Rosangela Velasco (Staff)
  - Brenda Bautista (Policy Council)
  - Dr. Miroslava Vargas (Partners)
- Professional Development
  - Leticia Zavala, Nilda Varela, Gloria Balderama, Maria E. Martinez, Mariza Mendoza, Rosa Treviño, Irma Cruz, and Lucila Ruiz (Staff)
  - Brenda Bautista (Policy Council)
  - Sandra Morales (Community Member)
  - Itzamara Canales (LISD) and Cordy Cuellar (UISD) (Partner)

**School Readiness Goal 1:** To ensure all enrolled children possess the skills, knowledge, and attitudes necessary for success in school and for later learning and life through effective and outcome-driven school readiness goals.

**Measurable Objectives:**

- The School Readiness Team will meet three times during a program year. The team includes education content area staff, classroom staff, family service workers, and parents. The committee meets to discuss, aggregate, and analyze data for the education outcomes/program reports: by domains, children with disabilities, and dual language learners. School readiness goals are updated based on acquired data. Head Start and inclusion classrooms from United Independent School District, (UISD) and Laredo Independent School District, (LISD) follow the Center for Improving the Readiness of Children for Learning & Education, CIRCLE- Progress Monitoring (C-PM), while Early Head Start/Home Base and Child Care Partnerships incorporate My Teaching Strategies. To demonstrate the children's progress in the English language: the dual language learners, the Head Start classroom staff obtain data from the C-PM tool, the Language/Literacy and Cognition. For the Head Start inclusion, the classroom staff incorporate the Pre-Language Assessment Scale (preLAS) at the beginning and end of the school year.
- Governing body, staff/ inclusion staff, parents, and community partners will be provided training on the Head Start Early Learning Outcomes Framework (HSELOF) and the program's School Readiness Goals.
- The program will utilize the Head Start Early Learning Outcomes Framework that outlines the essential areas of development and learning: Approaches to Learning, Social and Emotional, Language and Literacy, Cognition, and Perceptual Motor & Physical Development to establish school readiness goals for children, monitor children's progress, align curricula, and conduct program planning.
- The School Readiness Team will ensure and monitor progress in aligning the goals with the Head Start Early Learning Outcomes Framework, Texas Pre-Kinder Guidelines, and the requirements and expectations of the local education agencies.
- The Education Director will present the education outcomes, three times a year, to parents, staff, administration, and policy council. Parents are provided with education outcomes by center. In addition, teachers report results of individual child outcomes to parents during home visits or parent/teacher conferences.
- The Head Start Director and Education Director will present the education outcomes to the governing body for input and annual approval.

**Expected Progress and Outcomes:**

- The agency will maximize the quality of instruction provided to enrolled children and improve developmentally appropriate skills by way of professional development correlated with data collected using the children's assessment: CIRCLE- Progress Monitoring, and My Teaching Strategies. In addition, this data will also be used to provide practice-based coaching to classroom teachers.
- The agency will have school readiness goals that articulate the program's expectation of children's status and progress across the five essential domains of child development, the English Language progress, and early learning that will improve children's readiness for kindergarten.

**Expected Challenges**

- Staff turnover.
- Updates on observation tools.
- Budget constraints.
- Updates on technology

**Evidence: Update January 2019**

- The School Readiness Team members' list is updated, as necessary.
- 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 and Practice Based Coaching (PBC) will be provided as needed to classroom teachers.
- Parents and Family Service Workers are provided with Center Outcome Reports and the data results are shared at their respective centers.
- The fall, winter, and spring Education Outcomes Reports are presented to the Policy Council and the Commissioners' Court, on an annual basis.

**Teacher- Child Interactions Goal 2:** The Classroom Assessment Scoring System, (CLASS) for Pre-K, Toddlers, and Infants are researched-based observation instruments used to collect meaningful data on teacher/child interactions and classroom quality. The Home Observation Visiting Rating Scale, (HOVRS) is used to observe home visitors during their interactions with the parents who instruct home-based children.

**Measurable Objectives:**

- The Education Director ensures that staff is trained on the use of the CLASS & HOVRS instruments. Some supervisory staff become CLASS reliable observers.
- The Education Director, Assistants, Area Service Managers (ASMs) and other supervisory staff monitor the Head Start, ISD Inclusion, and EHS/CCP teachers twice during a program year, using cycles, to ensure inter-rater and dual coding reliability and to ensure quality teacher-child interactions are taking place in the different classrooms. Home Visitors are observed twice a year.
- The Education Director and Assistants collect data from CLASS & HOVRS observations and plan staff development trainings and practice-based coaching based on the analysis of the data.

**Expected Progress and Outcome:** 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 with the use of the CLASS observation & HOVRS instruments.

**Expected Challenges**

- Staff turnover.
- Updates on observation tools.
- Budget constraints.
- Updates on technology

**Evidence: Update January 2019**

- The Education Director presents results of data collection of CLASS & HOVRS observations with parents, staff, and administration and engages input and feedback for continuous improvement.

**Quality Environments Conducive to Learning Goal 3:** The Early Childhood Environment Rating Scale (ECERS) and the Infant Toddler Environment Rating Scale (ITERS) is used in all Head Start, Inclusion, EHS/CCP classrooms to rate the quality of the classrooms' environment: atmosphere, children's supervision, classroom management, and adult/child interactions. The Classroom Environment Checklist (CEC) is used in the Head Start and ISD inclusion classrooms to monitor the quality of instructional planning, focusing on literacy and print skills, and the overall design of the classroom. The CEC is a tool from the Children's Learning Institute and it is part of quality improvement in preschool environments.

**Measurable Objectives:**

- The Education Director ensures that staff is trained on the use of the ECERS, ITERS, and CEC Instruments.
- The Education Director, Assistants, Area Service Managers (ASMs), and other supervisory staff monitor the Head Start, ISD Inclusion, and EHS/CCP classrooms & teachers twice during a program year to ensure that all staff is maintaining a healthy and safe environment, building positive relationships, and providing opportunities for children's learning.
- The Education Director and Assistants collect data from these instruments to plan staff development trainings and practice-based coaching based on the analysis of the data.

**Expected Progress and Outcome:** The agency will maximize the environment quality of classrooms to enrolled children and improve developmentally appropriate classroom settings by way of professional development that is correlated with data collected with the use of the CLASS observation instruments.

**Expected Challenges**

- Staff turnover.
- Updates on observation tools.
- Budget constraints.
- Updates on technology

**Evidence: Update January 2019**

The Education Director presents results of data collection of the environment tools / observations with parents, staff, and administration and engages input and feedback for continuous improvement.

**Health and Safety Goal 4:** Provide child, family and staff environments that are safe and healthy, adaptive and lead to the accomplishment of the Head Start mission, objectives and tactics.

**Measurable Objectives:**

- Each content area follows health and safety monitoring checklists and schedules specific to their particular area of service delivery.
- All agency facilities and equipment will be assessed for quality assurance and safety via scheduled monitoring and established checklists.
- Provide appropriate screenings for all children in the areas of health, dental health, nutrition, growth & development, and provide referrals and follow-up for prevention, intervention and services.
- Assess efficacy of health & safety monitoring checklists & procedures. Revise process as needed.
- Update Emergency preparedness procedure, protocol, and resources binders. Train staff.
- Update plan according to assessment data
- Re -Assess progress and efficacy of systems
- 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.

**Expected Progress and Outcomes:** The program will ensure a safe and healthy system of services delivery for families and children that is responsive, comprehensive, innovative, empowering, culturally competent, integrated, easily accessible, outcome focused.

**Expected Challenges**

- Limited community resources.
- Budget constraints.
- Unforeseen Family Challenges

**Evidence: Update January 2019**

- 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 community assessment identified health issues (ex. Diabetes classes at Main Office), breast feeding, maintaining healthy relationships, healthy marriages, housing needs, budgeting classes, parenting classes, immigration issues, and stress management.
- “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.
- Community partnership with SCAN Project HOPES (Healthy Outcomes through Prevention and Early Support) has offered safecare modules to Head Start parents upon meeting the criteria for eligibility. This module enhances parent-child bonding, child health and well-being, and home safety.
- The program has partnered with a newly formed local organization, SNOW (Special Needs of Webb County) which meets with several agencies to assist the community in serving the needs of special populations.
- The program remains committed to engaging fathers and father figures in the lives of their children.
- ChildPlus child tracking automated system has improved the program's ability to monitor and track child data.
- As the program increases integration with LISD and UISD, leased and/or older facilities are being targeted for relocation to the public schools.
- 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 has completed updating older vehicles with newer, more economically efficient vehicles for the Head Start, Early Head Start, and Child Care Partnership programs.
- The program will continue to seek funds to equip all playgrounds with shades.
- Partnership with private child care centers will be revised as necessary and expanded should funding be available.

**Family and Community Engagement Goal 5:** 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.

**Measurable Objectives:**

- Upon Completion of the Community Assessment / Community Assessment Update, the agency will inform the community of its findings.
- Partner with community services to promote continuity and opportunity through referrals, networking and family and child services.
- 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 Laredo Independent School District, United Independent School District, and private child care partners.



**Expected Progress and Outcomes:**

- The agency will utilize all Community Assessment information as a tool for meeting the needs of the program and the community.
- The agency will expand access to postsecondary education skills and training for adults and youth.
- The agency will build a positive connection with families that overcomes cultural and language barriers.

**Expected Challenges**

- Limited community resources.
- Budget constraints.

**Evidence: Update January 2019**

- 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.
- The program is continue working with LISD and UISD to expand integration model for the 2019 – 2020 school year for the Alma Pierce, Prada, and Arndt Elementary campuses.
- Each center has a small library to promote literacy for children and parents.
- The Transition Committee members include ISD employees and are in discussions regarding implementation of Texas School Ready strategies.
- The Texas School Ready grant is not an extension of the HS/EHS/CCP program.
- The EHS-CCP program will consider expansion of services if funding opportunities arise in the future.

**Resource Development Goal 6:** The agency will seek the diversification of funding to maximize resources and quality of service delivery.

**Measurable Objectives:**

- Frequently updated Strategic Plan based on agency needs that are identified by stakeholders, administration, staff, parents, community partners, and delegate agency via Community Assessment findings, networking, and partnerships.
- Head Start grant funds (program and T&TA) are utilized for quality staff recruitment and retention, professional development, educational materials, vehicle replacement, facility upkeep and playground equipment.
- The program uses existing payroll savings funds to purchase supplies and equipment for improvement and updating.
- Opportunity for increase in funding is researched and pursued.

**Expected Progress and Outcomes:**

- The agency will remain focused on grant funding opportunities and maximize its impact on meeting the needs of the children and families it serves and the need of the community as identified in the community assessment.
- The agency will continually review and update its system of identifying priority program needs.

**Expected Challenges:**

- In the event that Head Start 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 for the Center Base Option.
- 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 is prepared by the HS, EHS, CCP Director with governing body, fiscal staff, management staff and parent input.

**Evidence: Update January 2019**

- The program will add four integrated classroom with UISD at Prada Elementary School (2 classrooms) and Arndt Elementary School (2 classrooms).
- The program will add four integrated classrooms with LISD at Alma Pierce Elementary School.

**Professional Development Goal 7:** To meet all State and Federal career and professional development requirements.

**Measurable Objectives:**

- Develop professional development plan for all full-time educational teaching staff upon hire.
- 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/ECERS/ITERS 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.

**Expected Progress and Outcomes:**

To provide training opportunities to support staff in professional development and educational goals in order to maintain highly qualified staff.

**Expected Challenges:**

- Staff turnover
- Budget limitations

**Evidence: Update January 2019**

- All teaching staff completes a Professional Development Plan, and it is reviewed twice a year thereafter.
- All staff is fully trained on the requirements of the new Program Performance Standards during annual trainings.
- Newly hired staff meet qualifications for respective positions.
- The program will continue the current partnership with Laredo College.
- Staff monitoring data will be used for practice based 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 certified, reliable Toddler CLASS observers and Infant CLASS observers and will pursue certification for additional staff.
- Staff will continue to renew CDA credentials and encouraged to pursue higher degrees.
- CLASS scores continue to improve due to small group trainings as per data information
- Provide training opportunities for staff health, mental health, wellness and substance misuse (opioids).

## **SUMMARY OF RESULTS AND BENEFITS EXPECTED:**

Through this three year planning process, the agency expects to integrate County, program, 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 / Child Care Partnership program 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.