

2024 - 2025 T/TA PLAN

GRANTEE Webb County Commissioners Court

General Information

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		Title	Head Start / Early Head Start Executive Director
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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.
- Expand technology resources.

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.

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ONE YEAR IMPLEMENTATION PLAN							
Content Area	Outcome	Strategies	Person (s) Responsible	Resources Needed	Estimated Cost	Timetable	Evaluation
Education	The program will ensure that all enrolled children possess the skills, knowledge, and attitudes necessary for success in school and later in life.	<p>1. The program will utilize the Head Start Early Learning Outcomes Framework that outlines the essential areas of development and learning to establish and update school readiness goals for children, monitor children’s progress, align curricula, and conduct program planning.</p> <p>2. The Domains will be represented in the School Readiness Goals.</p> <p>3. The Head Start Parent and Family Engagement foundations will be used to support school readiness goals and child outcomes such as enhanced school readiness skills, sustained learning, and development into elementary.</p> <p>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.</p> <p>5. The Head Start Director and Education Director will present the school readiness goals to the governing body annually for input / approval.</p> <p>6. The School Readiness Team will ensure and monitor progress in aligning the goals with the Head Start</p>	<p>HS/EHS/CCP Director</p> <p>Assistant Director</p> <p>Education Director</p> <p>Specialized Services Director</p> <p>Education Assistants</p> <p>Specialized Services Assistants</p> <p>Area Service Managers</p> <p>School Readiness Team</p>	<p>ChildPlus Desired Results Developmental Profile, DRPD, and CLI-CIRCLE Progress Monitoring Assessments</p> <p>Parent, Family, and Community Engagement Framework</p> <p>Infant, Toddler, & Pre-K CLASS instruments</p> <p>Practice-Based Coaching (Researched Based Tools)</p> <p>Curricula Fidelity Tools</p> <p>T&TA Funds</p>	\$5,000	On-going	<p>Content Area Monitoring Report</p> <p>Education Outcome Reports</p> <p>CLASS Reports</p> <p>Staff Assessment based on classroom data/monitoring reports/Home Visitors Rating Scale (HOVRS)</p> <p>Curricula Fidelity Tools</p>

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		<p>Early Learning Outcomes Framework, Texas Pre-Kinder guideline, and the requirements and expectations of the local education agencies.</p> <p>7. The HS/EHS/CCP Classroom Assessment Scoring System (CLASS) instrument 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.</p> <p>8. Practice Based Coaching (PBC) for HS/EHS/CCP based on the staff assessment data that will identify the strengths and any needed support for intensive coaching. This will include opportunities to be observed and receive feedback and modeling for effective teacher practices that will be related to their program performance goals.</p> <p>9. The Curricula Fidelity Tools will be used to assess the quality of center-based childcare services for children from birth through 5 years of age. The information in the checklist pertains to the classroom environment, children’s supervision, classroom management, and adult/child interaction.</p> <p>10. The Home Visitor’s Rating Scale, HOVRS is used to monitor the EHS Home Base Visitors; It assesses Home Visitor’s Responsiveness & Relationship with the Family, Facilitation of Parent-Child Interaction, and Non-Intrusiveness/ Collaboration with the Family.</p>					
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<p style="text-align: center;">Early Head Start – Child Care Partnerships</p>	<p>The program will have nine seamless, integrated classrooms with one private childcare center.</p>	<ol style="list-style-type: none"> 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 children with CCS. 	<p>HS/EHS/CCP Director</p> <p>Assistant Directors</p> <p>Education Director</p> <p>Teaching Staff</p>	<p>T&TA Funds</p>	<p>\$6,000</p>	<p>On-going</p>	<p>Content Area Monitoring Report</p> <p>Licensing Reports</p>
<p style="text-align: center;">Early Head Start</p>	<p>The program will provide all services in compliance with Performance Standards.</p>	<ol style="list-style-type: none"> 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. 	<p>HS/EHS/CCP Director</p> <p>Compliance Coordinator</p> <p>EHS Area Service Manager</p> <p>EHS Staff</p>	<p>Trainings</p> <p>Various supplies and equipment</p>	<p>\$40,000</p>	<p>On-going</p>	<p>State Licensing Reports</p> <p>Local Assessment Report</p> <p>Federal Review Results</p>
<p style="text-align: center;">Career and Professional Development</p>	<p>All Head Start, Early Head Start, and Child Care Partnership employees will comply with local, State, and Federal mandated trainings and will be provided with</p>	<ol style="list-style-type: none"> 1. The program will provide opportunities for employees to comply with mandated trainings / certifications / credentials. 2. The program will ensure that all employees participate in mandated trainings. 3. The Education Content Area staff will reformat the Professional Development Plan, as needed. 4. The Education Content Area staff will assess the educational staff to identify their strengths and areas of 	<p>HS/EHS/CCP Director</p> <p>Education Director</p> <p>Education Assistants</p> <p>Records Manager</p>	<p>Training and Technical Assistance Funds</p> <p>Practice Based Coaching (PBC) (Researched Based Tools)</p>	<p>\$80,000</p>	<p>On-going</p>	<p>Personnel Records</p> <p>Staff Training Logs</p> <p>Professional Development Plans/Teaching Practice Action Plan</p> <p>State Licensing Reports</p>

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	<p>information, coaching, and support to access career advancement opportunities.</p>	<p>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) Utilize a Coach with adequate training and adult learning and using assessment data to drive coaching strategies aligned with program’s goals. c) Provide on-going communication between the coach, program director, education director, and other relevant staff. d) Include clearly articulated goals informed by the program’s goals.</p> <p>Establish policies that ensure assessment results are not used to solely determine punitive actions for staff identified as needed support, without providing time and resources for staff to improve.</p> <p>4. All staff will be provided with staff development opportunities to include health, mental health, wellness, and substance misuse (opioid).</p> <p>4. All Commissioners Court Members, Policy Council members, Consultants, and staff will be provided with support and on-going training regarding the New Head Start Program Performance Standards.</p> <p>5. All staff and parents will be offered training regarding specific e learning and distance learning technologies.</p>	<p>Mentor Teachers /Coaches</p> <p>All Staff</p>				<p>Federal Review Results</p>
<p style="text-align: center;">Health and Safety</p>	<p>The program will provide high-quality health, oral health, mental health, and nutrition services that are</p>	<p>1. The program has established and maintains a Health Services Advisory Committee that includes Head Start parents, professionals, and other volunteers from the community.</p> <p>2. Deadlines for health services begin for center based care when a child first</p>	<p>HS/EHS/CCP Director</p> <p>Specialized Services Director</p>	<p>Training and Technical Assistance Funds</p>	<p>\$20,000</p>	<p>On-going</p>	<p>Monitoring and Tracking Forms</p> <p>Self-Assessment Data</p>

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	<p>developmentally, culturally, and linguistically appropriate and that will support each child's growth and school readiness.</p>	<p>attends class: for home based care when the first home visit occurs. Within 30 calendar days, the program will consult with parents to determine whether each child has ongoing sources of continuous, accessible health 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.</p> <p>3. The Specialized Services staff promotes effective oral health hygiene by ensuring appropriate staff, or volunteers, if available, in brushing their teeth with toothpaste containing fluoride once daily, assist all children with teeth.</p> <p>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, including children with special dietary needs and children with disabilities. Ensure compliance with federal and state health and nutrition performance standards through staff development training for parents. Promoting continuity of care thru community resources.</p> <p>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</p>	<p>Specialized Services Coordinator</p> <p>Nutrition Coordinator</p> <p>Education Director</p> <p>Specialized Services Assistants</p> <p>Education Assistants</p> <p>All Staff</p>				<p>Health Screenings</p> <p>Federal Review Results</p>
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		<p>social, emotional, and mental health concerns.</p> <p>6. The program has an agreement with a mental health consultant with a schedule that ensures collaborating with staff and families in a timely and effective manner. Parental consent is always obtained for mental health consultation services.</p> <p>7. The program continues to build community partnerships to facilitate access to additional mental health resources.</p> <p>8. All staff, parents, and students will be provided with staff development regarding health and safety in the COVID-19.</p> <p>9. Implementing a cleaning protocol to decrease the risk of infection from high-touch areas such as doorknobs, phones and computers.</p> <p>10. Connect staff, parents, and students to employee assistance programs (EAP) resources (if available) and community resources that may help them navigate emotional and financial stressors.</p>					
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PERSONNEL, CONSULTANTS AND PARTNERS CONTRIBUTION TO T/TA PLAN

Name	Status with Grantee (X)				Title	Number of hours spent working on the plan	Number of hours planned for implementation
	Employee	Governing Board	Consultant	Parent			
Aliza Oliveros	√				Program Director	20	3,000
Elizabeth Godina	√				Compliance Coordinator	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	√				Specialized Services Coordinator	7	500
Tano Tijerina		√			Webb County Judge	5	90
Alejandro Navarro				√	Policy Council President	5	90