

Webb County Commissioners Court

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



Strategic Plan
2017 - 2020

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, Belinda Martinez, Gloria Flores, Amalia Rios, Marbella Elizondo, Angelica Ramos, and Elizabeth Godina (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 is formed and meets two times during the program year.• Governing Body, staff, parents, LISD, UISD, 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 to establish school readiness goals for children, monitor children’s progress, align curricula, and conduct program planning.• The revised five Essential Domains will be represented in the School Readiness Goals: Approaches to Learning, Social and Emotional, Language & Literacy, Cognitions, and Perceptual Motor Physical Development.• 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 Early Learning Framework, Texas Pre-Kinder guideline, and the requirements and expectations of the local education agencies.• The School Readiness Team will provide parents with resources to understand the five essential domains.
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	<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 domains of child development and early learning that will improve children’s readiness for kindergarten.</p> <p><u>Update: January 2017</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 School Readiness Goals are established three times a year for Head Start and four times a year for Early Head Start and Child Care Partnerships (CCP) 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 and Family Social Workers 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: Foster Child, Homeless Child, LEA identified child, and English language acquisition. • The Fall, Winter, Spring, and Summer (EHS and CCP 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 Educational staff and Family Service Workers 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 via home visits, parent conferences, Policy Council and Center Committee meetings, and Commissioners Court meetings. • 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. • For all UISD and LISD four (4) year old classrooms, Circle-Phonological Awareness – Language and Literacy System (M-class)

	<p>will be used.</p> <ul style="list-style-type: none"> • For all UISD and LISD three (3) year old classrooms, the Frog Street Assessment will be used to collect information about children’s development. <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 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>
On-going	<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, with the assistance of some Area Service Managers, 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 two 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)
Jessie Olivares (Partners)

Long-Term Goal: The agency will seek the diversification of funding to maximize resources and quality of service delivery.

On-going

Short-term Goal: The agency will continually review and update its system of identifying priority program needs.

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: January 2017

- For the Early Head Start – Child Care Partnership grant, The Crayon Company has been replaced as a partner with Regina’s Schoolhouse. Two classrooms are integrated at this new site and seven classrooms at The Education Center (existing partner).
- In the event that additional funds are available, the program will apply for expansion.
- 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 the Center Base Option with extended hours versus ISD hours of operation.
- As new opportunities for increased HS, EHS, and CCP funding become available, the program will pursue expansion.
- 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.

	<ul style="list-style-type: none"> The program will add seven integrated classroom with UISD: Three at Newman Elementary, Two at Judith Zaffirini Elementary, and two at Freedom Elementary.
On-going	<p><u>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: January 2017</u></p> <ul style="list-style-type: none"> The program is in partnership with LISD and UISD to braid funding to serve dually enrolled children and will expand to an integration model for 7 classrooms with UISD. 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, Sanchez-Ochoa Elementary, and Henry B. Zachry. Currently, the program has two integrated class room with UISD at Henry Cuellar 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 2017.

TECHNOLOGY COMMITTEE

Members:

Gerardo Espinoza, Rosangela Velasco, Teresita Ramirez, Ruby Negrete, Veronica Rangel, Juanita De Leon, and Carmen Garcia (Staff)
 Juan David Ramirez (Policy Council)
 John Ornez (County Support Staff)

<u>Long-term Goal:</u> Develop a comprehensive technology plan to enhance service delivery.	
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>

Strategy:

- 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.

Objective: 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.

Update: January 2017

- The program will continue updating Area Service Manager Computers to support the ChildPlus program.
- The program will continue purchasing additional tablets for teachers to use during instruction time and for documentation.
- The program will continue adding computers for child use in the classrooms.
- The program will consider purchasing tablets for Family Service Workers for enrollment purposes and recruitment.
- The program will consider electronic sign-in pads for parents to sign-in and out.

FACILITY AND EQUIPMENT COMMITTEE MEMBERS:

Members:

Ana Huerta, Leticia Mendoza, Laura Guzman, Claudia Rubio, Susie Tamez, and Margie Gonzalez, and Lourdes Lozano (Staff)
 Juan David Ramirez (Policy Council)
 Jose Luis Rodriguez (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. • Utilize the results of the annual community assessment to determine the areas in most need of Head Start, Early Head Start, and Child Care Partnership 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: January 2017</u></p> <ul style="list-style-type: none"> • 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 and Early Head Start program with the purchase of five additional vehicles. • The program will seek funding to purchase two vans for the Early Head Start – Child Care Partnership program. • 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. • As per Health Department recommendation, grease traps will be upgraded and three compartment sinks will be added to center kitchens as the budget allows.
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. <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: January 2017</u></p> <ul style="list-style-type: none"> • The program purchased five new vehicles. • The program will seek funding for two new vehicles for the EHS-CCP program.
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FAMILY AND COMMUNITY ENGAGEMENT PARTNERSHIPS

Members:

Luz Muñoz, Maria Jalomo, Nora Rodriguez, Karla Valdez, Sophia Salas, Patricia Perez, Gloria Aguilar, and Patricia Patlan. (Staff)

Sandra Morales (Community Representative)

Commissioner Rosaura Tijerina (Commissioners' Court)

<u>Long-term Goal:</u> 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 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: January 2017</u></p> <ul style="list-style-type: none"> • The program is working with UISD to expand integration model for the 2017 – 2018 school year for the Newman Elementary, Judith Zaffirini, and Freedom Elementary Campuses. • The Transition Committee members include ISD employees and are in discussions regarding implementation of Texas School Ready strategies. • The EHS-CCP program will consider expansion of services if funding opportunities arise in the future.
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PROFESSIONAL DEVELOPMENT

Members:

Leticia Zavala, Gloria Flores, Nilda Varela, Gloria Balderama, Maria E. Martinez, Mariza Mendoza, Rosa Treviño, and Lupita Camarillo (Staff)
 Olga Chavez (Policy Council)
 Sandra Morales (Community Member)
 Brenda Sepulveda (LISD) and Gloria Rendon (UISD) (Partner)

<u>Long-term Goal: To meet all State and Federal career and professional development requirements.</u>	
Ongoing	<p><u>Short-term Goal:</u> Develop professional development plan for all full-time educational teaching staff upon hire.</p> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> • 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. <p><u>Update: January 2017</u></p> <ul style="list-style-type: none"> • All teaching staff completes a Professional Development Plan and update it annually. • All staff will be fully trained on the requirements of the new Program Performance Standards. • Laredo Community College received grants that can be used for Head Start staff to attend college. • All newly hired EHS / CCP staff is fully credentialed. • The program will continue the current partnership with Laredo Community College and Texas A&M International University. • The CLASS results 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 one certified, reliable Toddle 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.

PROGRAM SERVICES COMMITTEE

Members:

Lucila Ruiz, Irma Cruz, Pat Vela, Miriam Gutierrez, 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: January 2017

- 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,

	<p>maintaining healthy relationships, healthy marriages, housing needs, budgeting classes, parenting classes, and stress management.</p> <ul style="list-style-type: none"> • 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. • 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.
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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.