Education Service Center, Region 20

Tri-County Head Start

Long Range Goals, Short term Objectives

2014-2015

The **New Long Range Goals and Objectives** identified by the committee are as follows:

1. **Data Base** - To create a database in which organizes the ESC, Region 20 Head Start Program Information Reporting.

Outcome: The database is under development, currently the technology department from ESC, Region 20 is working with the Head Start Parent, Community and Family Coordinator to create a database unique to the Head Start requirements. 4/15/14- Database is being implemented, however systems and training for the database is under development as well as continuous evaluation of the database alignment to the needs of the program requirements. This goal is a carryover from the previous year.

2. **Service Plans -** To re-align the program service plans to support the goals as outlined in the school readiness plans, to merge overarching plans of the ESC, Region 20 Tri-County Head Start program with the acquisition of the ESC, Region 20 Bexar County Head Start program.

Outcome: The ESC, Region 20 Head Start program has aligned some service plans to support goals of the school readiness plans however the ESC, Region 20 program is undergoing changes, due to the sequestration, and loss of funding. The loss of funding will have an impact on the re-alignment of service plans. 4/15/14- Service plans are being re-aligned to integrate the overarching services of the Tri-County Head Start Program and the Bexar County Head Start program. This goal is a carryover from the previous years.

3. **Eduphoria electronic referral Protocol Systems**- To establish a system, in partnership with the school districts served, to identify the roles and responsibilities of each entity within a given timeframe.

Outcome: This goal was developed by the committee due to the re-structuring of the program. The committee determined that new staff members did not have a clear understanding of the Eduphoria electronic referral protocol system, at which point a referral should be submitted i.e., attendance, wellness, education, etc. Therefore a system will be organized and implemented in a manner in which will delineate the roles and responsibilities of each service area.

4. **Parent Family and Community Engagement Training** - To provide formal PFCE training to management staff, in understanding their role using the PFCE framework, and using a tool to measure growth in each of the dimensions.

Outcome: This goal was developed as a long range goal due to the continuous growth in learning to implement a formal tool to measure the PFCE framework.

The committee determined the **Short Term Program Objectives and Goals based** on the Federal Review Results, and CLASS DATA.

The committee determined the **new Short Term Program Objectives** and Goals as critical to the continued success of the program, they are as follows:

1. **Access to Health and Dental Care** -To obtain up to date physical and dental forms from every child enrolled within the 90 days of their entry into the program.

The committee met and established a specific time line in order to obtain the goal and meet the required federal standard for the program, using a score-card in the form of a thermometer. Weekly meetings will begin to take place within the first 30 days of school to review the score card and the progress made from the beginning of the year. The score cards placed at each parent center would serve as a marker to indicate the status on each campus on the success of obtaining the health and dental determinations. The Family Service Associates from each campus would be directly responsible in charting the success on the score cards at each parent center, and reporting results at the program team meetings.

2. **CLASS DATA increase instructional support** - To increase instructional support from 2.55% to 3.5% by May 2015.

The committee met to discuss ways to increase instructional support. A score card in the form of a (stair step) graph will be posted in the lead teacher's classroom to illustrate the starting average CLASS Score of the Head Start classrooms. The lead teacher with the assistance of the Educational Specialist will review at monthly meetings strategies and or techniques either needed in order to better implement CLASS standards more efficiently or discuss successful strategies that have assisted teachers in better understanding the instructional support dimension.

It is the responsibility of the Educational Specialist, along with the lead teacher of each Head Start grade level, to track and monitor the progress from each campus and share results with program coordinator.

3. **Safe Physical Environments** - To increase the safety of the Tri-County Head Start Facilities and provide nurturing, clean environments to be in complete compliance of all the safety Head Start standards.

The Safety Facilitator will update the classroom and playground checklist to include additional areas in which were considered non-compliance by the current 2014 federal review i.e. dirty vents, cleanliness of restrooms, paint and warped boards. The Safety facilitator will provide training at the beginning of the year to all of the teachers, teacher assistance's and on-site staff on the use of the checklist. The checklist will be in connection to a visual score board which will provide a source of monitoring the progress of each classrooms safety and cleanliness on a monthly basis. A copy of the checklist conducted by the safety facilitator will be provided monthly to the program coordinator which will provide the feedback to the campus administrators in order to maintain on-going communication and support.

4**. Parent Attendance** - To increase parent participation at the trainings, Parent Committee Meetings, and Policy Council Meetings.

In order to increase parent participation Family Services Associates, Health Facilitators, Educational Specialists, and teachers will discuss strategies at each monthly team meeting. The FSAs will graph participation of training, Parent Committee Meetings, and Policy Council Meetings for each month to display at each parent center. This graph will be posted as a score card to motivate and communicate the progress of parent participation. Each site will determine a form of reward to the classes with the highest parent participation for the month at their site.

5. **Developmental Behavioral and Educational Screenings** – To ensure that all developmental screens are completed within the allotted time frame of 45 days.

Due to a concern observed during the federal review on the completion of the developmental behavioral and educational screenings within the required 45 days, the Educational specialist will review the DECA behavioral screening and the ESI-P educational screenings with all teachers at the beginning of the year and the required completion timeframe which needs to occur within 45 days. The educational specialists will include additional checkpoints to chart the progress of each classroom in completing the screenings within the allotted time frame. A graph may serve as a visual scoreboard to provide on-going and efficient progress.

Checkpoints will be recorded on the 15th day, 20th day, 30th day and finally at the 40th day of school to show progress and maintain clear communication of the expectations on obtaining the screenings. It will be the responsibility of the teachers and the educational specialist to chart the progress. Results will be shared with program throughout the year.