ESC-20 Tri-County Head Start Program 5 Year Grant Cycle 2015 -2020

Program Goal 1: To monitor and adjust the usage of the program's database that the Head Start management staff and Family Service Associates (FSA) maintain and utilize child data information to ensure appropriate services and resources for children.

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 (15-16)	Year 2 (16-17)	Year 3 (17-18)	Year 4 (18-19)	Year 5 (19-20)
To refine the database reports to assist each management staff member in gathering and monitoring the needs of the children in each of their respective service areas.	The expected outcome from using the database is to house all of the information from the child file in order to run accurate Program Information Reports at various times of the year, to identify the needs of program and provide timely services and resources for the children and families of the program.	The program continues to monitor and adjust the database features for efficiencies and effectiveness. The database has been useful in gathering and collecting reports for the program.	The database continues to be in use for the program. It is continuously being updated based on the required needs from the Head Start Performance Standards.	As the ESC-20 Head Start programs are under changes and re-alignment the program use of the current ESC-20 developed database will transition to use the Child-Plus database. This database is used currently by Bexar County Head Start and will bring about agency consistency.	

Activities or Action Steps to Meet Objective Above:

The Head Start staff works with the ESC-20 technology developers to refine the database specifically for the needs of the Tri-County Head Start program. Feedback from staff who use the database is taken into consideration for modification requests. A coordinator from the management team staff has been assigned to manage the project and meets with the programmers throughout the year as challenges or additional needs arise

Data, Tools, or Methods for Tracking Progress Above:

During team meetings and throughout daily work, staff have the opportunity to provide feedback as recommendations for database updates that will streamline the usage. This information is taken to the database developers for upgrades and improvements to the system.

Program Goal 2: To align program procedures with the new Head Start Performance Standards and merge overarching plans of the two Head Start programs, Tri-County and Bexar County, at ESC-20.

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 (15-16)	Year 2 (16-17)	Year 3 (17-18)	Year 4 (18-19)	Year 5 (19-20)
To provide collaboration meetings among the two teams in order to review procedural integration and implementation processes of both programs.	The expected outcome of aligning the procedures is to provide opportunities for learning and understanding of the new Head Start Performance Standards. The program has created procedures to include proper protocols for the implementation of the Performance Standards in order to establish a clear system of the integration.	Collaboration meetings have taken place monthly to review forms and discuss service plans. The meetings have proved to be very successful in aligning and communicating best practices of procedures and how they align with the newly revised Performance Standards.	The has been using the newly revised Head Start Performance Standards and aligned procedures to match the updated requirements. Both programs are utilizing the procedures as the over-arching plans. The programs will come together at the end of the school year to review and discuss any additional needed revisions.	Supervisors monitor the implementation of the program procedures with their staff. Additional support or redirection is given as necessary. Currently the procedures have been an effective tool to ensure the implementation of the updated Head Start Performance Standards.	

Activities or Action Steps to Meet Objective Above:

Each summer program leadership works with small groups of staff to review all forms and procedures in each of the service areas. Edits are made and the forms and procedures are republished for staff use in the new year.

Data, Tools, or Methods for Tracking Progress Above:

Supervisors keep track of needed redirection back to procedures in order to stay informed of how individuals are using the procedures. CPR goals have been set with staff to reinforce the need to always refer to the procedures and use the most currently approved forms.

Program Goal 3: To strengthen the system of on-going communication in partnership with the school districts served to identify the respective needs and maintain proper documentation to ensure timely services.

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 (15-16)	Year 2 (16-17)	Year 3 (17-18)	Year 4 (18-19)	Year 5 (19-20)
To create a Communication Memo in e-mail format that any staff member may be able to utilize to expedite needed services	To capture and track the number of requests for assistance in each of the service areas. This information will assist the program in in the oversight of the program needs.	The communication memo format used this past year was not very productive or user friendly. However pertinent information was shared and communicated via e-mail, personal contacts and phone calls.	The communication memo format was changed and was more efficient in the manner it was used. The program will continue to use the current format and align the procedure to ensure communication is distributed properly.	The program will continue to use the current communication memo format and refine communication. It will consider various methods to collect the documented information and strategies to respond effectively.	

Activities or Action Steps to Meet Objective Above:

Staff members will report monthly through their staff reports the number of communication memos they tracked and how many they addressed within a particular timeline.

Data, Tools, or Methods for Tracking Progress Above:

If the Communication Memo is not used by staff, they are redirected back to the tool. So far, it has proven to be successful manner for communicating and documenting need services or items.

Program Goal 4: To provide Parent Family Community and Engagement (PFCE) strategies to management staff so they understand their role in using the PFCE framework as a tool to assist the families and children of the program.

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 (15-16)	Year 2 (16-17)	Year 3 (17-18)	Year 4 (18-19)	Year 5 (19-20)
The program will provide an annual formal training on PFCE to staff in order to continuously review current practices and tools used throughout the year that directly impact PFCE. Status of Program Goal: Program provided a training in review of the PFCE outcome and indicators staff continues to gain understanding in their role in using the framework. Based on the progress of this goal additional goals will be developed specific to the roles and jobs for the subsequent school years.	The expected outcome of the program is to ensure PFCE practices are appropriately identified and measured throughout the year and to increase the staff knowledge on PFCE dimensions and practices.	Program provided a training in review of the PFCE outcome and indicators. Staff continues to gain understanding in their role in using the framework. Based on the progress of this goal, additional goals will be developed specific to the roles and jobs for the following school year.	The program activities and procedures include the various areas of the PFCE framework. Staff continues to implement and promote activities with families.	The PFCE framework will continue to be used in refining program activities in all service areas to ensure positive family and child outcomes. It will be used to guide and strengthen service area activities.	

Activities or Action Steps to Meet Objective Above:

During the summer professional development training provided to the Family Services Associates, the PFCE framework is reviewed along with the program goals to determine the areas of growth or areas of challenge faced during the school year.

Data, Tools, or Methods for Tracking Progress Above:

Program activities are developed with a focus on integrating the PFCE framework so that efforts are seamless. The proposed 2020 version of the Program Information Report (PIR) has incorporated the PFCE framework items into specific categories that will make it easier for the program to track completion of.

Program Goal 5: To obtain complete up-to-date physical and dental exams for every child enrolled by the end of the school year.

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 (15-16)	Year 2 (16-17)	Year 3 (17-18)	Year 4 (18-19)	Year 5 (19-20)
To establish timelines with benchmarks within the first 90 days of school using a visual scorecard and to communicate to all stakeholders the progress of obtaining up-to-date physical and dental exams.	To obtain completed up-to-date physical and dental exams by the end of the school year for all enrolled Head Start children.	The program has been successful in collecting children's physical and dental exams for the majority of the enrollment. Approximately 98% of the families provided a physical and dental exam within the first 90 days of entry into the program. The program has collaborated with Community First Health plans (Medicaid) to educate medical providers on TEXAS Health Steps requirements and assist with Head Start requirements.	The program's goal has been revised to state a "*complete up-to-date physical and dental*" as the program's challenge has been obtaining missing labs, leads and TB screening from the physical exams and completing treatments from dental exams.	The program will continue to educate parents on the importance of obtaining a complete physical and dental exam for their children. This will be done in order to improve parent engagement with their child and to strive for 100% complete physical and dental exams.	

Activities or Action Steps to Meet Objective Above:

Health Facilitators provide a weekly report to review on-going progress. Monthly site and case management meetings provide the opportunity for the Health Facilitators to share the needed assistance from campus teachers and or administration.

Data, Tools, or Methods for Tracking Progress Above:

Initial visit packets, parent agreements, progress report cards, Thermometer Scorecard Visual posted at each family center at the designated bulletin board, child file, physical forms and dental forms. Additional data will be provided on the collection of Labs, Leads, and TB using a bar graph to share to all stakeholders the status in attaining this widely important goal.

Program Goal 6: To increase the score of a 2.55 on the instructional support domain on the Classroom Assessment Scoring System (CLASS) observational tool in order to provide greater instructional strategies throughout the program.

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 (15-16)	Year 2 (16-17)	Year 3 (17-18)	Year 4 (18-19)	Year 5 (19-20)
To set teacher goals and scoreboards, based on the three domains of concept development, quality of feedback, and language modeling that will directly impact the instructional support domain.	To increase the instructional support CLASS score by identifying each teachers needs and providing direct training to the teachers.	Overall, the program had an increase in the instructional learning format. Teachers were provided a practice-based coaching model to integrate a more individualized professional development. Teachers and coaches worked together in analyzing data at site meetings using children's school readiness data to determine an action plan. Instructional support increased an average of 1.50 % to end the year at an average of 4.45. Program demonstrated an increase from previous year from 4.03 to 4.45.	The program was reviewed by the Federal Reviewers this year on CLASS. The program did not show growth in any of the three domains since the 2013-2014 school year. The program has immediately created a CLASS corrective plan of action, which was reviewed with all stakeholders. The corrective action plan was implemented immediately. Information was shared with the Board and Policy Council.	Due to the possibility of recompletion based on the CLASS scores, the program has revised the job descriptions of the management staff that have direct impact to the CLASS scores. In addition, ISD contracts have been revised to include training to the administrators of the campus alongside with the teachers and assistants to provide them a better understanding of the CLASS observation tool.	

Activities or Action Steps to Meet Objective Above:

A complete corrective CLASS action plan was put in place to address the outcome of the Federal Review. The action plan created discussed specific training to be provided to the teachers monthly based on the data, monthly follow-up, and weekly monitoring results from walk-throughs.

Data, Tools, or Methods for Tracking Progress Above:

CLASS certification training, class booklets, meeting agenda's, sign-in's, inter-reliability training among trained staff and outside consultant, CLASS videos, case managing teacher's performance and monthly educational specialist (tracker). A complete CLASS corrective Action Plan has been drafted and is in use for the second semester.

Program Goal 7: To increase the safety and cleanliness of the classroom facilities within 90% of all the safety Performance Standards.

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 (15-16)	Year 2 (16-17)	Year 3 (17-18)	Year 4 (18-19)	Year 5 (19-20)
To set safety goals and scoreboards for facilities to strive for 90% of all safety standards through ongoing monitoring and collaboration.	To be in complete compliance with all Head Start Safety Performance Standards during the next federal review.	The Safety Facilitator is working on updating forms to provide a comprehensive visual for classroom teachers and assistants on the status of classroom environment. This will identify areas in need of improvement and areas that are in compliance. The program designed a scoreboard to share with all stakeholders at all sites. A Widely Important Goal of 90% was set for classrooms and playground safety. The Safety Facilitator provided feedback and corrections, three times this year, based on the data collected through walk-throughs, to assist teachers and facility staff in reaching campus goal.	The Safety Facilitator attends all of the monthly meetings (Site and Case Management) to provide updates on Safety. A scoreboard of the progress has been shared with all of the campuses to share the progress on classroom and playground safety. Currently the program has seen an increase in classroom safety. Playgrounds are still in need of minor repairs, which the program has contracted an outside vendor to assist the ISD'S in completing the repairs.	Currently the system implemented to increase safety and cleanliness of the classrooms facilities is working and providing consistent progress. Additional considerations will be reviewed on providing individualized feedback to classroom staff and site feedback to campus principals.	

Activities or Action Steps to Meet Objective Above:

Safety & Transportation Facilitator conducts walk-throughs twice a year, and provides copies of checklist to the teachers. The Safety & Transportation Facilitator attends monthly site meetings and case management meetings where the teachers and the Facilitator have the opportunity to discuss issues with the classrooms and or playground.

Data, Tools, or Methods for Tracking Progress Above:

The use of daily classroom and playground checklists by teaches and assistants. Safety monitoring checklists used by the Safety & Transportation Facilitator. The use of monthly reports and scoreboard data.