

## Head Start Program Philosophy

As ESC-20 Head Start program, we strive to:

- ✓ Build positive relationships with families, community and school district partners in an effort to best serve the needs of children with diverse backgrounds;
- ✓ Connect families with sustainable access to resources to enhance self-sufficiency and success;
- ✓ Demonstrate compassion and respect for the communities served;
- ✓ Effectively work with consistency of procedures, integrity and trust, accepting change and accountability while staying informed to make improved decisions and actions.

**Education Service Center, Region 20**  
**Tri-County Head Start**  
**Program Goals and Short Term Objectives**  
**2016-2017**

**Program Goal 1:** To build a database in which The Head Start Management Staff and FSA'S (Family Service Associates) will maintain and utilize child data information to ensure appropriate services and resources for children.

Long Range Goal: The program seeks to accomplish with the database is to have a tool in which allows the program to gather the most pertinent information needed by the program in which can be reviewed instantly at any time, and can be shared with the appropriate decision makers such as Policy Council and Board Members.

Short Term Objectives: The database is in phase two of implementation, the goal is to refine the reports to assist each management staff member in gathering and monitoring the needs of the children, in each of their respective service areas.

**Program Goal 2:** 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-20 Tri-County program with the acquisition of the ESC, Region 20 Bexar County Head Start program.

Long Range Goal: To implement and maintain the program service plans. The service plans have been aligned throughout this year to review the overarching themes of each service area; However the integration and implementation of consistent services among the two Head Start programs is working on details that impact the overall outcomes of the service plans.

Short Term Objectives: To provide collaboration meetings among the two teams in order to review the integration and implementation processes of both programs on innovation Friday's.

**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.

Long Range Goal: The program will maintain a system of communication in which will alert the management staff immediately of the service requested by the child, family, and or campus and proper documentation is maintained.

Short Term Objectives: To create a Communication Memo in which any staff member, Family Service Associate, Teacher, and or campus Administration may be able to send electronically and maintain on file using the proper protocols and systems.

**Program Goal 4:** To provide a formal Parent Family Community and Engagement (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.

Long Range Goal: The program wants to increase overall knowledge in the understanding of the dimensions of the PFCE, to identify and or create the necessary tools to measure appropriate PFCE practices.

Short Term Objectives: 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.

**Program Goal 5:** To obtain up-to-date physical and dental forms from every child enrolled within the 90 days of their entry into the program.

Long Range Goal: The program wants to ensure that all parents entering their children into the Head Start program understand the value of obtaining up-to-date physicals and dental forms for their children in which it becomes a routine practice.

Short Term Objectives: Annually the program will establish time-lines within the first 90 days of school and create benchmarks using a visual score-card in the form of a thermometer, to communicate to all stakeholders (parents, teachers, campus administrators, and program staff) the progress of obtaining up-to-date physicals and dental forms.

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

Long Range Goal: The program wants to strengthen its CLASS professional development strategies in order to provide individualized teacher professional development in order to assist teachers in obtaining higher scores and maintaining higher scores as a program on the instructional support domain on the CLASS instrument.

Short Term Objectives: To meet the annual CLASS instructional support goal set by teachers of each campus. At the beginning of each year, teachers will meet to review their CLASS scores from the previous year to set goals. The goals will be placed on a visual score card (in the form of a stair step) to monitor the progress made throughout the year. The lead teacher with the assistance of the School Readiness Educational Specialist will review strategies and techniques needed in order to increase the instructional support domain on the CLASS observational tool.

**Program Goal 7:** 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.

Long Range Goal: The program wants to ensure that Tri-County Head Start facilities are in complete compliance of all safety Head Start standards by strengthening the system of communication between facilities directors and classroom staff in reporting the needs of facilities.

Short Term Objectives: To complete Safe Environment Inspections (SEI) at the beginning of every year (BOY), report findings to Facilities Directors and Campus Administrators, and classroom staff of each district, provide on-going monitoring and follow-up, review the BOY findings in the spring and determine resources needed for summer projects to ensure completion of all projects prior to the BOY of the following school year.