



# **L.B.J.& C. Head Start 2019-2024 Strategic Plan**



## **Vision**

*L.B.J.& C. Head Start's vision is to be a model program by collaborating internally and partnering externally with the community to measurably improve the school readiness skills of children that will strengthen our families and communities.*

## **Mission**

*L.B.J.& C. Head Start's mission is to partner with the family and community to help children and families prepare for school.*

## **Motto**

*..."it takes a village to raise a child..."*

## **Philosophy**

*L.B.J.& C. Head Start believes that all children and their families share certain needs and can benefit from a comprehensive child development program. High quality services will enable children to achieve school readiness and success in life. We will succeed with involvement and commitment on the part of everyone: parents, employees, concerned citizens, local education agencies, and organizations in the community.*

## **Distinctive Competencies**

*Since its inception in 1965, the success of Head Start has been grounded in general values. These values frame all our work, whether our focus is on optimizing child health, enhancing our facilities, assessing our communities, pursuing strategic goals - or creating, expanding and enriching school readiness initiatives.*



# Core Values:

**Comprehensive Services:** Head Start is not only an early childhood program, nor is it only a health, social services or parent engagement program. It is all of these and more. We believe that significant positive changes in the lives of young children happen only when they and their families receive an array of services and opportunities that are individualized, strength-based and multi-faceted.

**A Focus on the Whole Child:** This oft-used concept has new life when we remember that children are creators, thinkers, movers, feelers, and doers. Program experiences and the child assessment tools we use to shape those experiences must focus on all developmental domains: cognitive-language, social, emotional, and physical.

**Parent Engagement:** Head Start values parents as the first and most important teachers of their children, knowing that children develop to their fullest potential when they are loved, nurtured and supported by all the significant adults in their lives. Head Start relies on the strengths and knowledge of parents throughout the program.

**Governance:** Effective program oversight, accountability, and leadership, through which parents, agency leadership, other staff, and community members work, ensures the provision of quality program services in keeping with Federal regulations.

**Collaboration:** Head Start originated as a Federal to local community-based program and local partnerships with agencies and institutions continue to contribute to our success. Collectively, we shape and continuously improve services to children and families.

**Professional Development:** Empowering all staff through an array of training and educational experiences is a vital component of program improvement efforts. Professional development underscores Head Start's commitment to providing services of the highest quality and developing local leadership and advocates for vulnerable children and their families.

**Diversity:** The unique and special contributions of each child, family, community, and staff are celebrated throughout our programs. Head Start remains a place where individuals of different ethnic, racial, religious, educational, and experimental backgrounds pool their talents on behalf of children and families.

**Continuous Quality Improvement:** Head Start stands as a model for excellence in early childhood and human service fields by engaging in data-driven decision-making, embracing evidence-based practices, and consistently seeking to excel in the pursuit of excellence.

# 2019-2024 L.B.J.& C. Head Start Strategic Goals and Objectives

## Head Start Performance Standards

**GOAL 1:** L.B. J. & C will continue to implement the 21st Century Performance Standards that will produce a higher quality program and superior outcomes for children and families.

**Objective 1.1** Promote continuous improvement of Head Start by ensuring all staff attend 100% of assigned trainings pertaining to their job responsibilities.

**Time Frame:** Ongoing

**Responsible Person(s):** Management Staff

### Action Steps:

- 1.1.a.** Attend comprehensive series of trainings that includes interactive webinars and webcast.
- 1.1.b.** Attend presentations at the state and/or regional conferences.
- 1.1.c.** Retain, update and strengthen the analysis of data pertaining to comprehensive services including the core elements of Head Start that ensures children arrive at schools ready to succeed.
- 1.1.d** Provide appropriate training, technical assistance, and orientation to the governing body, any advisory committee members, and the policy council, including training on program performance standards and training on eligibility of children to ensure the members understand the information they receive and can effectively oversee and participate in the Head Start program.
- 1.1.e** Share with and/or obtain approval from the governing body and Policy Council information for the oversight of quality services for Head Start children and families and for making decisions related to program design and implementation, such as ongoing monitoring results, data on school readiness goals, financial information, and other pertinent documents.

**Objective 1.2** Promote Effective Management by using data to aid in developing procedures, plans, and policies while ensuring privacy is protected 100% of the time.

**Time Frame:** Ongoing

**Responsible Person(s):** Management Staff

### Action Steps:

- 1.2.a.** Identify best practices for the appropriate use of data, which includes establishing goals and measurable objectives, and using data, ongoing oversight, and correction to set and revise goals and objectives to best meet the needs of children and families.
- 1.2.b.** Align Head Start Operating Plan and Procedures, Fiscal Manual and Personnel Policies and Procedures with the Performance Standards.
- 1.2.c.** Develop procedures for sharing data and protecting personally identifiable information, balancing the need to protect privacy while ensuring Head Start programs participate in state and local data systems.

**Objective 1.3** Ensure the Health & Safety of Head Start Children by daily implementing a system of Health and Safety policies, practices and procedures, including on-going training, oversight and correction and continuous improvement to ensure the child's safety 100% of the time.

**Time Frame:** Ongoing

**Responsible Person(s):** All Staff, Parents, Volunteers, Contractors and/or Consultants

### Action Steps:

- 1.3.a.** Provide enhanced training, i.e., New Hire within 90 days, Health & Safety Committee training, in-service and pre-service trainings.
- 1.3.b.** Revise, obtain governing body approval, train, and implement a stronger Code of Conduct

Policy to be used by staff, parents, volunteers, contractors and/or consultants.

- 1.3.c.** Complete Criminal Background checks on all prospective and current employees to clear them through available child abuse, child neglect and sex offender registries every five years.

## **School Readiness**

**GOAL 2:** **L.B.J. & C will continue to provide comprehensive, high-quality early learning opportunities that equip children and their families for success in school.**

**Objective 2.1** Promote daily implementation of effective school readiness practices by ensuring that staff have current school readiness data information 100% of the time.

**Time Frame: On-going**

**Responsible Person(s): Education Specialist**

### **Action Steps:**

- 2.1.a.** Ensure School Readiness goals are fully aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five, state and local early learning standards, as appropriate, and requirements and expectations of schools Head Start children will attend.
- 2.1.b.** Aggregate and analyze assessment data at least three times during the year (to provide baseline, midpoint, and year end progress) and share this information to appropriate stakeholders, including parents policy council and board of directors.
- 2.1.c** Utilize Child Outcomes/School Readiness data as an on-going resource for improving classroom practices, including reviewing children's strengths and weaknesses and individualizing instruction to better meet the needs of the children involved.
- 2.1.d** Participate in individual school readiness progress meetings with the OHS Regional Office.
- 2.1.e** Participate in relevant school readiness meeting with the local education agencies.

**Objective 2.2** Promote daily effective teaching and learning in the Head Start Classroom by supporting staff with an effective curriculum and monitoring of teaching practices 100% of the time.

**Time Frame: As appropriate**

**Responsible Person(s): Education Specialist/ Early Literacy Mentor Coaches & Classroom Teachers**

### **Action Steps:**

- 2.2.a.** Continue to review and implement curricula that is developmentally appropriate, research-based early childhood curricula, including additional curricular enhancements, as appropriate.
- 2.2.b.** Support staff to effectively implement curricula and at a minimum monitor curriculum implementation and fidelity, and provide support, feedback, and supervision for continuous improvement of its implementation through the system of training and professional development.
- 2.2.c.** Ensure teachers and other relevant staff provide responsive care, effective teaching, and an organized learning environment that promotes healthy development and children's skill growth aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five, including for children with disabilities.
- 2.2.d.** Recognize bilingualism and bi-literacy as strengths and implement research-based teaching practices that support their development.
- 2.2.e** Ensure teachers implement well-organized learning environments with developmentally appropriate schedules, lesson plans, and indoor and outdoor learning experiences that provide adequate opportunities for choice, play, exploration, and experimentation among a variety of learning, sensory, and motor experiences.

## **CLASS**

**GOAL 3:** **L.B. J. & C will support children's development and learning by promoting high-quality, effective teacher/child interactions in the classroom.**

**Objective 3.1** Continue to assess the quality of teacher-child interactions in center-based preschool classrooms and will provide additional training, 100% of the time, for teachers who fall below the quality threshold.

**Time Frame: On-going**

**Responsible Person(s): Education Specialist/ CLASS Observers**

**Action Steps:**

- 3.1.a.** Ensure that CLASS is scored by trained and certified observers using the specific CLASS protocol.
- 3.1.b.** Provide continued professional development to teachers that includes the three domains or categories of teacher-child interactions that support children's learning and development: Emotional Support, Classroom Organization, and Instructional Support.
- 3.1.c.** Aggregate and analyze CLASS data at least two times during the year (to provide baseline and year-end progress) and share this information to appropriate stakeholders, including parents policy council and board of directors.

**Objective 3.2** Meet or exceed National Average CLASS Scores for FY 2020.

**Time Frame: Annually**

**Responsible Person(s): Education Specialist/ CLASS Observers**

**Action Steps:**

- 3.2.a.** Ensure Averaged Emotional Support Domain scores are 6 or above.
- 3.2.b.** Ensure Averaged Classroom Organization Domain scores are 6 or above.
- 3.2.c.** Ensure Averaged Instructional Support Domain scores are 3 or above.

## Professional Growth and Development

**GOAL 4:** L.B. J. & C will continue to implement a dynamic, systematic approach to provide intensive staff training and professional development that is designed to assist staff in increasing their knowledge and skills in order to provide high-quality, comprehensive services to children and families.

**Objective 4.1** Continue to develop and implement Agency plan for training and technical assistance by providing specific job training each program year that will result in staff receiving at least 10 hours above their required training amount.

**Time Frame:** Annually

**Responsible Person(s):** Human Resource Manager/Education Specialist

**Action Steps:**

- 4.1.a** Ensure staff complete a minimum of 15 clock hours of professional development per year.
- 4.1.b** Provide training on methods to handle suspected or known child abuse and neglect cases, that comply with applicable federal, state, local, and tribal laws.
- 4.1.c** Provide training for child and family services staff on best practices for implementing family engagement strategies in a systemic way, as described throughout this part.
- 4.1.d** Provide training for child and family services staff, including staff that work on family services, health, and disabilities, that builds their knowledge, experience, and competencies to improve child and family outcomes.
- 4.1.e** Apply research-based approaches to professional development for education staff, that are focused on effective curricula implementation, knowledge of the content in *Head Start Early Learning Outcomes Framework: Ages Birth to Five*, partnering with families, supporting children with disabilities and their families, providing effective and nurturing adult-child interactions, supporting dual language learners as appropriate, addressing challenging behaviors, preparing children and families for transitions (as described in subpart G of this part), and use of data to individualize learning experiences to improve outcomes for all children.

**Objective 4.2** Implement a research-based, coordinated coaching strategy for education staff that demonstrates teacher growth in accomplished goals and classroom observations in the program year.

**Time Frame:** On-Going

**Responsible Person(s):** Education Specialist/Early Literacy Mentor Coaches

**Action Steps:**

- 4.2.a.** Continue to implement and provide training for the Practice-Based Coaching (PBC) Model.
- 4.2.b.** Use the PBC to assess education staff to identify strengths, areas of needed support, and which staff would benefit most from intensive coaching.
- 4.2.c.** Utilize coach(es) with adequate training and experience in adult learning and in using assessment data to drive coaching strategies aligned with program performance goals.
- 4.2.d.** Use PBC to provide opportunities for intensive coaching to education staff.
- 4.2.e** Provide ongoing communication between the coach, Head Start Director, Education Manager, and any other relevant staff.

## **Professional Growth and Development (continued...)**

**Objective 4.3** Ensure that Education Staff, Family Engagement Staff and Mentor Coaches meet mandatory credentialing and education requirements from Head Start Performance Standards and the Head Start Act each program year.

**Time Frame: On-Going**

**Responsible Person(s): Human Resource Manager/Head Start Director/Assistant Head Start Director/Education Specialist**

### **Action Steps:**

- 4.3.a.** Hire Teachers with a minimum of a baccalaureate degree in early childhood education or a related field.
- 4.3.b.** Ensure that Teacher Assistants have, at a minimum, a CDA Credential within two years of hire date.
- 4.3.c.** Ensure staff who work directly with families on the family partnership process have within eighteen months of hire, at a minimum, a credential or certification in social work, human services, family services, counseling or a related field.
- 4.3.d.** Ensure Mentor Coaches have a minimum of a baccalaureate degree in early childhood education or a related field.



## **Supporting Family and Child Outcomes**

**GOAL 5: L.B.J. & C will integrate parent and family engagement strategies into all service areas to uphold family well-being and to elevate children's learning and development.**

**Objective 5.1** Maintain and strengthen yearly comprehensive services that is essential in helping children and families succeed.

**Time Frame: Annually**

**Responsible Person(s): Parent/Family Engagement Specialist, ERSEA/Transition Specialist, Disability Specialist**

**Action Steps:**

- 5.1.a.** Maintain and strengthen services to vulnerable populations (homeless, foster care, disability).
- 5.1.b.** Maintain and strengthen support to families raising children other than their own.
- 5.1.c.** Maintain and strengthen family partnerships, home visits, and participation in evidence-based parenting curriculum.
- 5.1.d.** Continue to provide updated current community resources.
- 5.1.e.** Continue to promote participation in Healthy Marriage and Father Involvement Initiatives.
- 5.1.f.** Utilize family outcomes assessment data to support family and child outcomes.
- 5.1.g.** Continue to provide assistance and support with credentialing and employment options via community linkages.

**Objective 5.2** Continue to provide yearly ongoing awareness training on substance abuse and child abuse effects on children and families to all staff.

**Time Frame: Annually**

**Responsible Person(s): All Staff**

**Action Steps:**

- 5.2.a.** Continue to utilize credible speakers for substance and child abuse trainings to increase awareness of effects on children and families.
- 5.2.b.** Collaborate with partner agencies to assist families affected by substance and child abuse.
- 5.2.c.** Enhance awareness of available resources for children and families affected by substance and child abuse.

**Objective 5.3** Implement effective transition services daily.

**Time Frame: Ongoing**

**Responsible Person(s): All Staff**

**Action Steps:**

- 5.3.a.** Ensure continuity of care to minimize the number of transitions that children experience.
- 5.3.b.** Make efforts to maintain categorically homeless or in foster care children's enrollment regardless of whether the family or child moves to a different service area, or transition the child to a program in a different service area according to the family's needs.
- 5.3.c.** Implement transition strategies to support a successful transition to kindergarten.
- 5.3.d.** Collaborate with parents of enrolled children to implement strategies and activities that will help parents advocate for and promote successful transitions to kindergarten for their children, including their continued involvement in the education and development of their child.
- 5.3.e.** Prepare parents to exercise their rights and responsibilities concerning the education of their children including services and supports available to children with disabilities.
- 5.3.f.** Collaborate with local education agencies to support family engagement and Department of Education, as appropriate, and kindergarten teachers to implement strategies and activities that promote successful transitions to kindergarten for children, their families, and the elementary school.
- 5.3.g.** Implement effective strategies for families and children who move out of the community in which they are currently served, including homeless families and foster children, by assisting

the family to identify another early childhood program that meets their needs.

## **Supporting Family and Child Outcomes (continued...)**

**Objective 5.4** Provide daily continuous family support services for ongoing health and nutrition.

**Time Frame:** Annually

**Responsible Person(s):** Child Health Specialist, Child Nutrition Specialist

### **Action Steps:**

- 5.4.a.** Maintain and strengthen collaborations between staff and parents to promote family's health and well-being by providing medical, oral, nutrition, and mental health education support services.
- 5.4.b.** Maintain and strengthen ongoing support to assist parents' understanding of results of diagnostic and treatment procedures as well as plans for ongoing care.
- 5.4.c.** Maintain and strengthen current and relevant educational resources on the importance of physical activities and health nutrition for ongoing improvement of child and family's health.
- 5.4.d.** Develop a proactive approach to help decrease childhood obesity.