

2017-2022 L.B.J.& C. Head Start Strategic Goals and Objectives

Head Start Performance Standards

GOAL 1: Implement the 21st Century Performance Standard that will result in a higher quality program and better outcomes for children and families.

Objective 1.1 Promote Continuous Improvement of Head Start.

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.

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 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.

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: Continue to provide comprehensive high-quality early learning opportunities that prepare children and their families for school.

Objective 2.1 Promote implementation of effective school readiness practices.

Time Frame: On-going

Responsible Person(s): Early Childhood Education & Professional Development Manager

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 effective Teaching and Learning in the Head Start Classroom.

Time Frame: As appropriate

**Responsible Person(s): Early Childhood Education & Professional Development Manager/
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: Support children's development and learning by promoting Teacher/Child Interactions in the Classroom.

Objective 3.1 Continue to that assesses the quality of teacher-child interactions in center-based preschool classrooms.

Time Frame: On-going

**Responsible Person(s): Early Childhood Education & Professional Development Manager/
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 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.

Objective 3.2 Meet or exceed National Average CLASS Scores for FY 2015.

Time Frame: Annually

**Responsible Person(s): Early Childhood Education & Professional Development Manager/
CLASS Observers**

Action Steps:

- 3.2.a.** Ensure Averaged Emotional Support Domain scores are 6.03 or above.
- 3.2.b.** Ensure Averaged Classroom Organization Domain scores are 5.80 or above.
- 3.2.c.** Ensure Averaged Instructional Support Domain scores are 2.88 or above.

Professional Growth and Development

GOAL 4: Continue to implement a systematic approach to staff training and professional development designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services within the scope of their job responsibilities.

Objective 4.1 Continue to development and implement Agency plan for training and technical assistance.

Time Frame: Annually

Responsible Person(s): Early Childhood Education & Professional Development Manager

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.

Time Frame: On-Going

Responsible Person(s): Early Childhood Education & Professional Development Manager/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 credentialing and education requirements from Head Start Performance Standards and the Head Start Act.

Time Frame: On-Going

**Responsible Person(s): Early Childhood Education & Professional Development
Manager/Human Resource Manager/Head Start Director**

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: Integrate Parent and Family Engagement strategies into all service areas to support family well-being and to promote children's learning and development.

Objective 5.1 Maintain and strengthen comprehensive services as central to help 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 ongoing awareness training on substance abuse and child abuse effects on children and families.

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.

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 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.