

**OLYMPIC EDUCATIONAL SERVICE DISTRICT 114  
HEAD START/ECEAP/EARLY HEAD START**

**2015-2016 STRATEGIC PLAN**

**END OF YEAR REPORT**

**Our Mission Statement:**

*Through caring partnerships and strong community linkages  
Head Start/ECEAP/Early Head Start creates opportunities to support  
school readiness goals, individual growth, self-sufficiency and family health and wholeness.*

**Goals and Outcomes for 2015-2016**

- 1. Provide high quality comprehensive services to infants, toddlers, pregnant parents and preschool-age children including home visiting services, with a focus on under- or un-served populations.**
- 2. Provide a variety of opportunities for positive family engagement and links to services in the community to support continued growth.**
- 3. Form strategic alliances within the community to support and sustain program services including providing technical assistance and outreach.**
- 4. Encourage a supportive work environment for all staff and volunteers by providing robust training, focused supervision and an ample substitute staff program.**
- 5. Engage in a continuous process of renewal, reflection, evaluation and re-tuning to inform and improve program practices.**

*Please note that this Strategic Plan represents an on-going process shown in detail on the following pages.*

**1. Provide high quality comprehensive services to infants, toddlers, pregnant parents and preschool-age children including home visiting services, with focus on under- or un-served populations.**

***Our Tasks:***

- a. Provide services to children ages prenatal – 5, coordinating with prenatal through age 8 educational, home visiting and caregiving systems.
- b. Work with community and/or regional partners to define under- and un-served populations.

**Outcomes for Goal #1**

<b>Objectives</b>	<b>Benchmark</b>	<b>Source of Data</b>
1. Increase service outreach to under- and un-served populations.	Strengthen community partnerships and outreach to continue to identify under-served and un-served populations, especially prenatal families, homeless families and others who could benefit from home visiting. <b>Started a new partnership with Department of Child and Family Services (DCFS) to house an Early Head Start home visitor in their office to serve a caseload of referrals from the DCFS staff involved in the new FAR system as well as with dependency cases.</b> <b>Converted 36 Head Start Home Visiting slots to 23 Early Head Start Home Visiting slots.</b> <b>Partnered with 3 Child Care Partners and 6 Family Child Care Centers to provide Early Head Start Services to 44 children and their families.</b>	Attendance at community meetings Enrollment reports Wait List Analysis Recipient of Early Head Start Partnership Grant
2. Children show improved progress towards school readiness goals/outcomes.	Maintain and support child outcome benchmark for school readiness goals for 4 year old children: 5.8 in Social Emotional; 6.5 in Physical; 6.2 in Language; 5.5 in Cognitive; 4.5 in Literacy; 5.0 in Mathematics. Toddler development is tracked and reported. <b>The 2015-2016 Spring school readiness goals/outcomes for 4-5 year old children were: 6.3 in Social Emotional; 7.3 in Physical Development; 6.6 in Language; 5.9 in Cognitive Development; 5.0 in Literacy; and 5.9 in Mathematics. This data reflects an average 1.1 increase across all areas showing improvement from the Pre-program outcomes. Post outcome scores exceed the targeted benchmark in all domains.</b>	Child Outcome Reports Training Agendas
3. Four year old children are prepared for kindergarten.	75% of parents report their child is well-prepared for kindergarten. <b>90% of our Center Based Preschool parents report that their child is well prepared for kindergarten, 70% of our Home Based HS parents report that their child is well-prepared for kindergarten.</b>	Parent survey Kindergarten Teacher Survey

**2. Provide a variety of opportunities for positive family engagement and links to services in the community to support continued growth.**

***Our tasks:***

- a. Increase outreach efforts to notify parents of parent education opportunities both program-wide and at individual sites.
- b. Involve parents in planning and delivering of activities including the emphasis of reading to their child 20 minutes a day, through home visiting and group socializations, and in family gatherings.
- c. Individualize opportunities by unique family needs, including those of single parents and parenting grandparents, non-English speaking and teen parents, and families who are engaged in the child protective system.

**Outcomes for Goal # 2**

<b>Objective</b>	<b>Benchmark</b>	<b>Source of Data</b>
1. Increase number of parents attending parent education trainings by offering interpretive services.	Number of parents attending total trainings increases by 5%. <i>Increased Motherread/Fatheread to Monthly-increase of 22%</i>	Meeting Rosters
2. Increase number of hours parents read to their children.	The number of total hours parents read to their children increases by 500 hours. <i>2015 -2016 total hours through June 4,328 hours this shows a 137 hour decrease from the 2014-2015 program year.</i>	Parent volunteer time sheets

**3. Form strategic alliances within the region to support and sustain program services including providing technical assistance and outreach.**

***Our tasks:***

- a. Maintain relationships with school districts and the Olympic Kitsap Peninsulas Early Learning Coalition in connecting Head Start, ECEAP & Early Head Start services with P-3 system of services that includes home visiting services.
- b. Continue to explore funding and partnering opportunities for continuous program improvement.
- c. When possible, open our trainings to community and regional partners.

**Outcomes for Goal # 3**

<b>Objectives</b>	<b>Benchmark</b>	<b>Source of Data</b>
1. Expand recruitment partnerships.	Increase use of technology in recruitment strategies including websites and newsletters. <i>Updated OESD website. Meet monthly with Kitsap Community Resources to review the Joint Recruitment Plan Started research to determine appropriate social media opportunities to support recruitment Created new marketing material to promote Head Start/Early Head Start services in Center &amp; at Child Care Centers throughout the County.</i>	Joint Recruitment Plan Wait List Analysis
2. Increase numbers of program trainings open to parents and community.	Increase number of program trainings open to parents and community by 5%. <i>Increased Motherread/Fatheread to occur monthly Child Care Partnership training open to Kitsap County Child Cares when appropriate. Monthly Child Care Partnership trainings</i>	Training registrations % sign in sheets
3. Maintain current levels of funding & leverage school district in-kind support.	Monitor current levels of funding and meet with districts to confirm in-kind resources 1 time a year. <i>Internal Accountant prepares budget information for grant applications. Monthly budget meetings are held to review each grant. Internal Accountant monitors expenses and revenue transactions for accuracy. In-kind documentation is monitored for accuracy and assigned the appropriate valuation when necessary.</i>	2014-2015 Funding Report
4. Increase number of school district survey respondents.	1 building principal from each program site 2 kindergarten teachers from each program site 1 early childhood special education coordinator from each district. <i>Online surveys are not receiving any responses; This might be due to online survey going into a clutter or junk folder when being sent by the online system an alternative method will be discussed for the new program year.</i>	2015 Customer Satisfaction Survey

**4. Encourage a supportive work environment for all staff and volunteers by providing robust training, focused supervision and an ample substitute staff program.**

***Our Tasks:***

- a. Implement a comprehensive program-wide professional development plan that considers training needs program wide, of cohort groups, supervisors and individuals.
- b. Conduct continuous recruitment and training of substitute teachers and home visitors.
- c. Continue to promote a nurturing, secure and comfortable work environment.
- d. Maintain and support an inviting and welcoming environment for our families, staff, volunteers and community partners.
- e. Increase focus of teacher training in concept development & quality of feedback

**Outcomes for Goal # 4**

<b>Objective</b>	<b>Benchmark</b>	<b>Source of Data</b>
1. Staff feels adequately trained and well-supported in their work environment.	Of responses 75% of staff report feeling supported and adequately trained. Of responses 75% of staff report training content is relevant <b>92.5% of staff felt supported in their roles and adequately trained. Trainings continued to be evaluated to reflect relevant information to all component areas in the Early Learning department.</b>	Staff Surveys Training Evaluations
2. Parents and volunteers feel welcomed in the program.	Of responses 75% of parents and volunteers report classrooms are safe and welcoming.  <b>100% of parents and volunteers report classrooms as safe and welcoming.</b>	Parent Surveys Policy Council minutes
3. Average CLASS scores in Concept Development, Quality of Feedback, & Language Modeling show improvement.	Maintain a minimum of 3.4 average overall score program wide for Instructional Support. <b>Our overall instructional support outcome was a 2.79. With the National Average being a 2.88. Additional supports around Instructional support have and will be put in place to support teachers in their roles.</b>	CLASS Observation data report compared to Designated Renewal System and national/regional data

**5. Engage in a continuous process of renewal, reflection, evaluation and re-tuning to inform and improve program practices.**

***Our Tasks:***

- a. Involve coordinator assistants in Leadership Team meetings.
- b. Apply outcome analysis to on-going program planning, staff trainings and information system improvements.

**Outcomes for Goal # 5**

<b>Objective</b>	<b>Benchmark</b>	<b>Source of Data</b>
1. Sustain the comprehensive self-assessment system.	Yearly self-assessment. Self-assessment was completed by June 15 along with the ECEAP self-assessment form self-assessment report and action plan.	Self Assessment participant list Corrective Action Plan
2. Increase awareness of program information and status.	Provide information for parents to include home language when possible. Mail to community Policy Council representatives Quarterly analysis of program data. We continue to increase the number of items that are translated for Spanish speaking families and ensure that interpreters are available in all families' home language when needed at program training opportunities and site family gatherings.	Newsletters Policy Council minutes All Staff Agendas Family Gathering agendas
3. Incorporate program data into program decisions and outcomes.	Improve intentional documentation that relates program decisions to data. Data is tracked monthly on Budgets, USDA, Attendance, Enrollment, Health Services, Facilities, Parent Engagement and reviewed at Leadership Team meetings.  Data is used for Strategic planning session and other program decisions.  Child Outcomes report relies on data, the analysis of data and planning from the analysis.  Strategic plan is tracked with data which results in this report.  PIR data is compiled to compare the last 3 years for trends.  The yearly self-assessment is based on data collected, analyzed and used for planning.	Program Reports