



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

2016-2017 STRATEGIC PLAN  
**END OF YEAR REPORT**

**Our Mission Statement:**

Through caring relationships with families, respect for diversity and community partnerships, we nurture school readiness by promoting supportive learning environments, comprehensive health and well-being and the empowerment of children and families.

**Goals and Outcomes for 2016-2017**

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. Program will provide a variety of opportunities for positive family engagement and links to services in the community to support continued growth.
3. Program will form strategic alliances within the community to support and sustain program services including providing technical assistance and outreach.
4. Program will encourage a supportive work environment for all staff and volunteers by providing robust training, focused supervision and an ample substitute staff program.

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

**Goal 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.**

Task		
<ul style="list-style-type: none"> <li>➤ Work with community and/or regional partners to serve under- and un-served populations.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Staff and child care providers are aware of the ACEs factors, the impact, and provide appropriate services.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Engage in a continuous process of renewal, reflection, evaluation and re-tuning to inform and improve program practices.</li> </ul>
Objectives		
<ul style="list-style-type: none"> <li>➤ Provide services to children ages prenatal – 5, coordinating with prenatal through age 8 educational, home visiting and caregiving systems.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Increase program ability to identify Adverse Childhood Experiences (ACEs) factors and provide support to mitigate their impact.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children show improved progress towards school readiness goals/outcomes.</li> <li>➤ Average Preschool CLASS scores in Concept Development, Quality of Feedback, &amp; Language Modeling show improvement.</li> </ul>
Benchmarks		
<ul style="list-style-type: none"> <li>➤ Increase service outreach and awareness of program options to under- and un-served populations</li> <li>➤ 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.</li> <li>➤ Provide information for parents to include home language when possible.</li> </ul> <p><i>*Engaged in partnerships with DCFS, provided additional side by side TTA in partnership program, provided provider trainings to include ACES, Substance abuse, creative curriculum, environmental setup and positive guidance.</i></p>	<ul style="list-style-type: none"> <li>➤ 90% of staff have been trained on ACEs</li> <li>➤ Intake data reflects families who have ACE factors.</li> </ul> <p><i>*Intake form was updated to reflect family’s ACE factors.</i></p> <p><i>*Kody Russel trained staff on ACEs at All Staff</i></p>	<ul style="list-style-type: none"> <li>➤ 75% of parents report their child is well-prepared for kindergarten.</li> <li>➤ 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.</li> <li>➤ Maintain a minimum of 3.4 average overall score program wide for Preschool Instructional Support.</li> </ul> <p><i>*87.3% of parents reported that their child is well-prepared for Kindergarten</i></p> <p><i>*School readiness benchmarks exceeded the targeted benchmarks for the year: 6.3 in Social Emotional; 7.1 in Physical; 6.5 in Language; 5.7 in Cognitive; 4.9 in Literacy; 5.8 in Mathematics.</i></p> <p><i>*CLASS average for Instructional Support was 3.23, which is 0.4 higher than the National Average.</i></p>
Sources of Data		
<ul style="list-style-type: none"> <li>➤ Attendance at community meetings</li> <li>➤ Enrollment reports</li> <li>➤ Wait List Analysis</li> </ul>	<ul style="list-style-type: none"> <li>➤ Completion of ACEs training by staff and parents</li> <li>➤ Trainings/MERIT sign in sheets</li> <li>➤ PROMIS report</li> </ul>	<ul style="list-style-type: none"> <li>➤ Parent survey</li> <li>➤ Kindergarten Teacher Survey</li> <li>➤ Child Outcome Reports</li> <li>➤ Training Agendas</li> <li>➤ CLASS Observation data report compared to Designated Renewal System and national/regional data</li> </ul>

**Goal 2: Program will provide a variety of opportunities for positive family engagement and links to services in the community to support continued growth**

**Task**

➤ Increase outreach efforts to notify parents of parent education opportunities both program-wide and at individual sites.	➤ 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.	➤ Individualize opportunities by unique family needs.
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**Objectives**

➤ Increase family awareness to manage their child's health care needs. ➤ Increase number of parents attending parent education trainings by offering interpretive services, transportation resources, childcare.	➤ Increase number of hour's parents read to their children. ➤ Reignite partnership with Kitsap Regional Library.	➤ Increase opportunity for parent engagement.
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**Benchmarks**

➤ Families' participation in Health Care Institute increases by 5% ➤ Number of parents attending total trainings increases by 5%.  *163 adults and 197 children participated in various HCI topic and were offered a book in English or Spanish and a thermometer.  *Consulted with Linda Segur who provided monthly family/parent trainings.	➤ The number of total hour's parents read to their children increases by 500 hours. ➤ Have 2 meetings this year with the Kitsap Regional Library.  <b>*Sally to provide when she returns</b>  *Ongoing throughout the year occurred with the Kitsap Regional Library	➤ Number of family engagement opportunities.  *Program Completed: Parent Workshops-8 Policy Council-11 Health Advisory-3  Family Gatherings-minimum of 80
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➤ Health Care Institute Sign In Sheets ➤ Meeting Rosters	➤ Parent volunteer time sheets ➤ 20 minute Reading logs ➤ Parent Surveys ➤ Community Partner Surveys	➤ Meeting sign-in sheets ➤ Number of hours of Translation Services ➤ Transportation service records.
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**Goal 3: Program will form strategic alliances within the community to support and sustain program services including providing technical assistance and outreach.**

**Task**

<ul style="list-style-type: none"> <li>➤ Maintain relationships with community partners, school districts and the Olympic Kitsap Peninsulas Early Learning Coalition in connecting Head Start, ECEAP &amp; Early Head Start services with P-3 system of services.</li> </ul>	<ul style="list-style-type: none"> <li>➤ When possible, open our trainings to community and regional partners.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Working with Part B and Part C providers to identify services to enhance staff ability to support families in navigating IEP/IFSP process</li> </ul>
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**Objectives**

<ul style="list-style-type: none"> <li>➤ Increase collaboration with community partners</li> <li>➤ Increase two way communication with outreach.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Increase numbers of program trainings open to the community.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Work with community partners to strengthen staffs' abilities to understand the services for children with disabilities and to advocate for individual needs.</li> </ul>
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**Benchmarks**

<ul style="list-style-type: none"> <li>➤ Staff has increased knowledge of the child welfare and family reunification system.</li> <li>➤ Increase number of community partnerships survey respondents.</li> </ul> <p>*Ongoing training with staff around reunification. *Community partnership survey to be revised and distributed</p>	<ul style="list-style-type: none"> <li>➤ Increase number of program trainings open to the community by 5%.</li> </ul> <p>*Tim Andrews provided a visual schedule training that 3 out of the 5 school districts also attended.</p>	<ul style="list-style-type: none"> <li>➤ Parents and providers of children with disabilities will have increased understanding of their child's IFSP or IEP and will be more confident in advocating for their child's education.</li> <li>➤ 100% of teachers attend School District IEP process training</li> <li>➤ Staff attend IEP/IFSP trainings</li> </ul> <p>*Ongoing partnerships are being created for teachers and staff to increase attendance at IEP meetings – child trainings in school district are provided to DSS each fall. *62% of staff feel comfortable in individualizing for students IEPs *85.7% of preschool staff attend IEP meetings</p>
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**Sources of Data**

<ul style="list-style-type: none"> <li>➤ Action Logs, on-going follow up by family services.</li> <li>➤ Customer Satisfaction Survey</li> <li>➤ Community Meeting</li> <li>➤ Mileage reimbursement</li> </ul>	<ul style="list-style-type: none"> <li>➤ Training registrations % sign in sheets</li> </ul>	<ul style="list-style-type: none"> <li>➤ Parent survey, Strategic Plan and tracking and monitoring referrals to Holly Ridge Center and School Districts.</li> </ul>
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**Goal 4: Program will encourage a supportive work environment for all staff and volunteers by providing robust training, focused supervision and ample substitute staff program.**

Task		
<ul style="list-style-type: none"> <li>➤ Implement a comprehensive program-wide professional development plan that considers training needs program wide, of cohort groups, supervisors and individuals</li> </ul>	<ul style="list-style-type: none"> <li>➤ Conduct continuous recruitment and training of substitute teachers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Maintain and support an inviting and welcoming environment for our families, staff, volunteers and community partners</li> </ul>
Objectives		
<ul style="list-style-type: none"> <li>➤ Develop a system to monitor and evaluate the staff support network that includes practice-based coaching, supervision, direct service teams, professional development meetings/planning, training evaluations, all staffs &amp; pre-service, case-management and other consultations, trainings, and meetings.</li> <li>➤ Average Preschool CLASS scores in Concept Development, Quality of Feedback, &amp; Language Modeling show improvement.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Establish a robust substitute staff pool.</li> <li>➤ Develop and/or participate in opportunities for job fairs.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Staff feels adequately trained and well-supported in their work environment.</li> <li>➤ Parents and volunteers feel welcomed in the program.</li> </ul>
Benchmarks		
<ul style="list-style-type: none"> <li>➤ 75% of staff report positive support as a results of practice-based coaching, supervision, DST, professional development meetings, training evaluations, all staffs &amp; pre-service, case-management and other consultations, trainings, and meetings.</li> <li>➤ Increase focus of preschool teacher training in concept development &amp; quality of feedback .Maintaining a minimum of 3.4 average overall score program wide for Instructional Support.</li> </ul> <p><i>*Average Concept Development Score was 3.23 which is 0.4 higher than the National Average. * 95% of staff feel supported and adequately trained.</i></p>	<ul style="list-style-type: none"> <li>➤ Increase number of substitutes by 50%.</li> <li>➤ Decrease the number of days in which program managers and coordinator assistants cover sites.</li> <li>➤ Establish systems of advertisement for substitute pool.</li> </ul> <p><i>*continuous substitute recruitment occurs for the program. A substitute recruitment plan was created to build the pool of available substitutes. Program managers and coordinator assistants were highly utilized to cover sites this year. Monthly emails and replenishment of substitute job flyers to various locations.</i></p>	<ul style="list-style-type: none"> <li>➤ Of responses 75% of staff report feeling supported and adequately trained.</li> <li>➤ Of responses 75% of staff report training content is relevant</li> <li>➤ Of responses 75% of parents and volunteers report classrooms are safe and welcoming.</li> </ul> <p><i>*95% of staff reported feeling supported and adequately trained. *82.5% reported having as much needed initial training to complete their job. *100% reported classroom being safe</i></p>
Sources of Data		
<ul style="list-style-type: none"> <li>➤ Staff survey, focus groups, key informant interviews, review of training evaluations.</li> <li>➤ Preschool CLASS Observation data report compared to Designated Renewal System and national/regional data</li> <li>➤ Early Achievers Data</li> </ul>	<ul style="list-style-type: none"> <li>➤ AESOP Data</li> <li>➤ Sub Roster</li> <li>➤ Orientation Sign in</li> </ul>	<ul style="list-style-type: none"> <li>➤ Staff Surveys</li> <li>➤ Training Evaluations</li> <li>➤ Parent Surveys</li> <li>➤ Policy Council minutes</li> </ul>