



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

2017-2018 STRATEGIC PLAN

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 2017-2018

1. ~~Provide high~~ Increased access to quality comprehensive services ~~to for pregnant parents,~~ infants, toddlers, ~~pregnant parents~~ and preschool-age children with a focus on under- or un-served populations.
2. ~~Program~~ will provide increased awareness of community services through a variety of ~~opportunities for~~ positive family engagement opportunities 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. All staff, ~~and~~ volunteers and substitute staff will be provided training and, focused supervision to ensure positive relationships and effective health and safety practices are implemented. ~~A and an ample substitute staff program to ensure effective health and safety practices are implemented.~~

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

Goal 1: Increased access to quality comprehensive services for pregnant parents, infants, toddlers and preschool-age children with a focus on under- or un-served populations.

Objectives Provide high
<ul style="list-style-type: none"> ➤ Increase the percentage of Dual Language Learner (DLL) children enrolled by 5% annually. ➤ Increase the percentage of prenatal families enrolled by 5% annually
Outcomes
Earlier access to prenatal care and engagement in inclusive community.
Sources of Data
PIR, ELMS, PROMIS, Demographic report, Recruitment calendar, TS Gold, AEPS, Community Meeting Participation, Partnership document

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Goal 2: Program will provide increased awareness of community services through a variety of positive family engagement opportunities to support continued growth.

Objective
<ul style="list-style-type: none"> ➤ Increase Parent Policy Council representatives by 20% by the end of program year 2018 ➤ Increase parent/family participation at Health Advisory Committee by 10 % annually from baseline FY17
Outcome
Parents will experience an environment that welcomes and affirms parent leadership and advocacy in the program.
Sources of Data
Sign-in sheets, staff training agendas, emails/communication, baseline data

Goal 3: Program will form strategic alliances within the community to support and sustain program services including providing technical assistance and outreach.

Objectives
<ul style="list-style-type: none"> ➤ By 2020 program will increase the percentage of moderate partnerships as identified by OESD 114 “Partnership Document” by 25%.
Outcome
Increase community awareness and understanding of P-5 child development to better serve families and children through coordinated services.
Sources of Data
PROMIS, Sign in sheets, registrations, surveys, Early Learning Partnership Document

Goal 4: All staff, volunteers and substitute staff will be provided training and focused supervision to ensure positive relationships and effective health and safety practices are implemented.

Objectives
<ul style="list-style-type: none"> ➤ All preschool classrooms will be at a level 6 in Classroom Organization, as measured by CLASS, by 2020. ➤ All infant/toddler will be at a level 6 in Emotional Support, as measured by CLASS, by 2020. ➤ All home visitors will be at a level 6 in Relationship with Families as measured by HOVRS, by 2020
Outcome

Ensure children are healthy and safe while in our care.
Sources of Data
CLASS, HOVRS, incident reports, health and safety check-lists/implementation check-list, DST Minutes, Active Supervision plans, Practice Based Coaching Goals

YEAR STRATEGIC GOAL ACTION PLAN

Goal Framework for 2017- 2020

Goal I: ~~Provide high quality comprehensive services to for pregnant parents, infants, toddlers, pregnant parents~~ **Increased access to quality comprehensive services for pregnant parents, infants, toddlers, and preschool-age children with a focus on under- or un-served populations.**

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Objective: Increase the percentage of Dual Language Learner (DLL) children enrolled by 5% annually.
Increase the percentage of prenatal families enrolled by 5% annually

Program Impact: Earlier access to prenatal care and engagement in inclusive community.

Year	Action Plan	Who	When	Expected Outcomes	Progress
Years 3-5	Implement and maintain dual language task force	Dual Language Task Force	Fall 2017 – Spring 2020	Identifying services and program practices	
4	Provide intentional dual language training to all staff	Dual Language Task Force	Fall 2018 – Spring 2019	Increased staff competency around dual language learners	
3-5	Intensify recruitment activity for dual language learner's enrollment	EL Staff	Fall 2017- Spring 2020	Increased waitlist/enrollment	
Years 3-4	Evaluate current prenatal waitlist/recruitment system	Leadership	Fall 2017- Spring 2019	Aligning system with current needs	
Year 3-5	Expand network with community to access prenatal families	EL Staff	Fall 2017- Spring 2020	Increased prenatal networking opportunities to increase services to prenatal families	
Years 3-5	Intensify recruitment activities for prenatal families	EL Staff	Fall 2017- Spring 2020	Increased waitlist/enrollment	

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

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Objective : Increase Parent Policy Council representatives by 20% by the end of program year 2018
 Increase parent/family participation at Health Advisory Committee by 10 % annually from baseline program year 2017

Program Impact: Parents will experience an environment that welcomes and affirms parent leadership and advocacy in the program.

Year	Action Plan	Who	When	Expected Outcomes	Progress
Year 3	Email policy council representatives 2x a month	FSPM	Fall 2017- Spring 2018	Increased communication with policy council representatives	
Year 3	Contact staff who do not have representative monthly	FSPM	Fall 2017 – Spring 2018	Increased communication with staff about policy council representatives	
Year 3	Assess Health Advisory Council participation	Health PM	Fall 2017- Spring2018	Create FY17-18 participation baseline	
Year 3	Home Visitor's (HV) will analyze their family gathering attendance monthly	HV's, EHS CA	Fally 2017- Spring 2018	Increased participation in family gatherings from 32% to 50%	
Year 3	Analyze parent participation at parent workshops	FSPM	Fall 2017- Spring 2018	Identify offerings and potential in providing additional workshops to meet more families	
Years 3-5	Staff involvement in planning and implementation of Health Advisory Committee	EL Staff	Fall 2017- Spring 2020	Increased knowledge of Health Advisory Committee	

Years 3-5	Distribute Health Advisory Minutes to all staff	HPM, Health CA	Fall 2017- Spring 2020	Staff will have increased awareness of Health Advisory Committee and benefits to families.
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Goal III: Program will form strategic alliances within the community to support and sustain program services including providing technical assistance and outreach.

Objective: By 2020 program will increase the percentage of moderate to strong partnerships as identified by OESD 114 "Partnership Document" by 25%

Program Impact: Identify gaps in services we are providing to families and children to reduce duplication and increase collaboration

Year	Action Plan	Who	When	Expected Outcomes	Progress
Year 3	Review Partnership Document to ensure the following are included: 1. Who in our department is the contact for each partnership 2. What meetings are attended as a result of the partnership 3. When/Where meetings are held 4. Who attends the meetings 5. How information is shared back with the broader group	Leadership Team	Fall 2017- Spring 2018	Increased awareness of partnerships and our key connections to them Increased presence at community partnership meetings	
Years 3-5	A system for informing the broader community of key information will be implemented as a result of having a comprehensive Partnership Document	Leadership Team	Fall 2017- Spring 2020	Increased communication (newsletter, email, social media) and program wide awareness of coordinated community services	
Years 3-5	Extend invitation to community partners to attend OESD Early Learning Department Professional Development opportunities	P-3 Professional Development PM	Fall 2017- Spring 2020	Increased community awareness of professional development opportunities offered through our department	
Years	Implement a menu of	P-3	Fall	Outreach to community	

3-5	services (TTA) available to the community	Professional Development PM Coalition PM	2017- Spring 2020	partners
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Goal IV: All staff, ~~and~~ volunteers ~~and substitute staff~~ will be provided training ~~and~~ focused supervision ~~to ensure positive relationships and effective health and safety practices~~ are implemented. ~~A and an ample substitute staff program to ensure effective health and safety practices are implemented.~~

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Objective: All preschool classrooms will be at a level 6 in Classroom Organization, as measured by CLASS, by 2020.
 All infant/toddler will be at a level 4 in Emotional Support, as measured by CLASS, by 2020.
 All home visitors will be at a level 6 in Relationship with Families as measured by HOVRS, by 2020

Program Impact: Ensure children are healthy and safe while in our care

Year	Action Plan	Who	When	Expected Outcomes	Progress
Year 3	All staff will implement healthy and safety content with all families a least 3x/year	DST HNA's	Fall 2017- Spring 2018	Increased knowledge of families of the health and safety practices that support the development of their child	
Years 3-5	Create a system of collecting and reviewing incident reports	Health Program Manager	Fall 2017- Spring 2020	Ongoing data is reviewed in order to determine patterns, supports, and corrective actions.	
Years 3-5	Observe preschool and EHS Center Based staff using CLASS 2x/yr	Coaches CLASS Certified staff	Fall 2017- Spring 2020	Increase fidelity and staff implementation of best practices	
Years 3-5	Observe home visitors using HOVRS 2x/yr	EHS Coach	Fall 2017- Spring 2020	Increased awareness of home visitors of how their practice results in positive impacts in the home	
Years 3-5	Implement Practice Based Coaching with all education staff	Coaches Educarers	Fall 2017- Spring 2020	Staff are supported in their diverse professional development needs through intensive and ongoing support	
Years 3-5	Create a system for implementing and monitoring the use of the active supervision checklist with part day preschool.	Assistant Director Leadership Site Supervisors	Fall 2017- Spring 2020	Education staff implement active supervision to fidelity and ongoing data is used to inform corrective action	

