

Worcester Child Development Head Start Program - 5 Year Long Range Goals and Short Term Objectives

Year 2 - 2015-2016

Program Goal #1:

The program will strengthen social emotional school readiness skills for all children enrolled in Head Start.

Objective:

1. The program will increase staff's knowledge of social emotional development to foster school readiness skills in children.

Yr. 1: 2014-2015 100% of staff and will receive information and materials related to social emotional development.

Yr. 2: 2015-2016 100% of new and returning staff will receive information and materials related to social emotional development and 5% increase in CLASS scores and improvement in staff job performance evaluations.

Yr. 3: 2016-2017 100% of new and returning staff will receive information and materials related to social emotional development and 5% increase in CLASS scores, 2% increase in Work Sampling outcomes within the social/emotional domain

Yr. 4: 2017-2018 100% of new and returning staff will receive information and materials related to social emotional development and 5% increase in CLASS scores, 2% increase in Work Sampling outcomes within the social/emotional domain

Yr. 5: 2018-2019 100% of new and returning staff will receive information and materials related to social emotional development and 5% increase in CLASS scores, 2% increase in Work Sampling outcomes within the social/emotional domain

Objective:

2. The program will increase families' knowledge of social emotional development to foster school readiness in children.

Yr. 1: 2014-2015 100% of families will receive information and materials related to social emotional development.

Yr. 2: 2015-2016 100% of new and returning families will receive information and materials related to social emotional development and 5% increase in positive parent/child relationship outcomes within the PFCE Frameworks.

Yr. 3: 2016-2017 100% of new and returning families will receive information and materials related to social emotional development and 5% increase in positive parent/child relationship outcomes within the PFCE Frameworks.

Yr. 4: 2017-2018 100% of new and returning families will receive information and materials related to social emotional development and 5% increase in positive parent/child relationship outcomes within the PFCE Frameworks.

Yr. 5: 2018-2019 100% of new and returning families will receive information and materials related to social emotional development and 5% increase in positive parent/child relationship outcomes within the PFCE Frameworks.

Expected Outcome:

Parents and caregivers will have a greater understanding of social emotional development in young children resulting in healthier adult child relationships as evidenced by increases in CLASS scores, Work Sampling outcomes, employee performance evaluations, and positive parent/child relationship outcomes within the PFCE Frameworks.

Program activities that support BOTH goals AND objectives	Who	By when	Financial supports	Data tools or methods for tracking progress
Education/Disabilities				
1. Developmental/social emotional screenings	1. Disabilities Staff	1. Within 45 calendar days of enrollment	1. HS Budget	1. ESI, articulation screening, DECA, screening lists
2. Kidstep II – Parents participate at home through educational handouts and activities that align with the classroom curriculum.	2. Teachers and consultants	2. Ongoing	2. N/A	2. Kidstep kit, attendance sheets
3. Disabilities staff offer individual and support group sessions for families as well as provide ongoing SEFEL training and consultations for staff.	3. Behavior Specialist	3. Ongoing	3. N/A	3. SEFEL curriculum, attendance sheets
4. To share the new EEC Massachusetts Curriculum Pre-K Social Emotional (SE) Curriculum Frameworks with staff, through professional development and with families through education advisory, parent committee, and policy council meetings.	4. Family Service Associate and Education Manager	4. September	4. N/A	4. Sign in sheets
5. Ongoing Coaching specific to new SE frameworks and CLASS tool	5. Coaches	5. Ongoing	5. N/A	5. CLASS scores and coaching reports
6. Staff Professional Development: Diverse family needs/Social Emotional topics	6. Consultants	6. 3 times a year	6. TA funds	6. Staff attendance, evaluations, and CLASS scores
PFCE				
1. During the initial intake process, families will be provided with a brief questionnaire in their primary language (when possible) focusing on their child's social emotional development.	1. Intake Specialist	1. At initial intake	1. N/A	1. The social emotional questionnaire
2. Data regarding family goals met that align with positive parent/child relationships will be collected and aggregated.	2. Family Services Coordinator	2. Late Spring	2. N/A	2. Family Partnership Agreements, PFCE Goals
3. Know Your School Night	3. All Head Start Staff	3. September	3. N/A	3. Attendance sheets

<p>4. F.A.C.T. – Families and Children Together – Informational sessions that help educate families on a variety of subjects.</p> <p>5. Parent Café – Workshops for families based on family needs and interests that align with the program curriculum.</p> <p>6. Parent Committee Meetings</p>	<p>4. Family Engagement Specialist, Family Service Associate</p> <p>5. Head Start Managers, Center Coordinator, Support Staff</p> <p>6. Center Coordinators, Family Engagement Specialist</p>	<p>4. September</p> <p>5. Quarterly</p> <p>6. Quarterly</p>	<p>4. PC funds</p> <p>5. N/A</p> <p>6. N/A</p>	<p>4. Sign in sheets</p> <p>5. Sign in sheets and parent evaluations</p> <p>6. Sign in sheets and meeting minutes</p>
Health/Mental Health Services				
<p>1. Community Healthlink – Consultations, observations and parent education for families of children with behavioral challenges</p> <p>2. Staff professional development- Maternal depression, accessing mental health services, etc.</p> <p>3. Health Service Advisory Committee- To educate and inform families of health/mental health Issues.</p>	<p>1. Community Healthlink clinicians</p> <p>2. Disabilities/Mental Health Coordinator, consultants</p> <p>3. Mental Health and Health Coordinator</p>	<p>1. November – April</p> <p>2. Annually</p> <p>3. Tri-annually</p>	<p>1. HS Budget</p> <p>2. PA 20 funds</p> <p>3. N/A</p>	<p>1. Individual child specific reports, classroom observation reports</p> <p>2. Sign in sheets and evaluations</p> <p>3. Sign in sheets and meeting minutes</p>
Program Management				
<p>1. Develop a new SE Questionnaire to be used during intake process</p> <p>2. Translate documentation regarding SE and School Readiness development in the most prevalent languages of our Head start families and community.</p>	<p>1. Program management</p> <p>2. Worcester Public Schools</p>	<p>1. Early Spring</p> <p>2. Early Spring</p>	<p>1. N/A</p> <p>2. N/A</p>	<p>1. Questionnaire will be used to track data</p> <p>2. Documents</p>

Program Goal #2:

The Program will strengthen transitions for children and families entering into Head Start and out of Head Start so that children succeed in kindergarten and beyond.

Objective:

1. The program will strengthen the home visiting process for families as they transition into Head Start.

Yr. 1: 2014-2015 All home visit forms will be evaluated and analyzed and pre/post family surveys will be revised to guide updating of Home Visiting forms and tools.

Yr. 2: 2015-2016 All updated home visiting forms and tools and pre/post family surveys will be implemented and data will be analyzed and shared across all disciplines and with families.

Yr. 3: 2016-2017 Assess the effectiveness of the tools and forms implemented through surveys and observations and revise if necessary.

Yr. 4: 2017-2018 There will be a 5% increase in families' satisfaction with transitions as evidenced by the pre/post survey data.

Yr. 5: 2018-2019 There will be continued improvement in staff home visiting skills and family's satisfaction with transitions as evidenced through family surveys and content of home visiting documents.

Objective:

2. The program will expand the number of collaborations with community partners that support seamless transitions for children and families

Yr. 1: 2014-2015 The program will collaborate with one elementary school within the WPS to host a transition evening for children and families leaving Head Start.

Yr. 2: 2015-2016 The program will increase the number of transition evenings from one to four so that an event takes place in each of the four quadrants within the WPS for children and families leaving Head Start.

Yr. 3: 2016-2017 The program will offer two transition events at each Head Start center for families in January and in May with a 5% increase in parent participation.

Yr. 4: 2017-2018 Assess the effectiveness of these community collaborations and Head Start transition events through family evaluations and a 5% increase in parent participation.

Yr. 5: 2018-2019 Analyze assessment data of Head Start children enrolled in the WPS to assess effectiveness of transition efforts in previous years.

Expected Outcome:

Children will exhibit fewer adjustment issues when they transition into Head Start and into Kindergarten. An increased number of families will express satisfaction with transitions.

Program activities that support BOTH goals AND objectives	Who	By when	Financial supports	Data tools or methods for tracking progress
Education/Disabilities				
Objective 1 – 1. Staff Professional Development: Home visit protocols and to strengthen transitions into school.	1. Education Manager	1. September	1. N/A	1. Sign in sheets, and record reviews

<p>Objective 2 – 1. Partner with local neighborhood schools to establish a “Reading Buddy Program”</p>	<p>1. Education Manager and School Principal and teachers</p>	<p>1. Ongoing</p>	<p>1. N/A</p>	<p>1. Student observations, visiting schedules, and child attendance</p>
<p>PFCE</p>				
<p>Objective 1 – 1. Staff Professional Development: Strengthening Approaches to Goal Setting and its Connection to the PFCE frameworks. 2. Augment current pre/post family survey</p> <p>Objective 2 – 1. Partner with 1 school per each of the four quadrants to facilitate a transition evening.</p>	<p>1. Consultant</p> <p>2. Family Services Coordinator and Family Engagement Specialist</p> <p>1. Family Engagement Specialist and Family Associate</p>	<p>1. August</p> <p>2. Early Fall and Late Spring</p> <p>1. March through May</p>	<p>1. N/A</p> <p>2. N/A</p> <p>1. Head Start Budget</p>	<p>1. Record Reviews, Family Participation (sign in sheets).</p> <p>2. Family Surveys</p> <p>1. Parent Sign In Sheets, Evaluations</p>
<p>Health/Mental Health Services</p>				
<p>Objective 2 - 1. Provide Child Health Information to WPS Health Department by establishing an end of the year conference focusing on High Needs Children</p>	<p>1. Head Start Health Coordinator, Nurses, WPS Director of Nursing, WPS nurses</p>	<p>1. June</p>	<p>1. N/A</p>	<p>1. Child Attendance in WPS, Feedback from WPS Director of Nursing</p>
<p>Program Management</p>				
<p>Objective 1 – 1. Establish new partnerships with the community to support transitions.</p>	<p>1. Program Management</p>	<p>1. Ongoing</p>	<p>1. N/A</p>	<p>MOU’s, Letters of Agreement</p>

Program Goal #3:

The program will enhance staff and families’ understanding of the purpose and meaning of data collected to support the needs of children, families, and community.

Objective:

1. The program will improve the current system of shared data collection.

Yr. 1: 2014-2015 All program managers and key staff will be trained on the utilization of the PROMIS software system.

Yr. 2: 2015-2016 The program will determine specific data to be collected based on family/child information, professional development plans, self-assessment results and PIR findings. As needed, additional staff will be trained on PROMIS

Yr. 3: 2016-2017 The program will assess the effectiveness of the data collected by analyzing progress in the applicable areas over the previous year. As needed, additional staff will be trained on PROMIS

Yr. 4: 2017-2018 The program will establish systems of sharing the data collected both internally and externally. As needed, additional staff will be trained on PROMIS

Yr. 5: 2018-2019 The program will utilize the data collected to guide program planning, long range goals and school readiness goals. As needed, additional staff will be trained on PROMIS

Objective:

2. The program will provide an overview and explanation to families of how the data collected reflects child and family progress.

Yr. 1: 2014-2015 The program will showcase data collected through documentation boards, newsletters, parent meetings and advisories.

Yr. 2: 2015-2016 The program will organize a focus group for families to discuss data collection. The program will showcase data collected through documentation boards, newsletters, parent meetings and advisories.

Yr. 3: 2016-2017 There will be a 3% improvement in child attendance based on a better understanding of the connection between school readiness and consistent school attendance. The program will showcase data collected through documentation boards, newsletters, parent meetings and advisories.

Yr. 4: 2017-2018 There will be a 5% improvement in the number of family goals being met. The program will showcase data collected through documentation boards, newsletters, parent meetings and advisories.

Yr. 5: 2018-2019 The program will continue to have conversations with families and key stakeholders about data in order to foster a data driven program culture. The program will showcase data collected through documentation boards, newsletters, parent meetings and advisories.

Expected Outcome:

The program will have successfully implemented the new data collection system and all staff will be involved in the process. Families and key stakeholders will have an increased awareness of the data, its significance and its impact on child/family progress and program services.

Program activities that support BOTH goals AND objectives	Who	By when	Financial supports	Data tools or methods for tracking progress
Education/Disabilities				
1. Data input on developmental screenings and Individual Education Plans (IEP)	1. Disabilities Coordinator	1. Throughout the year	1. N/A	1. Reports

<p>2. Data results will be organized for WSS, ECERS, and CLASS tools in a clear manner, which will include charts and graphs.</p> <p>3. Data will be shared with staff during monthly staff meetings</p> <p>4. Data shared with families and key stakeholders at Policy Council/Board and Education Advisory</p> <p>5. Create public displays of data results in buildings.</p>	<p>2. Education Secretary, Education Manager, Center Coordinators and Center Coordinator Supports</p> <p>3. Education Manager, Center Coordinators, and Coaches</p> <p>4. Program Management</p> <p>5. Family Service Associate</p>	<p>2. Throughout school year</p> <p>3. Throughout the year</p> <p>4. Throughout the year</p> <p>5. Throughout the year</p>	<p>2. N/A</p> <p>3. N/A</p> <p>4. N/A</p> <p>5. HS budget</p>	<p>2. Data charts and materials</p> <p>3. Meeting minutes, attendance and reports</p> <p>4. Meeting minutes, attendance and reports</p> <p>5. Photographs</p>
PFCE				
<p>1. Include an overview and explanation of how data reflects child and family progress in the parent newsletter and parent committee meeting agendas</p> <p>2. Input more data on the PFCE frameworks.</p>	<p>1. Family Engagement Specialist, Center Coordinators</p> <p>2. Family Service Advocates</p>	<p>1. On-going throughout the year</p> <p>2. On-going throughout the year</p>	<p>1. N/A</p> <p>2. N/A</p>	<p>1. Data reports</p> <p>2. PROMIS Reports</p>
Health/Mental Health Services				
<p>1. Track and monitor persistent and chronic absenteeism due to illness and demonstrate its impact on child outcomes through charts.</p>	<p>1. Head Start Nurses, Health Coordinator and Family Services Coordinator.</p>	<p>1. On-going throughout the year</p>	<p>1. N/A</p>	<p>1. Child Attendance, PROMIS reports</p>
Program Management				
<p>1. Issue on-line PROMIS access to managers and staff members</p> <p>2. Data will be analyzed and reports will be generated and shared with staff, families and key stakeholders.</p>	<p>1. Administration Staff</p> <p>2. Program management and staff</p>	<p>1. Early Spring</p> <p>2. Ongoing</p>	<p>1. N/A</p> <p>2. N/A</p>	<p>1. Reports</p> <p>Reports, meeting minutes, charts, evaluations</p>

Program Goal #4:

The program will strengthen the relationship building process among staff, families and community partners to support family well-being.

Objective:

1. The program will improve staff's relationship building skills to promote responsive, respectful partnerships with families and community

Yr. 1: 2014-2015 The program will assess effectiveness of current practices relevant to family partnership building.

Yr. 2: 2015-2016 The program will offer professional development based on results of year one's findings.

Yr. 3: 2016-2017 There will be an improvement in staff job performance.

Yr. 4: 2017-2018 There will be a 3% increase in overall parent participation in program activities and community events.

Yr. 5: 2018-2019 There will be an improvement in the quality of information shared between staff and families as evidenced by more meaningful contacts with families.

Expected Outcome:

Staff will use responsible, respectful, relevant and relationship based approaches with families as guiding principles to improve program practices.

Program activities that support BOTH goals AND objectives	Who	By when	Financial supports	Data tools or methods for tracking progress
Education/Disabilities				
1. Staff professional development on building quality relationships	1. Program Management and Consultants	1. Throughout the year	1. PA funds	1. Sign in sheet and evaluations
2. Work collaboratively with between disciplines to share home visit information with teachers.	2. Teachers, Nurses, Family Service Advocates	2. Throughout the year	2. N/A	2. Informal notes and supervision meetings
3. Distribute community resource materials to families that align with the school-home activity.	3. Teachers	3. Monthly	3. N/A	3. Completed school-home activities.
4. Participate in the "NAEYC's Week of the Young Child", by having community partners and families visit classrooms to take part in the celebration.	4. All Staff	4. March	4. HS budget	4. Child, family and community attendance
PFCE				
1. Create a tracking system that demonstrates outcomes of referrals and community information offered to families.	1. Family Services Coordinator, Program Management and Cleverex Consultant	1. August	1. N/A	1. Tracking sheet
	2. Family Service Advocates	2. Four times per year	2. N/A	

<p>2. Implement tracking outcomes of referral and information offered to families.</p> <p>3. Staff Professional Development: focusing on building quality relationships with families.</p> <p>4. Create a “Parent Day of Pampering,” in collaboration with the Local technical high school, parents will be transported to the High School to participate in well-being services.</p>	<p>3. Head Start Staff</p> <p>4. Family Engagement Specialist and Worcester Technical High School students and department staff</p>	<p>3. September and throughout year</p> <p>4. Spring</p>	<p>3. N/A</p> <p>4. N/A</p>	<p>2. PROMIS reports, supervision and record reviews</p> <p>3. Sign ins, parent surveys</p> <p>4. Attendance and evaluations.</p>
Health/Mental Health Services				
<p>1. Develop a Parent Night that focuses on family Health and well-being.</p> <p>2. Increase Community Partnerships that focus on Healthy Nutrition for families and staff</p>	<p>1. Community Volunteers</p> <p>2. Health Coordinator, Family Engagement and Program Nutritionist</p>	<p>1. February – March</p> <p>2. June-September</p>	<p>1. HS budget and In-kind donations</p> <p>2. HS Budget</p>	<p>1. Sign in sheets</p> <p>2. Sign in sheets, in-kind donations</p>