



SKAGIT/ISLANDS

HEAD START & ECEAP

SKAGIT/ISLANDS HEAD START STRATEGIC PLAN

2019-2024



ABOUT OUR PROGRAM

Skagit/Islands Head Start & ECEAP (SIHS), a Skagit Valley College program, provides high quality, happy, early-learning environments for 396 children birth to five in Skagit, Island, and San Juan Counties of beautiful Washington State.

We also provide culturally responsive services to the entire family, including home-based services to pregnant women.

We understand that each child's first and most important learning happens in the home, so we strive to work in partnership with families to ensure we are reaching the best possible outcomes for each individual child and family.

Early Head Start is the prenatal to three-year-old program (funded for 105 children) focusing on relationship development between parent and child. Services are offered through home visits, classroom experiences, and parent/child socialization groups.

Preschool Head Start is the center-based program for three- to five-year-old children (funded for 291 children) providing learning opportunities leading to higher levels of school readiness.



WE BELIEVE THAT:

- Early childhood education focuses on the desire for children to become independent, self-confident, and curious learners who can work well with others.
- Children of all abilities are competent learners.
- Children develop best in an environment where the importance of play is valued.
- Play provides children with the opportunity to actively explore, manipulate, and interact with their environment.
- Adults in the classroom act as facilitators, guides, resources, nurturers, observers, planners, and protectors who provide a balance of child centered discovery and teacher-directed learning opportunities.
- Parents are the first and primary educators of their children.
- Working in collaboration with staff, families, Skagit Valley College and local community partners strengthens our work.

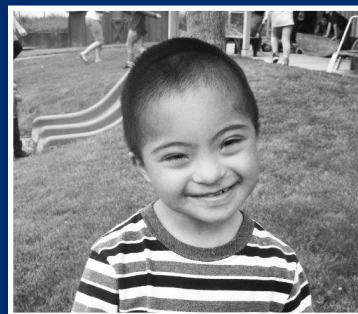


EXECUTIVE SUMMARY

OUR COMMUNITIES, OUR OPPORTUNITIES

Skagit/Islands Head Start (SIHS) began services in 1968, (three years after the national launch of Head Start), as a school readiness program providing services to the entire family. We were aware at the very

beginning of the important role of parents as a child's first teachers. Today, we continue to ensure children are ready for school, and that families understand the critical role they play as their children grow.





THE **2014-2019 STRATEGIC PLAN**, FOCUSED ON DRIVING US TO NEW LEVELS OF INNOVATION, FLEXIBILITY AND RESPONSIVENESS TO THE NEEDS OF THE CHILDREN AND FAMILIES IN OUR COMMUNITIES...

levels that would push our comfort zones and stretch our capacity. We integrated the lessons of that past cycle into our preparation for this Strategic Plan, and this supplemented the data gathering and analysis used to develop the 2019-2024 federal grant application. The process for planning and data gathering for that grant included community forums in Skagit, Island and San Juan counties, analysis of our self-assessment findings, and a comprehensive review of the data available from our community assessment. We shared and discussed data

gathered and the implications of those data internally with Policy Council and SIHS staff, informing their subsequent input around the needs and strengths in their communities. We provided presentations on the same information to community organizations and collaboratives who were also working on issues impacting children and families to seek their input and ideas.

OVER TIME, **WE DISTILLED A FEW KEY ISSUES** FROM WHAT WE LEARNED AND HEARD:



1) there was a general lack of access to quality early learning opportunities, with particular emphasis on the lack of birth to three services;



2) no-cost opportunities (Head Start and ECEAP) available in our service areas for Island, San Juan and Skagit were almost all part-day, and none were more than 6 hours; and



3) families who do not qualify for Head Start or ECEAP were still frequently unable to afford the cost of licensed child care.



FROM THIS, **SIHS IDENTIFIED THE FOLLOWING ACTIONS** AS HAVING THE GREATEST POTENTIAL TO IMPROVE THE LIVES OF CHILDREN AND FAMILIES IN OUR SERVICE AREAS:



1) Increase the percentage of federal funding supporting Early Head Start programming, prenatal to three years old



2) Increase the number of full day and extended days options in both Early and Preschool Head Start



3) Integrate private-pay opportunities into our offering to create greater opportunity for those over the income guidelines



4) Increase the opportunity for access to quality early learning programming in all of our service areas.

We were awarded the new grant in August 2019 and with the award of our new grant, we are continuing our widely recognized, high-quality prenatal to five program with a variety of options and services to meet the needs of children and families in the communities we serve.

We are committed to sharing expertise and support with the vibrant and collaborative communities working on behalf of children and families in our service area.

OUR MISSION, NEW VALUES AND GOALS

Our new grant award provided us with the opportunity to implement new and exciting programmatic changes; therefore, this was an opportune time to not only develop our new 5-year strategic plan but also revisit and reaffirm our mission and values and to develop a vision.

Collectively, the Head Start program agreed that our mission and values still embodies the essence of what we do, the spirit of our work and our guiding principles. We chose

to develop a vision to reflect a broader outlook, focusing on how we would like our organization to influence and interconnect with the community as a whole in the future.



OUR MISSION

REFLECTS WHAT WE DO:

Building strong foundations for
lifelong learning through
family-centered, child-focused
partnerships.

OUR NEW VISION

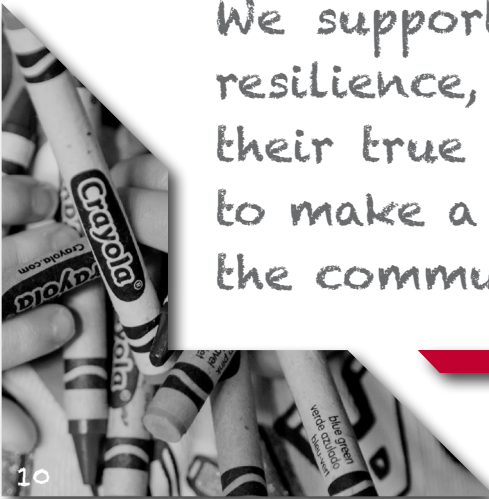
REFLECTS WHAT WE WANT TO ACHIEVE IN THE LONG TERM FOR OUR CHILDREN AND FAMILIES, OUR LOCAL COMMUNITY AND THE GREATER SOCIETY AS A WHOLE THROUGH THE FULFILMENT OF OUR MISSION:

We support every child and family we reach to step outside of the impacts of poverty, trauma or vulnerable beginnings as they grow into their true potential. We know that a deep power of Head Start lies in the ability to shift generational cycles as a result.

We support and celebrate families, staff, and communities in coming together to ensure they have every opportunity to flourish—connecting families to

resources, strengthening relationships, and providing education and growth opportunities. This not only builds resilience and self-sufficiency but also creates a sense of belonging. When every child, family and staff member has a true sense of belonging as a part of the Head Start program and the wider community, they develop a foundation on which to thrive.

We support children, families and each other to build resilience, strength and a sense of belonging to grow into their true potential and flourish. We join with families to make a positive difference in all of our lives and in the communities where we live, work, and learn.



OUR VALUES

GUIDE THE WAY WE MAKE OUR DECISIONS, CARRY OUT OUR ACTIONS EVERY DAY AND IN OUR WORK TOGETHER, WE EMBRACE A SHARED COMMITMENT TO THESE VALUES:



Strong, Positive Relationships: Connecting children, families, communities, and each other; honored through open-honest communication, and taking time to understand and build mutual regard.



Open, Engaging Collaboration: Cooperation, open-minded give and take, shared decision making, engaging diverse talents and resources with a focus on common goals and passions.



Personal and Organizational Integrity: Consistency, honesty, sharing thoughts, confidentiality and professionalism.



Respect and Acceptance For All: Recognizing, valuing, encouraging and supporting community and individual differences and perspectives.



High Standards of Quality: Best practice at the core of decisions, professional development and personal growth, high expectations, personal responsibility.

OUR GOALS

We developed our goals to reflect a broad area of focus, with objectives encompassing our mission vision and values that we would like to achieve. We agreed that we would like to focus on the following goals for the next five years:



1. DEVELOPMENT SUPPORT

Engage and support families in reaching goals for their children's development and for their own well-being.



2. LIFELONG LEARNING FOUNDATIONS

Ensure children have the foundations to support them in life-long learning.



5. EQUITABLE OPPORTUNITIES

Ensure children, families and staff have equitable opportunities to experience all that participation in Early Head Start and Head Start has to offer.



3. PROFESSIONAL DEVELOPMENT

Provide and enhance quality professional development to sustain skill building and professionalism, ensuring healthy, confident and capable staff.



4. SAFE & HEALTHY ENVIRONMENTS

Promote safe environments and healthy practices for children, families and staff.

THE STRATEGIC PLAN

Planning is an essential component of a successful Head Start program. Our strategic plan has been developed to assist the program in taking the organization forward to achieve its vision by enacting the mission. We based this on a review of opportunities for our program, and family, child and community needs and it serves as a roadmap to use as a management tool to implement our program and allocate resources.

Our five-year strategic plan not only serves as a plan/roadmap for continuous quality improvement using information and data to guide our work, it provides cohesive guidance, identifies action steps, provides accountability and acts a living document that will be revised and updated as we monitor our progress, adjust our plans where necessary and celebrate our successes.



The Administration for Children and Families Office of Head Start also recognizes that a strategic plan is essential to the successful implementation of a strong, innovative, effective and continually evolving and improving program. They address the strategic planning process in Subpart J of their performance standards:

“Subpart J — Program Management and Quality Improvement

§1302.100 Purpose. A program must provide management and a process of ongoing monitoring and continuous improvement for achieving program goals that ensures child safety and the delivery of effective, high-quality program services.

§1302.102 Achieving program goals.(a) Establishing program goals. A program, in collaboration with the governing body and policy council, must establish goals and measurable objectives that include:(1) Strategic long-term goals for ensuring programs are and remain responsive to community needs as identified in their community assessment as described in subpart A of this part”

STRATEGIC PLAN SECTIONS

EXPLAINED

Strategic Plans are generally composed of several key sections:

1. Broad Goals,
2. Objectives,
3. Action Strategies,
4. Data Collection/ Methodology, and
5. Expected Outcomes.

The Foundations for Excellence: A Guide for Five-Year Planning and Continuous Improvement, 2nd Edition provides these definitions:



GOALS

Broad, statements that describe what the program seeks to accomplish. In Head Start, program goals may include the provision of educational, health, nutritional, and family and community engagement program services. **BROAD:** Statements (Your Destination) **Bold Responsive Organization-wide Aspirational Dynamic**



ACTION STRATEGY

A defined set of steps that outline what a program will do to meet its goals and objectives; a description of the steps, services, and other actions needed to accomplish goal(s). An action plan often includes measures of progress to help a program know what difference it is making; it includes what will be done, who is responsible, and the timeline for completion.



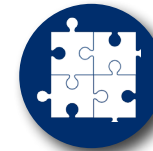
OBJECTIVES

Activities to be completed to achieve a goal. They should be specific, measurable, attainable, realistic, and timely (SMART). They are achievable in the short-term. Objectives are SMART: Parts of Goals (Your Mile Markers) Specific Measurable Attainable Realistic Timely



DATA/METHODS OF TRACKING

Information or changes to measure that are collected to show progress towards a goal or objective. It may not be a constant or steady. The data or method of tracking also has to be defined. Are we doing what we said we would do? How well are we doing it? What materials have we created?



OUTCOMES

Something that happened as a result of an activity or a process; the actual results achieved each year. When referencing a result that is hoped to happen in the future, the term "expected outcome" is used.



STRATEGIC PLANNING STEPS

We are in an exciting position as we are beginning a five-year award cycle. In this first year, we may collect baseline data (a starting point which will be used for comparative purposes). With all our projects, we will be continually collecting a variety of information to measure our progress, so we can make changes along the way to adjust accordingly depending on our results.

01

DATA GATHERING

First, program managers in collaboration with the director collected and reviewed information, including data from teachers/center managers, observations, child outcome data, a retreat, self-assessment findings, staff and community meetings, family surveys, and informal discussion with parents and the community.

02

DATA REVIEW

Next, program managers and the director met numerous times to discuss program strengths, weaknesses, opportunities, threats and the direction of the organization for the next five years.

03

DISCUSSION & DEVELOPMENT

Next, program managers and the director met numerous times to discuss program strengths, weaknesses, opportunities, threats and the direction of the organization for the next five years.

04

DRAFT PLAN

Once feedback was received from staff and incorporated into the document, a draft was given to the policy council and parents for review and feedback.

05

FINAL PLAN

This feedback was incorporated into the final plan and this was sent for formal approval by the policy council before being submitted to the governing board for their final review and approval.

EVALUATING & UPDATING THE PLAN

A strategic plan is intended to be a living document. All too often, an entity creates a plan and then it is shelved until the next planning cycle. We are committed to using our plan as a roadmap for continual improvement and growth. We will be revisiting our objectives and action steps throughout the program year and these steps or timelines will be adjusted as necessary. Progress and updates will be shared with all relevant stakeholders including the policy council and governing board quarterly.

Each year the program will then reconvene to review objectives and discuss if they need to be adjusted or altered based on data gathered and progress made during the year. The yearly update will follow a scaled down process similar to the five-year planning process and will incorporate opportunities for feedback before adoption by the policy council and governing board.





THE STRATEGIC PLAN GOALS



GOAL ONE:

Engage and support families in reaching goals for their children's development and for their own well-being

SIHS's community assessment notes that data collected by the population health trust identified 10 areas of concern for families in Skagit County including homelessness, unemployment, lack of living wages, food insecurity and opioid abuse. While conducting forums and data review sessions with numerous community entities and businesses, it was confirmed that these concerns are shared across all SIHS service area counties. Other community and staff forums identified barriers for participation of families including time challenges and fatigue of working families, transportation, homelessness, substance abuse, domestic violence and military family deployment. The

most recent needs assessment and family outcomes survey indicated that families would like additional support in family advocacy and learning, reaching family goals, finding housing and stable food sources. SIHS is invested in supporting families, linking them to services using family service coordinators and other methods to give them opportunities to address some of the stressors, and will use every opportunity to review and strengthen our program to ensure we are addressing the areas that families need.



OPPORTUNITY 1A:



OPPORTUNITY 1A:

SIHS conducts a Family Outcomes Survey every year and we would like to understand more about the survey and areas that have outlying results or responses.



OBJECTIVE 1A:

SIHS will identify and interview 16 families each year who respond to the CCR Family Outcomes Survey to generate an in-depth exploratory report.



ACTION/STRATEGY/WHO/TIMELINE:

- Develop a standardized interview
- Identify 16 families initially (8 'very helpful' and 8 'not helpful') to interview through data analysis
- Conduct the survey
- Compile data
- Primarily Responsible: Keith Boller, Michela Meucci
- Analyze data in various ways including against outcomes from GOLD (the assessment tool created by teaching strategies)
- Review outcomes and adjust processes and procedures as necessary
- Timeline: In development



DATA/TOOLS/PROGRESS TRACKING:

- Standardized interviews
- Survey summaries
- Correlation with data from the CCR surveys and GOLD



EXPECTED OUTCOMES:

- Deeper understanding of parents opinions about the program
- Data that can be compiled and analyzed
- Ability to identify and target areas where parents need more support
- Improved best practices
- Strengthened/enhanced program



OPPORTUNITY 1B:



OPPORTUNITY 1B:

Currently 12% of SIHS parents are enrolled in classes at Skagit Valley College (SVC). During parent forums and through the parent survey, over 50% of parents indicated that they would like to take more SVC classes.



OBJECTIVE 1B:

SIHS will increase the number of parents who report that they enrolled and/or completed courses (other than family life credit) through the SVC partnership.



ACTION/STRATEGY/WHO/TIMELINE:

- Evaluate the current outreach process and develop new strategies with advocates and the SVC outreach coordinator
- Implement new strategies
- Develop new marketing materials such as flyers for families for teachers to give out
- Primarily Responsible: Keith Boller, Michela Meucci
- Engage policy council and parent meeting attendees with recruitment efforts
- Use the CCR survey, interviews and other data to identify barriers to course sign-up and attendance
- Timeline: In development



DATA/TOOLS/PROGRESS TRACKING:

- Registration and drop out data from the college (if obtainable)
- Parent CCR surveys/survey and analysis, interviews and discussions
- A marketing outreach plan and materials



EXPECTED OUTCOMES:

- Parents receive support for educational goals
- Parents have greater confidence and resilience
- Parents have increased workforce readiness, capabilities and employability
- Parents have increased job skills and job, economic and family stability
- Improved child outcomes and progress towards school readiness goals



OPPORTUNITY 1C:



OPPORTUNITY 1C:

Parent responses from the CCR Family Outcomes Survey indicated that they would like more support in participating in family engagement, advocacy and leadership.



OBJECTIVE 1C:

SIHS will work to increase center representation on the policy council and parent participation in program engagement opportunities.



ACTION/STRATEGY/WHO/TIMELINE:

- Gather, and review yearly engagement plans for center activities
- Monitor center activities quarterly
- Attend one parent committee meeting for each center to monitor attendance and obtain feedback
- Interview returning parents on family engagement experiences
- Primarily Responsible: Keith Boller /Family Advocates/Center Managers
- Develop flyers/other recruitment strategies to distribute to families
- Discover barriers to attendance
- Discuss/encourage attendance with center managers
- Explore technological solutions to bring meetings to outlying communities
- Timeline: In development



DATA/TOOLS/PROGRESS TRACKING:

- Sign in sheets from meetings
- CCR survey and select interviews with parents
- Interviews with Center Managers/Family Advocates
- Marketing materials
- Center engagement plans & activity monitoring tool
- Technological solution identified



EXPECTED OUTCOMES:

- Parents feel more supported and connected with other parents and families
- Improved communication between program and families
- Enriched input from parents
- Parents receive additional learning opportunities
- Parents act as role models for others and learn to be leaders
- Center managers connect with parents and policy council on program direction
- Broadened opportunities for parents to participate in activities (technology)
- Family well-being is enhanced



OPPORTUNITY 1D:



OPPORTUNITY 1D:

Data has shown that 26% of students in 2018-19 program term were absent 20% or more of class days and so we would like to reduce this.



OBJECTIVE 1D:

SIHS will increase the number of children with an attendance rate of 85% or above.



ACTION/STRATEGY/WHO/TIMELINE:

- Implement consistent enrollment process including information about importance of attendance
- Standardize tracking system for absence reasons and follow up
- Meet with center team to develop plans for children with attendance concerns
- Primarily Responsible: Andrea Garner

- Review child attendance progress weekly
- Evaluate model/process at year end to determine next steps

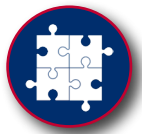
- Timeline: In development



DATA/TOOLS/PROGRESS TRACKING:

- ChildPlus attendance notes
- GOLD reports

- Interviews/discussions with parents/teachers/staff/family and managers



EXPECTED OUTCOMES:

- Consistent data about attendance
- Enhanced knowledge of attendance barriers
- Strengthened family partnerships and communication

- Improved child attendance
- Improved child outcomes/school readiness goals



OPPORTUNITY 1E:



OPPORTUNITY 1E:

The number of eligible children on SIHS waiting lists is decreasing, but the community assessment data shows there are eligible, unserved children in our service area.



OBJECTIVE 1E:

SIHS will design and implement an expanded recruitment model.



ACTION/STRATEGY/WHO/TIMELINE:

- Update recruitment materials and increase social media presence
- Attend monthly Children's Council and other community organization meetings
- Establish plan for yearly meetings with each school district
- Primarily Responsible: Andrea Garner

McKinney-Vento liaison

- Evaluate progress mid-year and at year end and determine next steps
- Timeline: In development



DATA/TOOLS/PROGRESS TRACKING:

- Attendance at meetings and other community resource events
- New recruitment materials

- Updated recruitment process
- ChildPlus data and reports



EXPECTED OUTCOMES:

- Stronger knowledge of local communities
- Greater diversification of recruitment and thus program base
- Enhanced community partnerships

- Increased number of eligible children on waitlist



OPPORTUNITY 1F:



OPPORTUNITY 1F:

During SIHS's self-assessment it was noted that our transition system documentation and tracking/follow-up could be strengthened.



OBJECTIVE 1F:

SIHS will ensure that baseline transition data is collected, entered into the system and monitored.



ACTION/STRATEGY/WHO/TIMELINE:

- Develop module in ChildPlus to track data
- Develop training/systems to implement use of ChildPlus module and train staff
- Track/monitor monthly that data is going into the system to
- Primarily Responsible: Cherie Smith

- ensure that communication loops are being closed
- Use baseline data to determine quality improvement actions needed going forward
- Timeline: In development



DATA/TOOLS/PROGRESS TRACKING:

- ChildPlus data and reports
- CCR survey data
- Staff discussions/communication



EXPECTED OUTCOMES:

- Baseline data that can be compiled and analyzed
- Centralized accessible data
- Consistent data
- The loop is closed on staff/advocate/parent/teacher communication
- Parents feel more knowledgeable and in control
- Improved communication and understanding
- No learning gaps
- Improved child outcomes



GOAL TWO:

Ensure children have the foundations to support them in Life-long Learning

The underpinning of Head Start is not just to prepare children for school, but also to equip them with the skills to live an independent and successful life. SIHS works closely with all its partners to ensure that children get the support they need both in and outside the classroom. SIHS uses a tool from Teaching Strategies called GOLD to assess the children's progress towards their individual school readiness goals and to ensure that the curriculum not only meets the needs of each individual child but also for the whole class.

In tandem with this, we believe in growing our staff to ensure that we provide a high-quality educational experience, and we use data that we collect, to target areas for professional

development on a continuous basis. SIHS has inclusive classrooms serving typically developing children and children with special needs across our service areas. We found in conversation with School District and ESIT partners in Oak Harbor, Burlington and Mount Vernon that they believe they have been identifying significantly more children with special needs over the past two years. With a lack of access to mental health care and the life stressors noted by parents, there is a continuing concern regarding children's social-emotional and behavioral struggles in classrooms and at home. SIHS is consistently monitoring the implementation of mental health care supports to ensure that we are giving children and families the support that they need.



OPPORTUNITY 2A:



OPPORTUNITY 2A:

Data has shown that some children with an IFSP or IEP are not making as much progress as anticipated towards school readiness goals and education staff would like to focus on this area in order to identify why.



OBJECTIVE 2A:

SIHS will collect detailed baseline data for children with an IFSP or IEP regarding progress toward school readiness goals.



ACTION/STRATEGY/WHO/TIMELINE:

- Collect fall child outcome data
- Use fall child outcome data to identify areas of concern
- Identify other factors that may be affecting scores (i.e. attendance, observation accuracy etc.)
- Create a plan to address areas of concern individualizing for each child
- Primarily Responsible: Becky Richter/Cherie Smith
- Check data at winter and spring checkpoints to evaluate child progress
- Update plans as needed taking into consideration factors noted above
- Timeline: Winter, Spring checkpoints, periodically as needed



DATA/TOOLS/PROGRESS TRACKING:

- Fall child outcome data
- GOLD assessments and reports
- Observation
- ChildPlus data entry and reports



EXPECTED OUTCOMES:

- Deeper understanding of trending data
- IFSP/IEP goals are incorporated into child's individual plan for the classroom.
- More robust continual improvement process
- Children on an IFSP/IEP will make progress towards school readiness goals



OPPORTUNITY 2B:



OPPORTUNITY 2B:

SIHS has implemented new classroom models/schedules that have changed how we work with LEA and Part C providers and we need to assess whether these new classroom models are meeting the needs of children, families and partners in relation to inclusion and disabilities.



OBJECTIVE 2B:

SIHS will review, design, implement and evaluate a system that assesses the effectiveness of collaborative agreements and efforts.



ACTION/STRATEGY/WHO/TIMELINE:

- Develop a method of inquiry including interview and discussion questions and methodology
- Conduct observations and interviews at identified checkpoints: mid-year
- Collaboratively review data
- Evaluate existing partner agreements to see if changes
- Primarily Responsible: Cherie Smith

are needed

- Develop/continue professional development focusing on the importance of inclusion
- Review and evaluate outcome data to determine next steps for quality improvement moving forward
- Timeline: In development



DATA/TOOLS/PROGRESS TRACKING:

- Observation data
- Interviews/discussions

- GOLD reports
- CCR survey



EXPECTED OUTCOMES:

- System works as intended
- Opportunities to provide integrated services are maximized
- Strengthened relationships with LEA and Part C providers

- Families understand the system
- Children are making developmental and school readiness goals progress



OPPORTUNITY 2C:



OPPORTUNITY 2C:

SIHS received additional grant money for the 2019-2024 period and this allowed them to expand their programs. With the addition of new staff and reassignment of others, SIHS wants to ensure that all teachers have a firm understanding of the curriculum and are implementing with fidelity.



OBJECTIVE 2C:

SIHS will evaluate, design, implement and review a system for expert curriculum use.



ACTION/STRATEGY/WHO/TIMELINE:

- Ensure providers are trained using Creative Curriculum, Frog Street (Early Head Start) and Partners for a Healthy Baby (Home Based) fidelity tools
- Use tools to evaluate classroom environments, planning and assessment practices.
- Primarily Responsible: Becky Richter
- Create coaching goals based on areas of low fidelity and self identified needs
- Review mid-year and adjust areas of focus
- Review at end of year and adjust focus
- Timeline: In development



DATA/TOOLS/PROGRESS TRACKING:

- Creative curriculum fidelity tools
- Observation
- Performance evaluation
- GOLD
- CLASS



EXPECTED OUTCOMES:

- Teachers are experts in using curriculum
- Teachers feel supported and valued
- Teachers feel confident in knowledge and expertise
- Teachers are subject matter experts
- Children experience consistent curriculum implementation
- Children progress optimized towards school readiness goals



OPPORTUNITY 2D:



OPPORTUNITY 2D:

As part of the performance standards, teacher coaching is required. There are various tools available to use, and SIHS has the opportunity to individualize the coaching model for each teacher.



OBJECTIVE 2D:

SIHS will evaluate, design and implement an individualized coaching model.



ACTION/STRATEGY/WHO/TIMELINE:

- Ensure providers are trained using creative curriculum fidelity
 - Re-evaluate skill sets to determine need
- Pick a focus area and coaching model
- Identify a goal for teacher
- Primarily Responsible: Becky Richter
- Evaluate the model/process for the teacher
- Implement the model (this year it is practice based coaching)
- Document progress
- Evaluate coaching method and determine next steps
- Timeline: In development



DATA/TOOLS/PROGRESS TRACKING:

- Fidelity tools
- Observation, written staff evaluations
- Training reflections
- CLASS observations and scores
- Program created pre and post self-assessments



EXPECTED OUTCOMES:

- Individualized teaching plans for teachers
- Teachers strengthen targeted areas and build confidence
- Teachers individual skill sets improve
- Proactive behavior supports improve
- Teachers feel supported, valued and confident in their knowledge
- Teachers are subject matter experts



GOAL THREE:

Promote safe environments and healthy practices for children, families and staff

SIHS is committed to meeting the health, safety, and nutritional needs of children. The 2016, 17 and 18 Community assessments noted that concerns regarding health, nutrition, food insecurity and obesity are a running thread for families. The fall 2017 strengths, needs and interest survey showed that while food insecurity dropped as a family reported vulnerability from 35% in the 2016-2017 year to 27% in 2018, it remains one of the most commonly reported vulnerabilities.

Community organizations noted that this concern was shared by all counties served by SIHS. Our most recent grant award included funding to expand our food services program, allowing us to address

some of these concerns by linking children to a greater variety of nutritious food. The health of the whole child however, involves more than just nutritional goals. During a staff review of our other health and safety processes and systems, we noted that there is an opportunity to strengthen our well-child and other referral follow-ups. This also gives us an opportunity to grow our staff skills in various areas, as well as implementing program enhancements to meet our culture of continuous improvement. SIHS is committed to ensuring that our children are able to enjoy not only the benefits of a nutritious diet and the access we have to Washington's abundant local farm produce but to whole child health.



OPPORTUNITY 3A:



OPPORTUNITY 3A:

SIHS is expanding food services capacity, including eventually adding workers based on needs identified during the community assessment to provide more scratch-based meals.



OBJECTIVE 3A:

SIHS will strengthen meal offerings, parent knowledge and food worker skills.



ACTION/STRATEGY/WHO/TIMELINE:

- Meet with food service workers to determine training needs each term
- Develop and execute a training plan for workers
- Review menus and revise as appropriate on a cyclical basis, once base standard is established
- Reach out to at least two local community contacts with nutrition expertise
- Primarily Responsible: Brandy MacFarland
- Determine parent needs and develop and conduct parent education sessions on nutrition meal planning and locally grown food
- Use CCR survey, interviews and word of mouth for feedback on parent sessions and revise as appropriate
- Evaluate progress and adjust strategies as needed mid-way and at year-end
- Timeline: In development



DATA/TOOLS/PROGRESS TRACKING:

- Menu choices
- Observation and interviews/surveys/discussion
- Staff reviews
- ChildPlus and Child & Adult Care Food Program tracking
- CCR data
- Educational materials



EXPECTED OUTCOMES:

- Children are served more scratch based meals using locally grown food and produce
- Stronger local partnerships
- Parents and children increase knowledge of nutrition and meal planning with locally grown food
- Workers are confident of skills and abilities in the kitchen
- Workers have a deeper understanding of nutrition
- Improved health and nutrition



OPPORTUNITY 3B:



OPPORTUNITY 3B:

Centers are not consistent in completing and entering data regarding their health and safety checklist and drills required and so need additional support completing the checklist, drills and data entry.



OBJECTIVE 3B:

SIHS will ensure that centers are completing health and safety check lists and drills required on time, and entering data in ChildPlus consistently.



ACTION/STRATEGY/WHO/TIMELINE:

- Identify barriers to successes through discussion with center managers and teachers
- Develop additional training on policy and practice
- Monitor and follow up on data entry monthly
- Develop management system to consistently monitor corrective action plans
- Primarily Responsible: Brandy MacFarland
- Review and ensure that corrective action plans are being created and completed by due dates
- Evaluate progress and adjust strategies as needed mid-way and at year-end
- Timeline: In development



DATA/TOOLS/PROGRESS TRACKING:

- Paper forms
- ChildPlus
- Interviews/discussions with center managers and teachers
- Training and policy documents
- Monitoring tool/process



EXPECTED OUTCOMES:

- Individualized teaching plans for teachers
- SIHS meets or exceed monitoring and compliance goals for safety
- Staff are expertly trained on how to deal with emergencies
- Staff are following policies and procedures related to safety
- Data is being collected consistently
- Children are safe and happy



OPPORTUNITY 3C:



OPPORTUNITY 3C:

SIHS has identified an opportunity to support families with completion of follow-up on well child, dental examinations and health concern referrals.



OBJECTIVE 3C:

SIHS will increase the number of families following up on health referrals.



ACTION/STRATEGY/WHO/TIMELINE:

- Review data to identify if any external barriers can be easily identified
- Meet with family advocates to discuss barriers impacting referral completion
- Primarily Responsible: Brandy MacFarland/Family Advocate
- Develop strategy(ies) to eliminate barriers (additional training, revised policies, deeper community partnerships)
- Evaluate progress and adjust strategies as needed mid-way and at year-end
- Timeline: In development



DATA/TOOLS/PROGRESS TRACKING:

- ChildPlus
- Discussion/interviews with family advocates
- Interviews with parents
- Number of additional partnerships
- Revised training



EXPECTED OUTCOMES:

- SIHS will meet or exceed monitoring and compliance goals for safety
- Staff have enhanced tools/training to support parents
- Families are following through with referrals
- Children receive services when needed
- Improved child health
- Happy children



GOAL FOUR:

Provide and enhance quality professional development to sustain skill building and professionalism, ensuring healthy, confident and capable staff

Our people are the cornerstone of our amazing Head Start program. SIHS provides a comprehensive and competitive salary and benefits to attract and retain qualified staff. SIHS is innovative in our approach to retain staff by offering regular ongoing paid training opportunities. There are very few job opportunities in the general vicinity that pay the salary that SIHS pays, and that have such a comprehensive benefits package.

During the planning process and through discussion with staff; however, we identified that we could improve our tracking and onboarding

process to strengthen staff preparation and confidence in their new position. It was also noted during ongoing discussions that staff felt that it was difficult to track which trainings had been completed and where this information was located. The community assessment also noted that training and education promote teacher stability and that staff would benefit from having a more cohesive planned professional development strategy. SIHS strives to ensure that staff have ample opportunities to receive training beyond that required by the Head Start performance standards and is invested in growing staff to their full potential.



OPPORTUNITY 4A:



OPPORTUNITY 4A:

During the self-assessment SIHS noted that the orientation process and tracking hasn't been consistent and needs to be strengthened.



OBJECTIVE 4A:

SIHS will develop a system to ensure that new staff receive their program orientation, general training and apply for the MERIT background check within one week of hire and that it is documented in ChildPlus in a timely manner.



ACTION/STRATEGY/WHO/TIMELINE:

- Re-evaluate skill sets to determine need
- Redesign the orientation form and system (1st draft end of March)
- Primarily Responsible: Shelly Greybeck
- Request feedback from staff regarding process
- Refine processes as necessary
- Timeline: In development



DATA/TOOLS/PROGRESS TRACKING:

- Paper forms
- MERIT
- ChildPlus
- Revised process and documentation



EXPECTED OUTCOMES:

- Staff begin work on time
- Staff feel more confident
- Fully staffed centers
- Data is accessible in ChildPlus



OPPORTUNITY 4B:



OPPORTUNITY 4B:

SIHS would like to improve our development and tracking of staff training.



OBJECTIVE 4B:

SIHS will develop and implement a comprehensive plan to conduct and track staff training/professional development through the year.



ACTION/STRATEGY/WHO/TIMELINE:

- Review each job description
- Look at Head Start Performance Standards for what is required for each job role
- During evaluation meetings, discuss training opportunities and requests
- Primarily Responsible: Shelly Greybeck

- Look at availability of training and develop training plan
- Ensure training data is entered into ChildPlus

- Timeline: In development



DATA/TOOLS/PROGRESS TRACKING:

- Paper forms
- MERIT
- ChildPlus reports

- Verbal check-in
- Yearly evaluation
- Revised process and documentation



EXPECTED OUTCOMES:

- Staff meet or exceed training goals
- Staff receive appropriate professional development
- Staff feel supported and valued
- Staff feel confident in knowledge and expertise
- Staff are subject matter experts

- Higher quality services are provided to children and families
- Staff and managers have improved communication
- Services for children and families are strengthened



GOAL FIVE:

Ensure children, families and staff have equitable opportunities to experience all that participation in Early Head Start and Head Start has to offer

Skagit/Islands Head Start is intentionally focused on meeting the needs of targeted populations, including children in the child welfare system, dual language learners, children experiencing homelessness, and pregnant women. In 2018, 28% of the children in our Head Start program were identified with a disability. In our community assessment, partners identified observing steady increases in the number of individuals/families experiencing homelessness in the local community, the number of families with social service needs, and the number of children identified with a disability or with mental health issues. Community assessment data has also shown that Skagit, Island and San Juan Counties are becoming more racially, ethnically, and culturally diverse. Even though English is the primary language spoken

in homes and throughout each County, 11.4% of households in Skagit County spoke Spanish and 3.6% of households in Island County and 10% in Oak Harbor spoke Asian and Pacific Islander languages at home. In the community assessments completed in 2016, 2017 and 2018, language barriers, a lack of services for non-English speaking families and immigration issues were all identified as concerns for families and parents as well as a rising concern about finding welcoming services for non-English speakers. SIHS is committed to learning about all the communities that we work with, continuously gathering information with open lines of communication and dialogue. This allows us to align our programs and services to better support our families and provide the services they need to thrive.



OPPORTUNITY 5A:



OPPORTUNITY 5A:

Data shows that we have an increasingly varied family base with unique identities. We would like to know if our policy development reflects the distinctive needs of all our families. all our families are represented and that we understand and can incorporate their needs and experiences when developing policy and practice.



OBJECTIVE 5A:

Identify at least three populations within our families that may be experiencing disparities. Seek representatives from each that have participated in the program for at least 2 years, and conduct research on their experiences.



ACTION/STRATEGY/WHO/TIMELINE:

- Use enrollment data/ChildPlus /Family Advocates to identify different family groups enrolled in program
- Identify best ways to collect data looking at best practices
- Conduct data collection and compile data into ChildPlus
- Analyze and review data
- Primarily Responsible: Mary Ellen Lykins/Keith Boller/Michela Meucci
- Connect with community groups on their experiences with these populations
- Conduct internet research and document
- Decide on next steps
- Timeline: In development



DATA/TOOLS/PROGRESS TRACKING:

- Focus groups and interviews
- Surveys
- ChildPlus reports
- Spreadsheets



EXPECTED OUTCOMES:

- Knowledge of where to strengthen our program
- Increased knowledge of different family needs/communities/cultures
- Tailored/targeted services & potential to increase program diversity
- Strengthened relationships with families and stronger child outcomes



2019-2020 EXECUTIVE LEADERSHIP

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SKAGIT/ISLANDS HEAD START
STRATEGIC PLAN
2019-2024