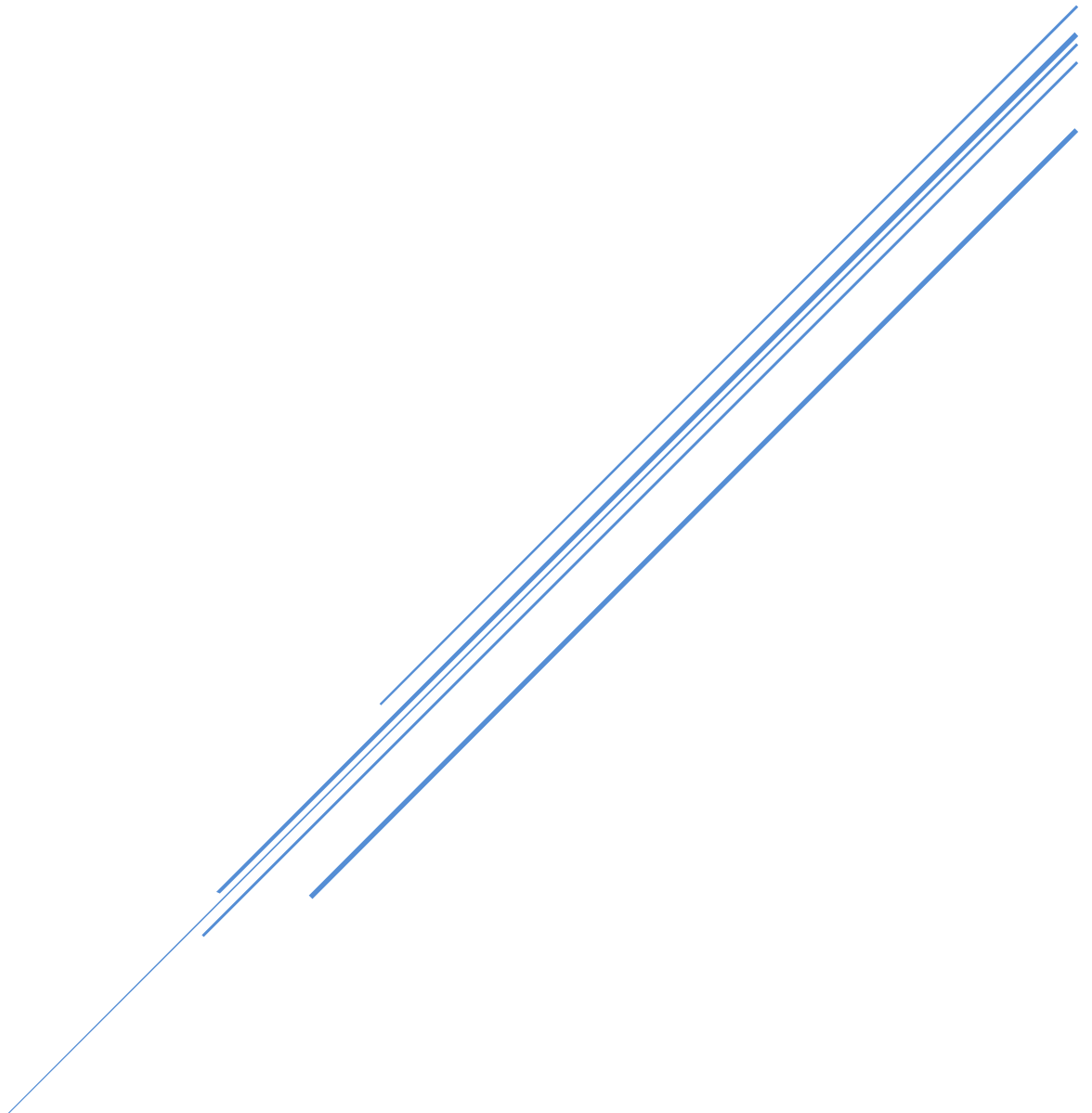


PLAQUEMINES PARISH HEAD START GRANT NO. 06CH9958

2015-2020 LONG RANGE GOALS & SHORT TERM OBJECTIVES



Year 1 Complete
2016-2017 UPDATE

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SECTION I. PROGRAM DESIGN AND APPROACH TO SERVICE DELIVERY

SUB-SECTION I.A. LONG RANGE GOALS, OBJECTIVES AND PROGRAM IMPACTS

LONG RANGE GOALS AND SHORT TERM OBJECTIVES

<p>GOAL #1: Increase teachers’ ability to utilize developmentally appropriate practices and intentional teaching strategies in the classroom environment to promote optimal learning and development at all ages of development so that all children enter kindergarten ready to learn.</p>	
<p>OBJECTIVE</p> <p>1</p>	<p>Provide professional development to teachers in areas of need as indicated by CLASS assessments, student data reports generated through Teaching Strategies Gold, and teacher surveys in accordance with areas indicated in Plaquemines Parish Head Start’s school readiness goals</p>
<p>Year 1</p>	<p>School readiness goals are well established and utilized in ensuring that classroom teachers follow best practices in classroom instruction. Data analysis is an essential part of the Plaquemines Parish Head Start Program. During its annual self-assessment, a careful examination of CLASS observations and child outcomes through TSGOLD system. This data serves as documentation to set programmatic goals. Professional development for the year 2014-15 will include priority areas as indicated from this data in the areas of:</p> <ul style="list-style-type: none"> • Math • Social & Emotional

	<ul style="list-style-type: none"> • Language <p>With concentration of strategies in the areas of (CLASS INSTRUMENT):</p> <ul style="list-style-type: none"> • Concept Development • Quality of Feedback • Language Modeling
<p>Year 2-5</p> <p>Ongoing processes</p>	<p>In subsequent years,</p> <ul style="list-style-type: none"> • Continue to use CLASS Observations to examine needs of program. • Utilize Teaching Strategies GOLD Snapshot Reports to analyze students' data to focus on student's needs. • Compile teacher surveys requesting areas of need • Track performance of students as they enter kindergarten to monitor the impact of the Head Start Program <p>The above-mentioned factors will determine the professional development needs of the teaching staff to implement a quality program. These updates will be stepped out annually in the continuation application.</p>
<p>Goal #2</p> <p>Increase family engagement and well-being by utilizing appropriate practices that complement the stages of their developing child and to provide opportunities for parents to enhance their parenting skills, knowledge and understanding of the educational and</p>	

<p>developmental needs and activities of their children. Utilize the PFCE Framework to assist parents in becoming advocates for their children and being actively engaged and empowered.</p>	
<p>OBJECTIVE</p> <p>1</p>	<p>Empower parents, including father figures, by providing information through literature, parent workshops and encouragement of actively volunteering in classroom setting to ensure they will become their child's first teacher and advocate in response to the needs of their children</p>
<p>Year 1</p>	<p>Parent meetings are regularly held during the school day and do not always accommodate working parents. Offering some meetings in the evening will allow participation of working parents and increase participation of fathers. Literacy workshops are offered to increase language and literacy skills in the home and to foster the love of reading.</p> <p>Provide support for preschool staff to improve their skills to engage parents and strengthen home-school relationships (Orientation topic); special emphasis will be given to fathers.</p>
<p>Year 2-5</p>	<p>Continue to develop and expand topics offered to parents in the areas showing weaknesses from data</p> <p>Further partnerships with agencies to better serve children and families</p>
<p>Year 3-5</p>	<p>Expand family resource centers to allow networking opportunities to parents</p>

Impacts from implementation of Goals #1 and #2 will include alignment with the following services:

Benefits to Children:

1. By the Head Start program giving a solid foundation with many successful experiences for each child, the child will become self-confident and display positive attitudes toward school which eventually will lead him to become a productive citizen in society.
2. By providing a conducive learning environment, children are provided developmentally appropriate activities which will become the foundation of future academic success.
3. By carrying out the Head Start components as outlined in the School Readiness goals into the daily routines of the program, the child will become more aware of the relationship between daily living and formal education.
4. By maintaining individual documentation in the GOLD system and other customized assessments (DSC-4 year-olds only), strengths and weaknesses of children will be determined and individual education plans will be formulated to ensure that a child will be developmentally ready to be kindergarten ready.
5. By providing a developmentally appropriate environment and administering developmental screenings to guide instruction and provide a response to intervention, there will be a reduction in the need for expensive remediation and special education services during the formal years.
6. By creating an atmosphere of self-worth and the dignity of each participant in Head Start, parents and children will learn to perceive themselves as productive members in society.

Benefits to Parents:

1. By parents being involved with the educational program in Head Start, they will have a better understanding of their role as their child's first and most important teacher. Because parents are made to feel welcomed and comfortable in a positive classroom setting, they

become active volunteers in the classroom and play an important role in their child's educational world.

2. By increasing parental understanding of child growth and development, parents will become more aware of appropriate developmental activities that they can incorporate into the home setting to provide children with developmentally appropriate reinforcement.

Measured progress toward these impacted areas will be documented by:

- *CLASS Observation Summary Reports*
- *GOLD Snapshot Reports*
- *Home Visit and parent/teacher conference information/volunteering*
- *Parent trainings/attendance at functions*
- *Male Involvement events*

GOAL #3: Increase the availability of appropriate and coordinated health services for children and families.	
OBJECTIVE	Promote collaborations among Plaquemines Parish Head Start Staff, Plaquemines Parish School Board nurses, teachers, local providers and other community stakeholders around the social, emotional, and mental health of young children
1	
Year 1	The Health Advisory Board meets at least two times per year. The Health Manager sets up agenda to focus on areas of need as gathered through a variety of sources generated in program relating to services or lack of to meet Head Start Standards and State Licensing requirements. The

	<p>committee will determine the course of subsequent years placing emphasis on topics as needed. The Health Advisory Board will invite a local doctor to its membership.</p> <p>The Mental Health Specialist and Parent Involvement Manager can equip parents with lessons to employ in the homes when needed.</p>
Year 2	<p>Being a rural area that has been devastated by 2 hurricanes in the past 10 years, it is difficult for families to get adequate care due to lack of resources. Increase Mental Health services offered to families through partnering with community agencies. Mental Health resources are limited and the Mental Health Specialist continues looking at various ways to ensure services are offered to families. Staff will receive training in talking to parents about behavioral and mental health concerns for children.</p> <p>Begin including transition parties (coordinators, teachers, & therapists) in the Health Advisory Committee.</p>
Year 3	<p>Extension of services to include securing Mental Health Providers to meet with parents at the Head Start Centers, to enable parents to better attend counseling appointments, thus affording more mental health opportunities.</p>
Year 4	<p>Continue to work closely with existing mental Health Providers, physicians, and dentists, and be proactive in securing additional resources when available.</p>

Year 5	Review and analyze steps taken over the years to increase services and update needs for provision of additional services.
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Impacts from implementation of Goal #3 will include alignment with the following services:

1. By administering health screenings and examinations, there will be a reduction in undetected developmental delays and physical problems in children so they will be developmentally ready and healthy to begin kindergarten.
2. By continuing a Health Advisory Committee, the health community becomes aware of the philosophy of Head Start and their input will be essential in updating the health problems of the community.
3. By completing medical screenings and exams, and growth assessments at regular intervals on each child, relevant health problems and abnormal developments can be identified and treated accordingly.
4. By emphasizing the importance of dental exams and follow up during orientation, parent meetings, and home visits, as well as through educational flyers, children and families will become aware of the importance of dental hygiene, and dental problems in children will be eliminated. By working with families on dental health, the whole family can receive benefits.

Measured progress toward these impacted areas will be documented by:

- Tracking progress of children's health screenings and follow-up visits
- Tracking progress of children's mental health services
- Updating referrals sent in by teachers to include prescribed strategies and follow-up
- ChildPlus monitoring

<p>Goal #4: To collaborate with the Plaquemines Parish Pupil Appraisal Team to coordinate services through agencies to ensure early intervention services for special populations.</p>	
<p>OBJECTIVE</p>	<p>Strengthen networks between Head Start and programs serving children with disabilities prior to preschool age.</p>
<p>1</p>	<p>1</p>
<p>Year 1 -5</p>	<p>Set up collaborative meetings with Child Search Coordinator, Early Steps Coordinator, and Preschool Coordinator to ensure that children are being identified for early intervention across the parish.</p> <p>Ensure involvement of parents in this process to increase knowledge base with a greater understanding for working with disability to ensure gains as parent acting as child’s first teacher.</p> <p>Ensure that Inclusion Teacher and Inclusion Assistant receive ongoing professional development regarding special needs children.</p> <p>Ensure transitions are smooth from program to next grade with transition plans in place and all parties included. (coordinators, teachers, therapists)</p>
<p>Year 1</p>	<p>The Disability Services Plan will be updated yearly and will guide collaborative services between Plaquemines Parish Pupil Appraisal and Plaquemines Parish Head Start. An interagency agreement will be maintained with the LEA and updated annually.</p>
<p>Year 2</p>	<p>Once concerted effort has taken place in year 1, include the above coordinators in Health Advisory to ensure this initiative becomes ongoing.</p>

Year 3	Enhance efforts to recruit children through contact with local pediatricians, health units, etc. by posting literature for parents to be aware of developmental concerns.
Year 4	Continue to build efforts to strengthen supports of families with children with disabilities.
Year 5	Analyze efforts to ensure that proper identification has taken place over the period of this grant. Revisit issue to ensure early intervention has been offered with equity across district.

Impacts from implementation of Goal #4 will include alignment with the following services:

1. By involving parents in the Head Start Program and prior to the Head Start years, parents will display increased knowledge of child development and parenting techniques and develop a greater understanding of early childhood development and their role as their child's first and most important teacher.
2. By having Head Start classes on school campuses, parents will begin to have a committed partnership between home and school that will extend into the formal school years.
3. By providing an Inclusion teacher, who is degreed and certified, and an Inclusion Assistant, children with disabilities will receive optimal education instruction and IEP goals are addressed.
4. By providing a method of communication between the Head Start family, other providers and parents, it will provide two-way communication system that bonds the groups together that will benefit the child, parents, and the program.

5. By having parents make contributions to the program through the Policy Council, volunteering in centers and serving on various committees, parents will have experiences that contribute to future civic endeavors and benefit the program.

6. By involving the families in all aspects of the program, they will become familiar and comfortable with the school setting and will perceive themselves as role models.

Measured progress toward these impacted areas will be documented by:

- Enrollment figures
- Summary reports that will compare subsequent year’s activity to track increases, decreases, or lack of services
- Number of IEPs
- IEP Progress Reports
- Transition Reports

<p>Goal #5: To be compliant with Head Start standards and ensure that implementation of a sound financial system that meets the required Federal standards for financial reporting, accounting records, internal controls, budget control, with cost principals, cash management, and administrative costs.</p>	
<p>OBJECTIVE</p>	<p>To ensure that a financial audit occurs annually with no findings through collaborated efforts of the Head Start Director, Fiscal Accountant, and Plaquemines Parish Finance Director.</p>
<p>1</p>	<p>1</p>
<p>Year 1 - 5</p>	<p>Maintain the annual audit, which is currently conducted through Duplantier, Hartmann, Hogan & Maher, LLC. Aim to ensure that the audit continues to</p>

	<p>have no findings. If findings are found, write corrective action steps to immediately correct problems and meet with all entities accountable.</p> <p>Ensure collaboration among Head Start Director and Fiscal Accountant to ensure that reporting and budgets are done in a timely manner and are in accordance with sound financial systems required by federal standards as deemed by Head Start.</p>
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Impacts from implementation of Goal #5 will include alignment with the following services:

1. The program implements a sound financial system that meets the required Federal standards for financial reporting, accounting records, and internal control, budget control, compliance with cost principles, cash management, and administrative costs.
2. The program accurately reports the source and application of funds.
3. The program develops and effectively implements procurement policies and procedures and meets at a minimum, all requirements in the applicable Federal, State, and local statutes, regulations, and administrative rules for Federal grants.
4. The program ensures that salaries charged to the award are reasonable and necessary for the accomplishment of the program's objectives and allocated to the grant in relationship to the relative benefit received. The program must be able to provide documentation to all salaries charged to the award.
5. The program ensures all costs – Federal, and non-Federal – charged to the grant award meet the standards of allow ability specified in the Federal cost principles.

6. The program complies with all Federal requirements associated with the purchase, construction, or major renovation of facilities or equipment purchased with a purchase value of at least \$5,000.

Measured progress toward these impacted areas will be documented by:

- Annual audit report
- General ledger/monthly financial statements
- Alio transactions (Purchase Order's, approval systems in place)
- Reports generated to Governing bodies (Plaquemines Parish Policy Council and Plaquemines Parish Council)

<p>Goal #6: Increase/improve opportunities to develop partnerships with local early childhood programs and other community agencies that will enhance services to children and families.</p>	
<p>OBJECTIVE 1</p>	<p>Promote collaboration among policymakers in the LEA and other agencies that provide services to young children and their families on a local level.</p>
<p>Year 1</p>	<p>The program will collaborate other early childhood programs serving families in the community and will be part of an ongoing plan to collaborate to provide services.</p>
<p>Year 2</p>	<p>Will support aligned activities established through collaboration in the areas of curriculum, standards, and assessment that follow state of Louisiana guidelines.</p>

	Implement and update collaboration agreements/memorandum of agreements
Year 3-5	Ongoing implementation

Impacts from implementation of Goal #6 will include alignment with the following services:

1. By collaborating efforts more opportunities will be offered to children and families on a local level.
2. Head Start will be involved as a leader in the coordinated comprehensive statewide initiative in early childhood to support policies and perceptions that further services to children and families.
3. Improved ability of families to obtain quality early learning programs and services that meet their needs.

Measured progress toward these impacted areas will be documented by:

- Documentation from collaboration meetings
- Frequency/tracking reports documented through ChildPlus
- Additional community partnerships

Goal #7: Increase the scope of family and community engagement to promote lifelong family well-being and community connections.	
OBJECTIVE 1	Parents will take steps to improve the health and well-being of their children by increasing healthy habits and lifestyles, skills required to

	care for sick children, the number of medical/dental visits, and education and financial skills.
Year 1	Parents will be offered the opportunity to participate in trainings such as : eating healthy; healthy relationships; stress management; positive behavior interventions; school readiness; financial literacy. Offer more training will be offered at night or late evening.
Year 2	Continue partnerships with community agencies to enable parents to complete their GED or continue their education.
Year 3	Continue efforts to ensure parents are seeking work to become independent caregivers.
Year 4	Continue efforts with local universities and trade schools to be disperse information to parents.
Year 5	Analyze efforts to ensure efforts were made over the period of the grant. Revisit issues to determine future planning.

Impacts from implementation of Goal #7 will include alignment with the following services:

1. By completing a high school education and possibly seeking higher education, parents will be more competitive in the job market.
2. By furthering studies, parents will be more in tune to skills needed to enable them to be their child's first teacher.

3. By participating in trainings, parents will infuse children's health care and nutritional needs into the family and child goal making process; families will see the importance of obtaining medical/dental treatment for children in a timely manner.

Measured progress toward these impacted areas will be documented by:

- Documentation from in-house referrals
- PIR data
- Documented in ChildPlus

1.) No changes have occurred to our program's Long Term Goals, Short Term Objectives and Expected Outcomes since last year's grant application.

2.) *Progress toward meeting program's Short Term Objectives and Expected Outcomes:*

Goal #1

Analysis of this year's Teaching Strategies GOLD Snapshot Reports and CLASS Observation Summaries indicate Professional Development will include priority areas of (**Appendix A, B**):

- Cognition
- Language
- Math

With concentration of strategies in the area of (CLASS INSTRUMENT):

- Concept Development
- Language Modeling

Also, our School Readiness Goals are in the process of being revised to reflect the new Head Start Early Learning Outcomes Framework. Once complete, this will also be a priority area of professional development.

Goal #2

Parents have been provided information through various means – with the bi-monthly newsletter, parent workshops, and classroom activities. Training topics included:

- *Math All Around*, a training that offered parents simple ways to reinforce math concepts at home
- *Literacy for Young Children*, a training about ways to reinforce language and literacy skills at home
- **NEW Cooking Holiday Dinners for Your Family the Safe Way*, a training that provided parents with information on preparing and cooking family meals the safe and healthy way. Parents were educated on the fundamentals of handling foods properly as well as cooking and chilling foods at a proper and safe temperature.

To increase the participation of fathers, the program added “Father Friday’s”, a special day in which male figures may volunteer in the classroom. Records indicate that 25% of father’s have participated. Overall, the program has seen 32% parent participation this year.

Goal #3

The Health Advisory Committee has been added a local doctor to its membership. Also, the community has seen the addition of a much needed resource – Plaquemines Parish Medical Center, located in an area of the parish with limited resources. The center provides much needed medical services as well as vision and dental. Currently, all children have met their 45- and 90-day requirements.

Goal #4

The program maintains an Interagency Agreement with the Plaquemines Parish Special Education Department (see **Appendix C**) and follows Plaquemines Parish policies and procedures regarding students with disabilities. The program currently maintains 15 % enrollment of children with disabilities.

Goal #5

The Plaquemines Parish School Board Finance Department provides all centralized financial services, including accounting, reporting and budgeting, payroll, accounts payable, cash and investment management, debt management, fixed assets, and purchasing. The Finance Department checks all expenditures charged to Head Start to ensure that costs comply with Head Start regulations. The department's accounting system provides many layers of internal control such as providing computerized approvals and tracking in services such as budgeting, payroll, accounts payable, fixed assets and purchasing. The Head Start budget reports are submitted and approved monthly to the Policy Council and governing body. Once again, the program's annual audit resulted in a clean audit with no findings.

Goal #6

The Plaquemines Parish Head Start has entered in a partnership with *Healthy Plaquemines NOW* coalition. An organization comprised of the Plaquemines Parish Public Health Department, Plaquemines Medical Center, and several other organizations whose goal is to encourage local residents and families to get healthy and active.

Goal #7

Head Start continues to offer monthly parent trainings to enhance parent/guardians knowledge of various topics. Based on the 2014-2015 PIR data, 46% of parents attended some form of educational institute, increasing their ability to be more competitive in the job market.

3.) At the end of the five-year grant period, the Head Start program will have educated, empowered, and encouraged children and families to succeed by becoming productive citizens and lifelong learners. Students will have the technical and academic skills necessary to compete in a global economy.

4.) No changes have occurred in the School Readiness Goals since last year's grant application.

However, the program has been working to update the School Readiness Plan to reflect and align with the new Head Start Early Learning Outcomes Framework.