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 LCDF Family Services

2021-22 Strategic Plan

Our Vision: Empowering and enriching families and communities with quality health services and education

Our Mission: LCDF Early Head Start builds a foundation for lives of health, growth and lifelong learning in Children, families & staff.

STRENGTHS: PTO, Size of Class/Caseload, Relationships between staff & families, productivity, driven staff, holistic approach

WEAKNESSES: Burn out, Lack of Respect (not viewed as professionals), complacency about funding, filling Policy Council Seats, lack of community awareness, staff pay, Center and Home Base being in separate buildings

1. By May 2025, all Center Based sites will be full participant in Focus moving forward to a 3 star rating.

2. By May 2025, LCDF EHS will effectively align Performance Standards to Policies and Procedures across all sites and communicate to Stakeholders to provide continuous improvement in the area of Health and Safety.

3. By May 2025, LCDF EHS will explore creative methods designed to increase parent engagement by 5% (as measured by sign-in sheets, ChildPlus, home visiting planning form, and complete in-kind forms).

4. By May 2025, Partnership and NMSU collaborations will be fully operational.

1. By May 2022, LCDF EHS will improve culture as it relates to self-initiative across all sites.

2. By May 2022, LCDF EHS will increase effectiveness in Literacy and Music.

3. By May 2022, the Practice Base Coaching Model will be fully implemented.

4. By May 2022, LCDF EHS Staff, Board and Policy Council seats will be filled and fully engaged in the Aligned Monitoring System Process.

5. By May 2022, ChildPlus data will accurately capture ALL services provided to enrolled families.

OPPORTUNITIES: Training, diversity, continuous quality improvement

THREATS: Lack of funding,

Enrollment, staff turnover, review, compliance, in-kind

**2021-22 Short-Term Objectives**

**2020-25 Long-Range Goals**

Resources: Community

LCDF Partners:

Comm. Partners LCDF

OHS/Trainers United Health Care

NMSU DAC and LCPS Head

Amistad Starts

Dietician NMSU/DACC

Part C Providers Aprendamos, MECA,

(EI’s) Tresco

Parents Reading Alliance

Staff CYFD

 NGAGE NM

Staff

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Customers: Stakeholders:

Families EHS Staff

Children 0-3 LCDF Admin/Board

Ex. Moms Families/Children

Foster families Policy Council

Population: Community Partners Homeless Office of Head Start

Low-income Region VI

Community

TOWS:

WE VALUE:

+ Learning through Play

+ Empathy and Diversity

+ A Strong Foundation for School Success

+ Individualization and Inclusiveness for all Children

+ Empowering Families to Become Self-sufficient

+ Promoting Healthy Prenatal and Family Outcomes

+ Nurturing Relationships

+ Male Involvement

+ Quality Staff Development, Teamwork and Professionalism

+ Community Partnerships

Core Values/Beliefs:

PROGRAM INFORMATION

Center Based, Myrna’s Children’s Village

4101 Sam Steele Way, Las Cruces, NM 88003

Monday through Friday 7:30 am to 5:00 pm



Home Based, Alameda House

526 S. Alameda, Las Cruces, NM 88005

Monday through Friday, 8:00 am to 5:00 pm



LCDF Early Head Start serves 48 children at Center Based. At Home Based, a total of 87 families including Expectant Moms, a total of 111 children and families are provided services. We are expected to maintain at least an 85% attendance and productivity rate, measuring the amount of services delivered. Our overall productivity rate for the 2019-2020 program year was 86%, up from the year before.

We were awarded a Childcare Partnership grant in 2014, to provide Early Head Start services through a privately owned childcare center, our new partner New Mexico Children First Early Head Start initiated services in September of 2020. Our partner program is required to uphold the same Head Start Performance Standards that the LCDF Early Head Start is. New Mexico Children First Early Head Start serves 48 children.

New Mexico Children First

4926 McNutt Road, Sunland Park, NM 88063

Monday through Friday, 7:30 am to 4:30 pm

 

**LCDF/NMCF Early Head Start
School Readiness, PFCE, and SR Program Goals 2020-2025**

**Social Emotional**

 Children will begin to learn how to express and interpret a broad range of emotions.

**Objective:** Observe and engage through daily interactions between children, their peers and involved adults

**Measurement:** Data compiled from social emotional TSG Objectives and Dimensions 4 times a year and through ASQ-SE annually

Families will create a foundation of healthy, trusting relationships by engaging in positive interactions to able to fully explore their world.

**Objective:** Engage with families by providing monthly activities

**Measurement:** Data compiled from Ready Rosie and TSG Activities monthly

Program will support and model a child’s ability to express, recognize and manage their own emotions as well as respond appropriately to others’ emotions

**Objective:** Utilizing Infant Mental Health endorsed consultants for staff training, classroom observations and reflective supervision. Offer referrals to families when needed.

 **Measurement:** Content area report

 Behavior Rubric and biting plans

 Staff Development training log

Data compiled from social emotional TSG Objectives and Dimensions 4 times a year and through ASQ-SE annually

**Physical**

Children will develop appropriate perceptual, motor and physical development to permit full exploration and function in their environment

**Objective:** Child engages in activities

 **Measurement:** Data compiled from Physical TSG Objectives and Dimensions 4 times a year

Families will participate in activities with their child to support perceptual, motor and physical development.

**Objective:** Engage families by providing monthly activities

**Measurement:** Data compiled from Ready Rosie, Monthly TSG Activities and Child Wellness Plan

 Program will individualize activities to promote physical development

**Objective:** Provide staff and families with age appropriate activities and education to develop children’s physical skills

 **Measurement:** Data compiled from Physical TSG Objectives and Dimensions 4 times a year.

Data compiled from Ready Rosie, Monthly TSG Activities and Child Wellness Plan.

**Language**

 Children will develop abilities in listening, understanding and in using language.

 **Objective:** Participate in a variety of language experiences to show interest and needs.

**Measurement:** TSG Assessments, ASQ Screeners

Families will participate in a variety of language experiences with their children

 **Objective:** Engage in materials and resources provided

**Measurement:** Data compiled from Ready Rosie, Monthly TSG Activities

 Program will implement a variety of language experience to foster healthy language skills.

**Objective:** Provide staff and families with age appropriate activities and education to develop language

**Measurement:** TSG Assessments, ASQ Screeners

 Data compiled from Ready Rosie, Monthly TSG Activities

**Cognition** (Approaches to Learning)

 Children will develop cognitive self-regulation skills to learn how to organize their world

**Objective:** Children will explore through curiosity and creativity while being able sustain executive functioning

 **Measurement:** TSG Assessments, ASQ Screeners

Families will learn to successfully navigate learning experiences with their child.

 **Objective:** Recognize teachable moments as it relates to their environment

 **Measurement:** Data compiled from Ready Rosie, Monthly TSG Activities

 Program will promote a variety of learning experiences to develop executive functioning skills.

**Objective:** Staff and families will recognize executive function skills through daily life experiences

 **Measurement:** TSG Assessments, ASQ Screeners

 Data compiled from Ready Rosie, Monthly TSG Activities

**Literacy**

 Children will develop and learn emerging literacy skills that lay the foundation for reading and writing

**Objective:** Children will engage in listening and repeating songs, rhymes, exploring books and hearing stories.

 **Measurement:** TSG Assessments

 Data compiled from Ready Rosie, Monthly TSG Activities

 Families will incorporate music and books into their daily routines

**Objective: Engage families by providing monthly activities and resources**

 **Measurement:** Data compiled from Ready Rosie

 Library application referrals and tracking

 Literacy CWP Challenge Forms

Program will ensure staff is educating parents in offering daily opportunities in literacy in their environment

 **Objective:** Provide staff and families age appropriate activities to promote literacy

 **Measurements:** Data compiled from Ready Rosie, Monthly TSG Activities

 Library application referrals and tracking

 Literacy CWP Challenge Forms

**Math**

Children will develop math concepts and skills through active exploration and discovery

**Objective:** Children will engage in a variety of strategies as they match and sort objects by color, shape or size

 **Measurement:** TSG Assessments

Data from CWP Challenge

Families will encourage children to explore their environment.

**Objective**: Families will engage children in connecting ideas, develop logical and abstract thinking to analyze and question the world around them

**Measurement:** Data from CWP Challenge

Program will ensure staff is supporting parents by providing engaging materials and experiences

 **Objective:** Provide families with age appropriate activities to develop math skills

 **Measurement:** TSG Assessments

 Data from CWP Challenge

**Parent, Family, and Community Engagement**

Children will learn and develop positive relationships with family members, care givers, educators and other children in a safe and healthy environment to be successful in school and life.

Objective: Child will engage in positive and goal oriented relationshilps in a safe, healthy, and individualized environment.

Measurement: TSG Assessments (Obj. 2-A, 2-C, 2-D)

Families will engage with their children and in their community to facilitate life-long learning

**Objective:** Families will participate in ways that promote equity, inclusiveness and cultural experiences

 **Measurement:** EHS Events sign in sheets

 IFPA’s

Program will work together with families, other professionals and community partners for the quality of the child’s everyday experiences

**Objective:** EHS Staff and community agencies will build partnerships that honor and are responsive to the languages and cultures of the families they serve.

**Measurement:** Community Partner MOU’s

 TSG Assessments (Obj.2-A, 2-C, 2-D)

 EHS Events sign in sheets

 IFPA’s

Determined at Staff Development Days 4/20 ,7/26-27, 8/17/12, 6/20/13, 6/16/14, 1/21/15, 11/17/15, 2/24/2020

DISABILITIES

Performance Standards mandate that at least 10% of Head Start and Early Head Start enrolled children have an identified disability. LCDF and New Mexico Children First Early Head Start each served an average of EHS 34.5% enrolled children with one or more monthly services from our Part C Early Intervention providers. In addition to our written partnership agreements with these 3 agencies, we participate in the Transition Collaboration Team that includes educational partners who are invested in serving children identified with disabilities when they are ready to transition out of our program.

LCDF and New Mexico Children First Early Head Start are committed to providing quality early learning experiences to all of our enrolled children. This is especially important for our children with identified social, emotional or developmental delays. In their research conducted from 2008-2010, The Center on the Developing Child at Harvard University summarized:

* Early social/emotional development and physical health provide the foundation upon which **cognitive and language skills** develop.
* Neural circuits, which create the foundation for learning, behavior and health, are most flexible or “plastic” during the **first three years of life.** Over time, they become increasingly difficult to change.
* High quality early intervention services can **change a child’s developmental trajectory** and improve outcomes for children, families, and communities.
* Intervention is likely to be **more effective and less costly** when it is provided earlier in life rather than later.

The Infants and Toddlers with Disabilities Program (Part C) of the Individuals with Disabilities Education Act (IDEA) was created in 1986 to enhance the development of infants and toddlers with disabilities, minimize potential developmental delay, and reduce education costs to our society by minimizing the need for special education services as children with disabilities reach school age. LCDF fully supports the goals of early intervention. We fully participate in and support parents through the referral and evaluation process and our staff work with early intervention staff to incorporate identified learning goals into each child’s individualized curriculum.

MENTAL HEALTH

Infant Mental Health can be defined as “the very young child’s capacity to experience, regulate, and express emotions, form close and secure relationships, and explore the environment and learn. Developing these capacities is synonymous with healthy social and emotional development.” (Zero to Three, 2001) LCDF and New Mexico Children First Early Head Start staff are dedicated to providing environments and experiences that enhance the emotional health of young children.

To this end, staff has received extensive training in Infant Mental Health. Our agency contracts Reflective Supervision services with an Individual Reflective Consultant to provide staff development, classroom observations and feedback for all teaching/home visiting staff.

Our staff meets with parents to complete an Ages and Stages Social-Emotional Screening within 45 days of each child’s enrollment. This ASQ-SE screening is repeated on an as-needed or requested basis. In addition, the MChat (Autism screener) is completed for every enrolled child. Parents are encouraged to complete a CESD (depression screener) with their Teacher or Home Visitor. Results of these screeners may assist parents and staff in identifying a need to generate a referral for mental health services although families my request a referral at any time during the course of their enrollment.

For the 2019-2020 program year 14 reflective supervision meetings were held for our center based program and 5 reflective supervision meetings were held for our expansion center based program.

HEALTH and WELLNESS

LCDF and New Mexico Children First Early Head Start focus on the "whole child" to promote children's learning and development. Our Early Head Start program has several tools to support all children's healthy development. Staff identify health conditions early through screening, by this Early Head Start partners with LCDF Medical and Dental programs, as well as other community medical and dental providers to ensure enrolled children and expectant mothers receive appropriate health services. Everyone works together to plan, design, and implement services that meet the needs of all children and families. Together these efforts can respond to these conditions and put children on track for school success. LCDF and New Mexico Children First Early Head Start make sure environments are safe and reduce the chance that children may be injured. Managers train staff to look for and remove hazards and use active supervision. Everyone creates opportunities for children to explore and learn safely.

NUTRITION

LCDF and New Mexico Children First Early Head Start understand that good nutrition is a necessary building block to healthy growth and development. Our program contracts with Christine Cutbirth, RD, LD (Registered Dietician, Licensed Dietician) who held 251 nutritional consultations in 2019-20 with our expectant mothers and the parents of all enrolled children. All families receive nutritional information and counseling. All snacks and meals prepared in our kitchen and served in our Center Based facility are reviewed by the Dietician and are prepared fresh. Due to COVID restrictions, nutritional consultations were done virtually.

Early Head Start participates in the Child and Adult Care Food Program (CACFP). Through this participation, all Center Based locations serve breakfast, lunch, and snack daily. In addition, the program completes at least one Nutritional Activity per month as required by the CACFP.

**Non-Discrimination Statement:**  In accordance with Federal Law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, age, disability, sex, gender identity, religion or reprisal.

PARENT INVOLVEMENT

LCDF and New Mexico Children First Early Head Start encourage active parental engagement with our program. We honor the role of parents as the first educators of their children and we believe we all learn best from one another. Parents are encouraged to volunteer and participate on a variety of levels in our programs. Due to COVID restrictions, we now conduct our face-to-face meeting virtually.

**Home Based Socializations** (for Home Based) are held twice a month and are a great way for parents to connect with other parents and for children to learn beginning socialization skills in the company of other children. In addition to utilizing our interactive socialization room at the Alameda House site, Early Head Start holds Socialization events in a variety of fun and educational local venues including the Nature and Science Museum, Branigan Cultural Center, Young Park, Unidad Park, Apodaca Park, Mesilla Valley Mall, NMSU Fire Station, La Llorona Park, Metro Verde Splash Pad, Las Cruces Downtown Splash Pad, and the Branigan Library.

COVID 19- Home Visitors continue engaging families with socials once a month, providing families with parent education and activities virtual. Special guests continue to be invited to come and share their expertise in our virtual socials.

**Center Based Parent Committee** meetings are held once a month at the NMSU site. Each parent completes and interest survey upon enrollment and the meetings are designed around the interests expressed by the enrolled parents. On occasion special guests are invited to come and share their expertise. Meetings are held at the end of the day during an hour when child care is provided.

COVID 19- Modifications were made to our face-to-face Parent Committee meetings due to COVID restrictions. We now conduct Parent Committees virtually every month. Parents and children are welcome to attend and participate in our parent education and activities virtually. Our Teachers, FSA, and Special Guest work together each month to plan our Parent Committees.

**Policy Council** meets to make major decisions for our Early Head Start program. Consisting of at least 51% currently enrolled parents, out Policy Council has a representative from each classroom, our Home Based program and our Expectant Mother program. Our elected parents learn how to plan agendas, run effective meetings and vote on important program decisions.

COVID 19- Due to COVID restrictions we know conduct our Policy Council virtually.

**Male Involvement** is supported and highly encouraged at Early Head Start. Through FATHERS MOVING FORWARD, our Program Director and Health/Disabilities Coordinator have engaged about a dozen other agencies in the Dona Ana County to support fathers in our community. The team hosts an annual event called Dad’s Day Out to celebrate Dads and their families. Unfortunately, due to the COVID 19 Pandemic we were not able to host the event this year. Father’s Moving Forward also provides an annual training to providers in the community, to strengthen services to Fathers. They envision building momentum as a team, to raise awareness for father involvement.

Early Head Start received $528,289 in in-kind contributions from the volunteer efforts of parents, students, NMSU, service providers, and our early intervention practitioners.

Community Collaboration

The Transition Collaboration Team was formed to ensure that the transition for our children with disabilities from Early Intervention programs into their next educational placement is a smooth one for families. We collaborate with Las Cruces Public Schools (DD Preschool), NM School for the Deaf, NM School for the Blind and Visually Impaired, all 3 early intervention agencies, LCPS and DAC Head Start programs and Link to Literacy with LCPS.

Health Advisory Committee was formed this year to review program policies related to Mental Health, Health, Nutrition, Oral Health, and Wellness. Representatives from each of the above meet quarterly to provide valuable input on new and renewed Health policies.

SUCCESS Partnership is an education initiative founded in 2013, supported by four backbone organizations, Community Action Agency of Southern NM, LCDF Early Head Start, Ngage NM, and NMSU Center for Community Analysis.  The partnership consists of cross-sector organizations dedicated to increasing educational outcomes from prenatal to career. The early childhood coalition is a branch of the SUCCESS partnership, and its’s focus is on increasing access to quality early childhood and workforce development. The partnership utilizes collective impact as a framework in transforming education in our community.

La Clinica de Familia Early Head Start houses the Doña Ana County Early Childhood Education (ECE) Coalition. Over 60 ECE leaders, parents, childcare providers, and community leaders formed the Coalition in 2014 to improve children's lives from ages 0-8. The ECE Coalition is committed to three overarching goals; children are born into healthy homes, children are ready for school, and the early childhood workforce is supported.

EDUCATION

LCDF and New Mexico Children First Early Head Start utilize the Creative Curriculum because it emphasizes individualization for every enrolled child. In addition, our program has developed School Readiness, Parent and Program Goals to ensure that the children and families we serve receive the necessary skills and knowledge to be successful learners once the children reach school-age. Because the children we serve are so young, our emphasis is on developing secure relationships, learning through play and providing experiences that support the development of characteristics like persistence and resilience.

Home Visitors conduct 1 ½ hour weekly visits with each enrolled family. Socialization activities are planned twice a month for parents and children to interact both in our facility and out in the community. Center Based Teachers conduct 2 home visits and 2 parent conferences per year. Parent Committee meets monthly and provides learning opportunities on a variety of topics.

COVID 19- Modifications were made to our face-to-face for our Center and Home Base. We conducted virtual visits for all the families in our program.

Financial Statement

 REVENUE

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| --- | --- |
| GRANTS & CONTRATCTS  | $2,695,901 |
| DONATIONS & IN KIND  | $528,289 |
| DONATIONS & IN KIND OFFSET  | ($528,289)  |
| TOTAL REVENUE  | $2,695,901 |

 COSTS & EXPENSES

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| --- | --- |
| EMPLOYEE EXPENSE  | $1,494,254 |
| CONTRACT SERVICES | $704,832 |
| SUPPLIES | $81,003 |
| INSURANCE | $27,886 |
| FACILITY | $122,438 |
| OFFICE EXPENSE | $718 |
| DUES-LICENSES & PUBLICATIONS | $732 |
| TRAVEL & TRAINING EXPENSE  | $46,898 |
| INDIRECT  | $217,140 |

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| --- | --- |
| TOTAL OPERATING EXPENSES  | $2,695,901 |

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| --- | --- |
| NET INCOME/LOSS  | - |

The results of the most recent review

by the Secretary and the financial audit

La Clinica de Familia, Inc

SCHEDULE OF FINDINGS AND QUESTIONED COSTS FOR THE YEAR END MAY 31, 2020

SECTION II-FINANCIAL STATEMENT FINDINGS AND QUESTIONED COSTS:

None

SECTION III-FEDERAL AWARDS FINDINGS AND QUESTIONED COSTS:

None

 Policy Council Approved on 2/9/2021 Board Approved on 2/23/2021