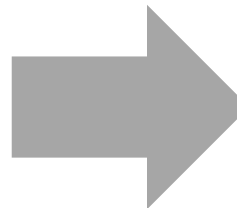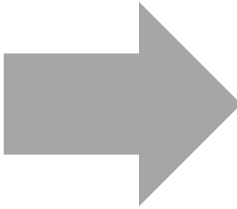| **Program Goal 1:**
Will recruit and retain qualified staff |
| --- |
| **Objective 1:**
100% of positions will be paid a comparable wage as determined by the most recent compensation study. |
| **Expected Outcome:**
Recruit and retain qualified staff who support children's & families' progress on school readiness & family engagement goals. |

School Readiness & Family Engagement Goals:
Recruiting and retaining qualified staff will ensure children participating in the OACAC Head Start program will make progress on School Readiness Goals.

Program Activities that Support BOTH Goals and Objectives	Who	By When	Financial Supports	Data Tools or Methods for Tracking Progress
1.1.1 Participate in current wage comp studies	KSB, DB, CR, CM, GR	April/May 2015	$500-$750	program data submitted by deadline
1.1.2 Conduct Wage/Compensation study thru contractor	KSB, DB, CR, CM, GR	Jan. 1, 2016	up to $22,000	Study completed by deadline
1.1.3 Develop implementation and sustainability plan for increasing salaries to market level over time.	KSB, DB, CR, CM, GR	Jan. 1, 2016	up to $22,000	Study completed by deadline
1.1.4 Increase salaries as identified in plan. (incrementally)	KSB, DB, CR, CM, GR	Sept. 2020	unknown at this time	Annually - salaries targeted for increase, compare to 2020 wage comp study

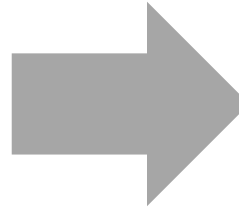| **Program Goal 1:**	**School Readiness & Family Engagement Goals:**
Will recruit and retain qualified staff	
Objective 1:	Recruiting and retaining qualified staff will ensure children participating in the OACAC Head Start program will make progress on School Readiness Goals.
100% of positions will be paid a comparable wage as determined by the most recent compensation study.	
Expected Outcome:	
Recruit and retain qualified staff who support children's & families' progress on school readiness & family engagement goals.	

Program Activities that Support BOTH Goals and Objectives	**Who**	**By When**	**Financial Supports**	**Data Tools or Methods for Tracking Progress**

UPDATE 5/3/2018:

As a result of the Wage Comp Study, we identifed that 275 of 366 employees were paid a wage below the minimum range of the market rate for the midwest. Three years and roughly $750,000 later, 100% of employees are paid a wage that meets or exceeds the minimum range of the market rate for the midwest. There is still room to improve and we'd like to be able to adjust wages upward for bus drivers, bus aides, and teacher assistants, as these positions have the most turn-over. In August 2017, we implemented a retroactive 2.5% across-the-board increase for existing staff in order to bolder wages. We also applied the increase to the salary scales in order to further strengthen recruitment and retention. For the 2018-2019 program year, we are looking at the feasibility of adding one day of Funeral Leave to Field Staff benefits. We've met this objective, but we will continue to strengthen the factors that contribute to an effective workforce!

Program Goal 1:
Will recruit and retain qualified staff

Objective: 2
100% of staff with one year of service are trained in and implement an evidence-based curricula and/or approaches appropriate to the individuals position by end of 5-year period.

Expected Outcome:
Staff will have the skills and knowledge necessary to facilitate optimal progress/outcomes with children and families.
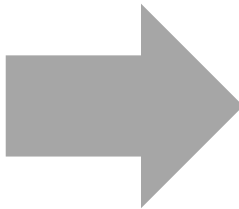
School Readiness & Family Engagement Goals:

Facilitating staff to acquire skills and knowledge on job-specific, evidence-based practices will ensure children & families will make progress on School Readiness & Family Engagement Goals.

Program Activities that Support BOTH Goals and Objectives	Who	By When	Financial Supports	Data Tools or Methods for Tracking Progress
1.2.1 Assess training needs by position	Dept. Heads, Specialists, Field Staff	March 1, 2016		Staff surveys, Self-assessment data,
1.2.2 Develop training plans specific to each position, re: evidence based practices.	Dept. Heads, Specialists, Field Staff Advisory Committee	April 1, 2016	integrate into existing workload;	cross-walk training plan against identifed evidence-based practices
1.2.3 Implement training plan	Dept. Heads, Specialists	Aug/Sept 2016 & On-going	integrate into existing workload;	Staff surveys, Self-assessment data,
1.2.4 Scaffold staff's learning through Communities of Practice, coaching models, and other evidence-based methods for acquiring skills/knowledge & improving performance.	Dept. Heads, Specialists,		Revise utilization of existing T/TA & program funds to support effective strategies.	Staff surveys, Self-assessment data,

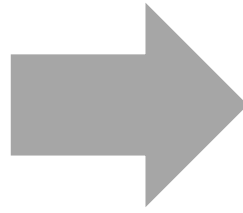| Program Goal 1:	School Readiness & Family Engagement Goals:
Will recruit and retain qualified staff	
Objective: 2	Facilitating staff to acquire skills and knowledge on job-specific, evidence-based practices will ensure children & families will make progress on School Readiness & Family Engagement Goals.
100% of staff with one year of service are trained in and implement an evidence-based curricula and/or approaches appropriate to the individuals position by end of 5-year period.	
Expected Outcome:	
Staff will have the skills and knowledge necessary to facilitate optimal progress/outcomes with children and families.	

Program Activities that Support BOTH Goals and Objectives	Who	By When	Financial Supports	Data Tools or Methods for Tracking Progress

UPDATE 5/3/2018:

100% of teaching staff with one year or more of service in their position have been trained in Creative Curriculum and Teaching Strategies GOLD. Curriculum implementation is monitored for fidelity on a regular basis. Coaching and/or technical support is provided when needed. 99% of these staff have achieved reliability in GOLD. For the 2018-2019 program year, we are adopting the Conscious Discipline approach as well as the Conscious Discipline Parenting Curriculum. All staff will go through three 2-day trainings over the course of the school year to build capacity in this research-based model. We are very close to acheiving this objective.

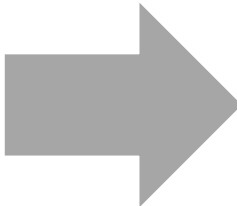|	
Program Goal 1: Will recruit and retain qualified staff	**School Readiness & Family Engagement Goals:**
Objective: 3 Increase (*triple*) the number of qualified applicants for each open position by end of 5-year period.	Hiring staff who are a "good fit" (mission-driven, relationship-oriented) improves the potential for children and families to make progress on school readiness and family engagement goals.
Expected Outcome: Increasing qualified applicants increases the opportunity for OACAC to hire staff who are a "good fit" for the organization and it's mission.	

Program Activities that Support BOTH Goals and Objectives	Who	By When	Financial Supports	Data Tools or Methods for Tracking Progress
1.3.1 Assess and evaluate current recruitment efforts	Dept Heads, CM	July 1, 2015	current recruitment budget (total: $40K)	# of applicants per position, length of time ads run.
1.3.2 Explore new methods for advertising open positions	Dept Heads, CM	April 1, 2016	Leverage existing budget with goal of reducing cost while increasing effectiveness	Evaluate costs/benefits of alternative strategies
1.3.3 Implement most promising new methods for advertising open positions	Dept Heads, CM	April 1, 2017	Leverage existing budget with goal of reducing cost while increasing effectiveness	Pilot/adopt most promising strategies; evaluate success over time
1.3.4 Promote OACAC as a fabulous place to work using social media, job fairs, etc.	Dept Heads, CM, DM	now thru 2020	no additional cost	"Tweets" & FB shares of positive stories (mission-driven/relationship-oriented work environment)

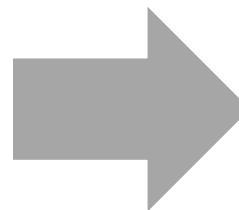| Program Goal 1:	School Readiness & Family Engagement Goals:
Will recruit and retain qualified staff	
Objective: 3	Hiring staff who are a "good fit" (mission-driven, relationship-oriented) improves the potential for children and families to make progress on school readiness and family engagement goals.
Increase (*triple)* the number of qualified applicants for each open position by end of 5-year period.	
Expected Outcome:	
Increasing qualified applicants increases the opportunity for OACAC to hire staff who are a "good fit" for the organization and it's mission.	

Program Activities that Support BOTH Goals and Objectives	Who	By When	Financial Supports	Data Tools or Methods for Tracking Progress

UPDATE 5/3/2018:

• In Year One, we moved from newspaper advertising to using Indeed.com and saw significant increase in recruitment/applications for some positions, though not all positions. In Year Two, we implemented the new compensation structure and moved from Indeed.com to HireHive as our primary recruitment software. The combination of the improved starting salaries plus the stronger recruitment tool has made a significant positive difference. In Year Three, we again increased salaries to support recruitment and retention. We've met this objective, but we will continue to strengthen the factors that contribute to an effective workforce.

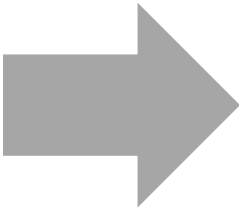| Program Goal 2: |
| --- |
| Will be responsive to changing needs of children, families, & communities |
| **Objective 1:** |
| 100 % of Head Start Full-Day/Full-Year classrooms will reduce group size from 20 to 15-17. |
| **Expected Outcome:** |
| Smaller group size will result in improved individualization, reduced stress on children in care, improved progress toward SR goals, and deeper relationships with families. |

School Readiness & Family Engagement Goals:
Enhanced individualization & lower stress on children will facilitate improved progress on School Readiness Goals. Fewer total families to get to know will make it easier for staff to build deeper relationships to support family engagement goals.

Program Activities that Support BOTH Goals and Objectives	Who	By When	Financial Supports	Data Tools or Methods for Tracking Progress
2.1.1 Evaluate historical FD/FY enrollment trends & cost per child by model trends	Dept Heads	Sept. 2015	incorporate into existing roles	cost per child & funded enrollment
2.1.2 Compare historical data re: child outcomes & cost per child in FD/FY classrooms with 15-17 vs. 20 to test hypothesis	Dept Heads	Oct. 2015	incorporate into existing roles	Fiscal, GOLD & CP data
2.1.3 Share data with stakeholders (Field Staff Advisory Committee, PC, AB, parent committees, etc.)	Dept Heads, Specialists, Area Supervisors	Nov. 2015	incorporate into existing roles	Meeting minutes
2.1.4 Gather feedback from stakeholders re: priority areas for reduction	Staff, Area Board, PC, parents, communities	Nov 2015-Feb 2016	incorporate into existing roles	Surveys, Self-Assessment data
2.1.5 Prioritize locations for enrollment reduction w/ input from AB & PC	Dept Heads	March 2016	incorporate into existing roles	Prioritized list developed

Program Goal 2:		School Readiness & Family Engagement Goals:
Will be responsive to changing needs of children, families, & communities	→	
Objective 1: 100 % of Head Start Full-Day/Full-Year classrooms will reduce group size from 20 to 15-17.		Enhanced individualization & lower stress on children will facilitate improved progress on School Readiness Goals. Fewer total families to get to know will make it easier for staff to build deeper relationships to support family engagement goals.
Expected Outcome: Smaller group size will result in improved individualization, reduced stress on children in care, improved progress toward SR goals, and deeper relationships with families.		

Program Activities that Support BOTH Goals and Objectives	Who	By When	Financial Supports	Data Tools or Methods for Tracking Progress

UPDATE 5/3/2018:

We wrote to reduce group size to 15-17 children in full-day classrooms in the Year 2 proposal, which was approved by OHS. We continue to work on reducing group size wherever possible, knowing that the smaller the groups, the more individual time teachers have to support the growth and development of students. We have met this objective!

Program Goal 2: Will be responsive to changing needs of children, families, & communities		**School Readiness & Family Engagement Goals:**
Objective: 2 75% of OACAC's multi-site facilities will have the physical plant flexibiity to serve children 0-5 (various program options/age groups).		Flexible facilities will allow OACAC to meet the highest need in a given community, thereby supporting families and children to achieve both school readiness and family engagement goals.
Expected Outcome: OACAC will be nimble enough to change the type of services offered as communities change.		

Program Activities that Support BOTH Goals and Objectives	**Who**	**By When**	**Financial Supports**	**Data Tools or Methods for Tracking Progress**
2.2.1 Develop checklist of required elements for operation of HS & EHS classrooms/socialization sites	Dept Heads, Area Supervisors	Sept 2015	incorporate into existing roles	checklist developed
2.2.2 Assess current degree of flexibility using checklist	Dept Heads, Area Supervisors	Nov 2015	incorporate into existing roles	data from checklist
2.2.3 Develop cost-estimate by location for changes necessary to create flexible space	Dept Heads, Maintenance Dept.	Dec 2015	incorporate into existing roles	data from checklist, estimates from contractors
2.2.4 Cross-walk cost-estimates with community assessment data to identify prelimianry priorities	Dept Heads, Joint Budget & Planning Committee	Feb 2016	incorporate into existing roles	data from checklist, estimates from contractors, CA data

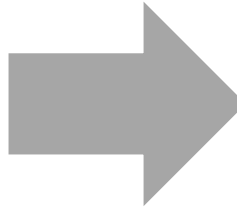| Program Goal 2:		School Readiness & Family Engagement Goals:
Will be responsive to changing needs of children, families, & communities		
Objective: 2		Flexible facilities will allow OACAC to meet the highest need in a given community, thereby supporting families and children to achieve both school readiness and family engagement goals.
75% of OACAC's multi-site facilities will have the physical plant flexibiity to serve children 0-5 (various program options/age groups).		
Expected Outcome:		
OACAC will be nimble enough to change the type of services offered as communities change.		

Program Activities that Support BOTH Goals and Objectives	Who	By When	Financial Supports	Data Tools or Methods for Tracking Progress
2.2.5 Develop priority list of facilities for minor renovation	Dept Heads, Joint Budget & Planning Committee	March 2016	incorporate into existing roles	priority list developed
2.2.6 Create timeline and budgets by location for minor renovation	Dept Heads, Joint Budget & Planning Committee	April 2016	incorporate into existing roles	timelines & minor reno budgets developed
2.2.7 Incorporate prioritized minor renovation into budgets for Years 2-5 as appropriate/practical	Dept Heads, Joint Budget & Planning Committee	April 2016 to April 2020	varies based on project, percieved need, and priority	minor reno budgets incorporated into operations budgets for Years 2-5

UPDATE 5/3/2018:

| Program Goal 2: |
| --- |
| Will be responsive to changing needs of children, families, & communities |
| **Objective: 2** |
| 75% of OACAC's multi-site facilities will have the physical plant flexibiity to serve children 0-5 (various program options/age groups). |
| **Expected Outcome:** |
| OACAC will be nimble enough to change the type of services offered as communities change. |

School Readiness & Family Engagement Goals:
Flexible facilities will allow OACAC to meet the highest need in a given community, thereby supporting families and children to achieve both school readiness and family engagement goals.

Program Activities that Support BOTH Goals and Objectives	Who	By When	Financial Supports	Data Tools or Methods for Tracking Progress
Currently, OACAC Head Start has 12 multi-site facilities. Nine of the 12 facilities (75%) now have the physical plant flexibility to serve children 0-5. Further, we are in the process of moving one site from a multi-level space into a single level space, which will further improve health & safety as well as support maximum flexibility. We have met this objective!				

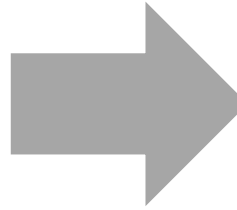| **Program Goal 2:**
Will be responsive to changing needs of children, families, & communities |
| --- |
| **Objective: 3**
Develop two (2) or more new partnerships (with school districts and/or others) to serve children 0-5. |
| **Expected Outcome:**
Through partnerships, OACAC can impact children and families within the context of the broader community. |
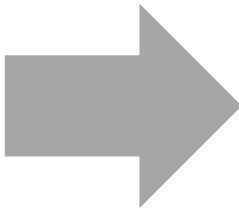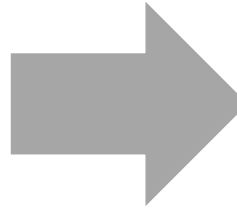
School Readiness & Family Engagement Goals:
Partnerships offer OACAC the opportunity to impact community services in ways that support school readiness and family engagement not only for HS/EHS children/families, but also for other children/families.

Program Activities that Support BOTH Goals and Objectives	**Who**	**By When**	**Financial Supports**	**Data Tools or Methods for Tracking Progress**
2.3.1 Identify unserved/under-served communities	Dept Heads	March 2016	part of existing roles	CA data
2.3.2 Identify potential partners	Dept Heads, Specialists, Area Supervisors	Aug 2016 & on-going	part of existing roles	list of potantial partners
2.3.3 Assess partner's degree of "readiness" to meet HSPS	Dept Heads, Specialists, Area Supervisors	Aug 2016 & on-going	part of existing roles, include cost-estimate for minor reno to meet HSPS, time costs for support of new parternship, etc.	partner readiness assessment data
2.3.4 Prioritize partners/communities based on need & "readiness"	Dept Heads, Specialists, Area Supervisors	Jan 2017 & on-going	part of existing roles, include cost-estimate for minor reno to meet HSPS, time costs for support of	partner readiness assessment data

| **Program Goal 2:** Will be responsive to changing needs of children, families, & communities	**School Readiness & Family Engagement Goals:**
Objective: 3 Develop two (2) or more new partnerships (with school districts and/or others) to serve children 0-5.	Partnerships offer OACAC the opportunity to impact community services in ways that support school readiness and family engagement not only for HS/EHS children/families, but also for other children/families.
Expected Outcome: Through partnerships, OACAC can impact children and families within the context of the broader community.	

Program Activities that Support BOTH Goals and Objectives	**Who**	**By When**	**Financial Supports**	**Data Tools or Methods for Tracking Progress**
2.3.5 Share data with AB & PC	Dept Heads	Feb 2017 & on-going	part of existing roles	Meeting minutes
2.3.5 Negotiate partnership with organization/entity including budget, roles/responsibilities, timeline, & start-up activities	KSB, DB, Area Supervisor, CR, AB, & PC	March 2017 & on-going	part of existing roles	contract developed
2.3.6 Initiate new partership; follow start-up timeline	KSB, DB, Area Supervisor	March 2017 & on-going	cost based on initial readiness assessment & current cost-estimate by contractors; integrate into operations budget for following year	contract signed;
2.3.7 Services/systems begin	KSB, DB, Area Supervisor	Sept 2017 & on-going	included in operations & T/TA budgets for fiscal year	enrollment data; services monitoring data; quarterly parternship meeting minutes

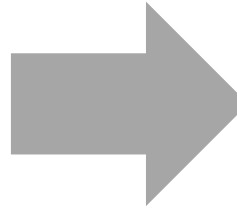| Program Goal 2: Will be responsive to changing needs of children, families, & communities	School Readiness & Family Engagement Goals:
Objective: 3 Develop two (2) or more new partnerships (with school districts and/or others) to serve children 0-5.	Partnerships offer OACAC the opportunity to impact community services in ways that support school readiness and family engagement not only for HS/EHS children/families, but also for other children/families.
Expected Outcome: Through partnerships, OACAC can impact children and families within the context of the broader community.	

Program Activities that Support BOTH Goals and Objectives	Who	By When	Financial Supports	Data Tools or Methods for Tracking Progress

UPDATE 5/3/2018:
We added a new CQ classroom in partnership with SPS in August 2017. In March 2018, we implemented an inclusion partnership with Ozark Public Schools in which the school district places an itinerant teacher at the Ozark Head Start facility to support children with IEPs.

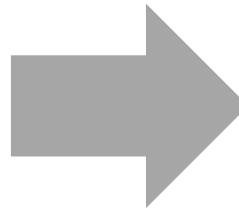| Program Goal 2:	School Readiness & Family Engagement Goals:
Will be responsive to changing needs of children, families, & communities	
Objective: 4 75%of services in communities are provided in a model that meets the highest identified need (age group/program model)	OACAC can and will support school readiness and family engagement goals using a variety of models tailored to the communities in which services are offered.
Expected Outcome: As addressed in Goal 2, Obj. 2, the result of being responsive to community changes is remaining relevant and effective as a program.	

Program Activities that Support BOTH Goals and Objectives	Who	By When	Financial Supports	Data Tools or Methods for Tracking Progress
2.4.1 Gap-analysis of historical and current models against Communty Assessment data	Dept Heads	March 2018	part of existing roles	historical and current enrollment data, program schedules, CA data
2.4.2 Solicit feedback from stakeholders re: locations/communities needing different model to meet highest need	Dept Heads	March 2018	part of existing roles	surveys, education MOU process, AB/PC meetings,
2.4.3 Analyze feedback & develop initial cost-estimates for locations/communities needing different model to meet highest need	Dept Heads, AB, PC,	Aug 2018	part of existing roles	costs of changes in locations/models
2.4.4 Prioritize locations/communities needing different model to meet highest need	Dept Heads, Joint Budget & Planning Committee, AB, PC,	Dec 2018	part of existing roles	locations/models prioritized

Program Goal 2:	School Readiness & Family Engagement Goals:
Will be responsive to changing needs of children, families, & communities	
Objective: 4	OACAC can and will support school readiness and family engagement goals using a variety of models tailored to the communities in which services are offered.
75%of services in communities are provided in a model that meets the highest identified need (age group/program model)	
Expected Outcome:	
As addressed in Goal 2, Obj. 2, the result of being responsive to community changes is remaining relevant and effective as a program.	

Program Activities that Support BOTH Goals and Objectives	Who	By When	Financial Supports	Data Tools or Methods for Tracking Progress
2.4.5 Create timeline and budgets for location/model changes	Dept Heads, Joint Budget & Planning Committee	Feb 2019	incorporate into existing roles	timelines & budgets developed
2.4.6 Incorporate prioritized location/model changes into budgets for Years 3-5 as appropriate/practical	Dept Heads, Joint Budget & Planning Committee	April 2019 to April 2020	varies based on project, percieved need, and priority	minor reno budgets incorporated into operations budgets for Years 3-5

UPDATE 5/3/2018:

OACAC Head Start has services in 18 communities. As a result of the slot conversion in Year Two, the services provided in 15 of the 18 communities (83%) meets the highest identified need in terms of age group served and program model. Communities which remain in need of additional EHS services include Bolivar, Marshfield, and Springfield. We will be watching closely as school districts roll out the ADA Pre-K slots to see how these impact our program's enrollment. We have begun talking about writing for EHS expansion, because there's a significant need for quality infant-toddler care in our service area.

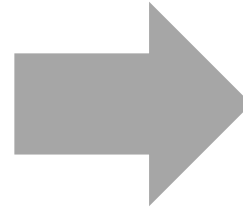| Program Goal 2: |
|---|
| Will be responsive to changing needs of children, families, & communities |
| **Objective: 4** |
| 100% of transportation services are provided in ways that are consistent with identified community needs thru a safe and reliable transportation system. |
| **Expected Outcome:** |
| Offering assistance with transportation will result in children and families who are able to participate at optimal levels. |
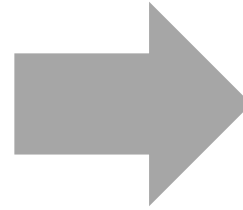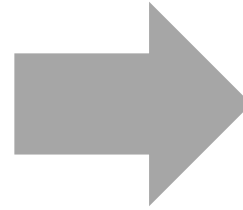
School Readiness & Family Engagement Goals:
Transportation services support the opportunity for children and families to get the doseage and intensity of services to maximize the program's impact on school readiness & family engagement goals.

Program Activities that Support BOTH Goals and Objectives	Who	By When	Financial Supports	Data Tools or Methods for Tracking Progress
2.5.1 Assess current transportation capacity	Dept Heads, Fleet Mgr	Sept 2015	part of existing role	summer maintenance check, vehicle age & mileage, life expectancy
2.5.2 Evaluate options for transportation services (lease, contract, partner, combo, etc.)	Dept Heads, Fleet Mgr	Dec 2015	part of existing role	surveys of other programs, discussions with vendors, potential partners, community transportation providers
2.5.3 Identify most cost-effective & safe options by area (own fleet, contract, lease, etc.)	Dept Heads, Fleet Mgr	Feb 2016	part of existing role	List of options and costs

| **Program Goal 2:** Will be responsive to changing needs of children, families, & communities		**School Readiness & Family Engagement Goals:**
Objective: 4 100% of transportation services are provided in ways that are consistent with identified community needs thru a safe and reliable transportation system.		Transportation services support the opportunity for children and families to get the doseage and intensity of services to maximize the program's impact on school readiness & family engagement goals.
Expected Outcome: Offering assistance with transportation will result in children and families who are able to participate at optimal levels.		

Program Activities that Support BOTH Goals and Objectives	**Who**	**By When**	**Financial Supports**	**Data Tools or Methods for Tracking Progress**
2.5.4 Identify & prioritize innovative strategies for acquiring/offsetting costs of buses (grants, donations, ad "wraps", shared costs w/ other organizations, etc.)	Dept Heads, Fleet Mgr	June 2016	part of existing role	List of potential strategies
2.5.5 Identify success criteria for 1-2 most promising strategies to minimize cost, reduce average fleet age, and/or improve fleet operations	Dept Heads, Fleet Mgr	July 2016	will vary by strategies selected	success criteria established
2.5.6 Implement 1-2 most promising strategies to minimize cost, reduce average fleet age, and/or improve fleet operations	Dept Heads, Fleet Mgr	Sept 2016	will vary by strategies selected	strategies selected
2.5.7 Evaluate success of selected strategies to minimize cost, reduce average fleet age, and/or improve fleet operations	Dept Heads, Fleet Mgr	April 2017	will vary by strategies selected	success criteria used for evaluation

Program Goal 2: Will be responsive to changing needs of children, families, & communities	School Readiness & Family Engagement Goals:
Objective: 4 100% of transportation services are provided in ways that are consistent with identified community needs thru a safe and reliable transportation system.	Transportation services support the opportunity for children and families to get the doseage and intensity of services to maximize the program's impact on school readiness & family engagement goals.
Expected Outcome: Offering assistance with transportation will result in children and families who are able to participate at optimal levels.	

Program Activities that Support BOTH Goals and Objectives	Who	By When	Financial Supports	Data Tools or Methods for Tracking Progress
2.5.8 Replicate successful strategies or try other promising strategies	Dept Heads, Fleet Mgr	April 2017	will vary by strategies selected	success criteria & strategy timelines

UPDATE 5/3/2018:

When we began our 5-year plan in 2015, the average age of our fleet was 15 years. In May 2017, the average age of our fleet was 9.8 years (buses in service plus spares). With the addition of 7 new buses received in November 2017 and the approved disposition of 14 buses, the average age of our fleet (buses in service plus spares) is 8.4 years. Our goal is the have an average fleet age of no more than 7 years. We have driven down our vehicle repair costs from $140K for the 2014-2015 program year to $62K for the 2016-2017 program year. With the addition of two new buses in the 2018-2019 program year, we will have an average fleet age of 7 years of less. As long as we continue to purchase 2 buses per year, we will be able to continue to meet this goal.

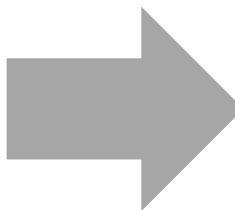| Program Goal 3:	School Readiness & Family Engagement Goals:
Will partner with families to foster optimal development, prenatal through age five.	
Objective 1:	Sharing information (data) and jointly planning for progress at school and at home supports all school readiness & family engagement goals.
100% of teachers are trained to use data effectively with families to plan for children in the classroom and home.	
Expected Outcome:	
Families will understand where their child is in terms of widely held expectations and will be better able to foster optimal development.	

Program Activities that Support BOTH Goals and Objectives	Who	By When	Financial Supports	Data Tools or Methods for Tracking Progress
3.1.1 Identify research-based "best practices" regarding how to use data effectively with families	Dept Heads, Specialists, staff, families	Dec 2015	T/TA supports re: best practices for sharing data with families	list of "best practices"
3.1.2 Assess current staff capacity to utilize data with families	Dept Heads, Specialists, staff, families	April 2016	no-cost survey tools	data knowledge/comfort survey tool; family experience survey
3.1.3 Develop guidelines to support staff in sharing data with families (i.e., low-literacy methods, high-impact strategies, etc.)	Dept Heads, Specialists,	June 2016	part of existing roles	guidelines developed
3.1.3 Pilot materials with selected families (representational groups)	Dept Heads, Specialists, staff, families	June 2016-Aug 2016	part of existing roles	pilot completed

Program Goal 3:		School Readiness & Family Engagement Goals:
Will partner with families to foster optimal development, prenatal through age five.		
Objective 1: 100% of teachers are trained to use data effectively with families to plan for children in the classroom and home.		Sharing information (data) and jointly planning for progress at school and at home supports all school readiness & family engagement goals.
Expected Outcome: Families will understand where their child is in terms of widely held expectations and will be better able to foster optimal development.		

Program Activities that Support BOTH Goals and Objectives	Who	By When	Financial Supports	Data Tools or Methods for Tracking Progress
3.1.4 Collect feedback & evaluate effectiveness	Dept Heads, Specialists	Aug 2016-Dec 2016	no-cost surveys	data knowledge/comfort survey tool; family experience survey
3.1.5 Refine training, materials, processes for using data effectively with families for planning	Dept Heads, Specialists, staff, families	Dec 2016-May 2017	no-cost survey tools; additional T/TA resources, additional parent activity resources	data knowledge/comfort survey tool; family experience survey

UPDATE 5/3/2018:
100% of teachers are trained within six months of hire on how to use data from TS GOLD to plan for individual children and how to support learning at home with families. Both changes with the TS GOLD that will soon take place and the way in which our program plans for individual children will make significant strides toward meeting this goal of using data effectively to plan for children in the classroom and home.

| **Program Goal 3:** Will partner with families to foster optimal development of children, prenatal through age five.	→	**School Readiness & Family Engagement Goals:**
Objective 2 95% of families will participate in parent -child and home-school activities to support their child's optimal development.		Family engagement in children's early education strengthens the likelihood that families will remain engaged over time, improving the carry-over benefit of Head Start into later life.
Expected Outcome: Families will develop the habit and skill of engaging with their children's teachers to ensure maximum home/school carry-over .		

Program Activities that Support BOTH Goals and Objectives	Who	By When	Financial Supports	Data Tools or Methods for Tracking Progress
3.2.1 Assess historical patterns of parent participation in parent-child & home-school activities	Dept Heads, Specialists	March 2018	part of existing roles	In-Kind data, participation rates by type of event (conferences, family nights, volunteer activities, etc.)
3.2.2 Research "best practices" for engaging families in parent-child & home-school activities	Dept Heads, Specialists	March 2018	part of existing roles	list of best practices by activity type
3.2.3 Assess current staff capacity to implement "best practices"	Dept Heads, Specialists, staff, families	May 1, 2018	no-cost survey tools	"best practice" knowledge/comfort survey tool; family experience survey
3.2.4 Develop guidelines to support staff in engaging families (i.e., low-literacy methods, high-impact strategies, etc.)	Dept Heads, Specialists,	June 2018	part of existing roles	guidelines developed

Program Goal 3:
Will partner with families to foster optimal development of children, prenatal through age five.
Objective 2
95% of families will participate in parent -child and home-school activities to support their child's optimal development.
Expected Outcome:
Families will develop the habit and skill of engaging with their children's teachers to ensure maximum home/school carry-over .
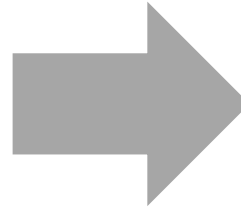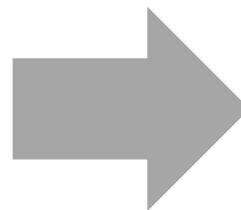
School Readiness & Family Engagement Goals:
Family engagement in children's early education strengthens the likelihood that families will remain engaged over time, improving the carry-over benefit of Head Start into later life.

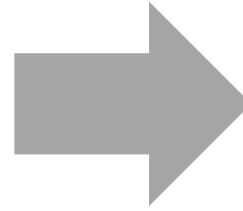| Program Activities that Support BOTH Goals and Objectives	Who	By When	Financial Supports	Data Tools or Methods for Tracking Progress
3.2.5 Pilot materials with selected families (representational groups)	Dept Heads, Specialists, staff, families	June 2018-Aug 2018	part of existing roles	pilot completed
3.2.6 Collect feedback & evaluate effectiveness	Dept Heads, Specialists	Aug 2018-Dec 2018	no-cost surveys	"best practice" knowledge/comfort survey tool; family experience survey
3.2.7 Refine training, materials, processes for engaging families in parent-child & home-school activities	Dept Heads, Specialists, staff, families	Dec 2018-May 2019	no-cost survey tools; additional T/TA resources, additional parent activity resources	"best practice" knowledge/comfort survey tool; family experience survey

UPDATE 5/3/2018:

In Year Three, we implemented a coaching model throughout the program to improve Family Advocate skills in working with parents & increase parent engagement. For Year Four, we are training the Family Advocates in the Conscious Discipline Parenting Curriculum to support parents in their critical role.

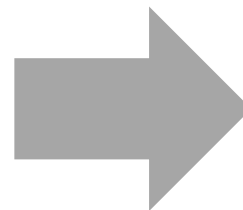|	
Program Goal 3: Will partner with families to foster optimal development of children, prenatal through age five.	**School Readiness & Family Engagement Goals:**
Objective 3 95% of families will demonstrate positive progress toward stability and self-sufficiency as measured by the family matrix tool.	Family stability is directly related to school readiness and family engagement. The higher the family's stability, the more likely the family is to be engaged in the child's education, and the more likely the child is to make progress on SR goals.
Expected Outcome: Children's school success will improve as families become more stable and have greater resources (financial, social, spiritual, etc.).	

Program Activities that Support BOTH Goals and Objectives	Who	By When	Financial Supports	Data Tools or Methods for Tracking Progress
3.3.1 Assess historical patterns of family stability/self-sufficiency using matrix data	Dept Heads, Specialists	Dec 2015	part of existing roles	family matrix data
3.3.2 Continue exploring "Trauma-Informed Care" model as strategy for making appropriate referrals & supporting families' positive progress (model being adopted by many local community agencies)	Dept Heads, Specialists	Dec 2015	T/TA resources	participate in local training on TIC model
3.3.3 Research other evidence-based, promising practices or "best practices" for supporting families' positive progress toward stability/self-sufficiency	Dept Heads, Specialists	Dec 2015	T/TA resources	List of promising/best practices
3.3.4 Evaluate & prioritize "best practice" models against cost/resources/training/caseload requirements	Dept Heads, Specialists	March 2016	part of existing roles	evaluatin criteria, prioritized list

Program Goal 3:	School Readiness & Family Engagement Goals:
Will partner with families to foster optimal development of children, prenatal through age five.	
Objective 3	Family stability is directly related to school readiness and family engagement. The higher the family's stability, the more likely the family is to be engaged in the child's education, and the more likely the child is to make progress on SR goals.
95% of families will demonstrate positive progress toward stability and self-sufficiency as measured by the family matrix tool.	
Expected Outcome:	
Children's school success will improve as families become more stable and have greater resources (financial, social, spiritual, etc.).	

Program Activities that Support BOTH Goals and Objectives	Who	By When	Financial Supports	Data Tools or Methods for Tracking Progress
3.3.5 Pilot approach/approaches with selected families (representational groups)	Dept Heads, Specialists, staff, families	May 2016-Aug 2016	part of existing roles	pilot completed
3.3.6 Collect feedback & evaluate effectiveness	Dept Heads, Specialists	Aug 2016-Dec 2016	no-cost surveys	"best practice" knowledge/comfort survey tool; family experience survey
3.3.7 Refine training, materials, processes for supporting families' progress on stability/self-sufficiency	Dept Heads, Specialists, staff, families	Dec 2016-May 2017	no-cost survey tools; additional T/TA resources, additional parent activity resources	"best practice" knowledge/comfort survey tool; family experience survey

UPDATE 5/3/2018:

At the beginning of Year Two, we moved the Matrix to ChildPlus, which can run better reports with much less work. Beginning in Year Three (fall of 2017), we will add a pre/post retrospective survey to the Matrix tool to help us identify family progress and program impacts. We will further evaluate our progress on this goal once we've aggregated the pre/post retrospective data in June 2018.

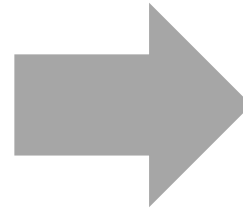|	
Program Goal 3: Will partner with families to foster optimal development of children, prenatal through age five.	**School Readiness & Family Engagement Goals:**
Objective 4 95% of families will participate in transition planning.	Families who have established initial relationships and know the expectations of the receiving placment are better positioned to meet school readiness and family engagement goals.
Expected Outcome: Children's transitions intosubsequent settings will be less stressful for children and families and will strengthen family's engagement with the receiving placement.	

Program Activities that Support BOTH Goals and Objectives	Who	By When	Financial Supports	Data Tools or Methods for Tracking Progress
3.4.1 Assess historical patterns of parent & LEA participation in transition planning	Dept Heads, Specialists	Dec 2015	part of existing roles	MOU, In-Kind data, transition data
3.4.2 Research "best practices" for transition planning	Dept Heads, Specialists	Dec 2015	part of existing roles	list of best practices by activity type
3.4.3 Assess (OACAC & LEAs) current capacity to/interest in implementing "best practices"	Dept Heads, Specialists, staff, families	Feb 2016	no-cost survey tools	"best practice" knowledge/comfort survey tool; family experience survey, LEA survey
3.4.4 Prioritize LEAs & OACAC locations for improving transition planning practices	Dept Heads, Specialists,	March 2016	part of existing roles	priority list
3.4.5 Jointly develop guidelines/processes with selected LEAs to engage families in transition planning	Dept Heads, Specialists,	March/April 2016	part of existing roles	processes/guidelines developed

Program Goal 3: Will partner with families to foster optimal development of children, prenatal through age five.

Objective 4 95% of families will participate in transition planning.

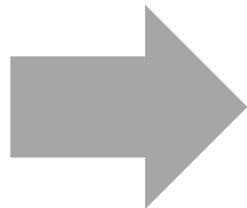| Expected Outcome: Children's transitions intosubsequent settings will be less stressful for children and families and will strengthen family's engagement with the receiving placement. |
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School Readiness & Family Engagement Goals:
Families who have established initial relationships and know the expectations of the receiving placment are better positioned to meet school readiness and family engagement goals.

Program Activities that Support BOTH Goals and Objectives	Who	By When	Financial Supports	Data Tools or Methods for Tracking Progress
3.4.6 Pilot processes/guidelines with selected LEAs & families (full-year classrooms)	Dept Heads, Specialists, staff, families	June 2016-Aug 2016	part of existing roles	pilot completed
3.4.7 Collect feedback & evaluate effectiveness	Dept Heads, Specialists	Aug 2016-Dec 2016	no-cost surveys	"best practice" knowledge/comfort survey tool; family experience survey, LEA
3.4.8 Refine training, materials, processes with selected LEAs to improve transition planning	Dept Heads, Specialists, staff, families	Dec 2016-May 2017	no-cost survey tools; additional T/TA resources, additional parent activity resources	"best practice" knowledge/comfort survey tool; family experience survey, LEA survey
3.4.9 Replicate successful processes with next group of LEAs	Dept Heads, Specialists, staff, families	Dec 2016-May 2017	no-cost survey tools; additional T/TA resources, additional parent activity resources	"best practice" knowledge/comfort survey tool; family experience survey, LEA survey

Program Goal 3:
Will partner with families to foster optimal development of children, prenatal through age five.
Objective 4
95% of families will participate in transition planning.
Expected Outcome:
Children's transitions intosubsequent settings will be less stressful for children and families and will strengthen family's engagement with the receiving placement.

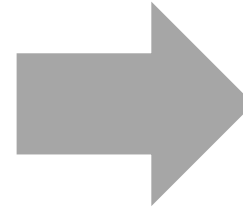| School Readiness & Family Engagement Goals: |
| --- |
| Families who have established initial relationships and know the expectations of the receiving placment are better positioned to meet school readiness and family engagement goals. |

Program Activities that Support BOTH Goals and Objectives	Who	By When	Financial Supports	Data Tools or Methods for Tracking Progress

UPDATE 5/3/2018:

We have significantly improved the transition process into Head Start for certain populations of children. We are doing a markedly better job preparing to effectively serve children with known needs. When we know a child's need in advance, we invite the child and parent to visit a classroom together, so staff have a chance to observe the types of supports the child is likely to need in the classroom environment and the parent is able to see the child's functioning in the setting and assist us in identifying potential strategies. We continue to work of transition processes between EHS and HS and from HS into public school or the next educational setting.

Program Goal 3:		School Readiness & Family Engagement Goals:
Will partner with families to foster optimal development of children, prenatal through age five.		
Objective 5		When families embrace their critical and lifelong role in their children's growth and development, children are more likley to make progress on SR goals and families are more likely to be stable and engaged.
95% families will recognize their crucial role and impact as their child's first and lifelong teacher		
Expected Outcome:		
Families will invest time and effort in facilitating their children's optimal development.		

Program Activities that Support BOTH Goals and Objectives	Who	By When	Financial Supports	Data Tools or Methods for Tracking Progress
3.5.1 Develop/identify a tool for assessing parents' view of their parenting role	Dept Heads, Specialists,	Sept 2015	part of existing roles	tool developed/identified
3.5.2 Pilot tool in selected sites using a pre/post/pre-retrospective model with new families (never served before) to determine change in parental beliefs/attitudes regarding their role & impact	Dept Heads, Specialists, staff, families	Sept 2015	part of existing roles	surveys administered
3.5.3 Analyze data against parent participation in program activities (home visits, family events, parent-child activities)	Dept Heads, Specialists, staff	June 2016	part of existing roles	data from tool plus program participaton data
3.5.4 Develop hypothesis about change theories and high-impact strategies influencing parents' increased awareness of critical role	Dept Heads, Specialists, staff	July 2016	part of existing roles	hypothesis developed
3.5.5 Test hypothesis & collect data from pilot locations with new families using a pre/post/pre-retrospective model	Dept Heads, Specialists, staff, families	Aug 2016-May 2017	part of existing roles	data collected

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Program Goal 3:
Will partner with families to foster optimal development of children, prenatal through age five.

Objective 5
95% families will recognize their crucial role and impact as their child's first and lifelong teacher

Expected Outcome:
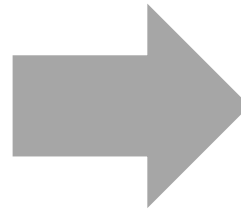Families will invest time and effort in facilitating their children's optimal development.

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School Readiness & Family Engagement Goals:

When families embrace their critical and lifelong role in their children's growth and development, children are more likley to make progress on SR goals and families are more likely to be stable and engaged.
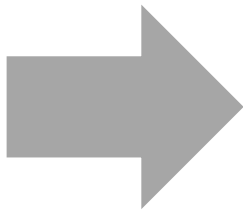
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Program Activities that Support BOTH Goals and Objectives	Who	By When	Financial Supports	Data Tools or Methods for Tracking Progress
3.5.6 Provide staff training, coaching to enhance effectiveness of "transformative" relationships/experiences/activities re: impacting parental awareness of critical role	Dept Heads, Specialists, staff	Aug 2016-May 2017	T/TA budget, parent activity funds,	Training/coaching provided
3.5.7 Replicate sucessful models/stragegies for impacting parental awareness of critical role	Dept Heads, Specialists,	Sept 2017-Aug 2020	T/TA budget, parent activity funds,	Training/coaching provided

UPDATE 5/3/2018:

Program Goal 3:
Will partner with families to foster optimal development of children, prenatal through age five.
Objective 5
95% families will recognize their crucial role and impact as their child's first and lifelong teacher
Expected Outcome:
Families will invest time and effort in facilitating their children's optimal development.

School Readiness & Family Engagement Goals:
When families embrace their critical and lifelong role in their children's growth and development, children are more likley to make progress on SR goals and families are more likely to be stable and engaged.

Program Activities that Support BOTH Goals and Objectives	Who	By When	Financial Supports	Data Tools or Methods for Tracking Progress
We continue to strengthening Family Advocates' & Teachers' use of data with families to help them understand how critically important their influence & engagement is to their child's progress. Family Advocates use ChildPlus to run reports and help self-monitor progress with families. Family Advocates use attendance monitoring as a concrete way to help families understand the significance of their role of first and most important teacher. Classroom teachers use data on a regular basis during parent teacher conferences and home visits as they share out what the child has learned and help families make connections in how they can support their child to move the child forward. OACAC Head Start uses family friendly materials to help families make connections between what the evidence indicates what the child's needs and how working on those skills will help the child develop. Some materials in use include TS GOLD activities, Creative Curriculum Learning Games, and Supporting Literacy and Early Math in Natural Environments (a project funded by the U.S. Department of Education). The addition of the Conscious Discipline Parenting Curriculum and the data from the Pre/Post Retrospective will help us continue to make strides on this objective.				