

FIVE YEAR STRATEGIC PLAN

Goal Framework for 2013- 2018

Five Year Objectives: Through a collaborative planning process, Shasta Head Start has identified several objectives it will undertake in 2013-2018 to take the agency in a new direction, or to strengthen existing programming. In the following section, each five year objective is placed within the context of the relevant broad range program goal.

| GOAL I: Children receive high quality comprehensive health, nutrition and developmental services essential for overall growth and school readiness. | | | | |
|--|---|--|-----------------------------------|---------|
| Objective A: Implement an updated curriculum approach to foster children's physical and nutritional skill development. | | | | |
| Program Impact: Healthy, fit children and families. | | | | |
| | Action | Who | When | Outcome |
| Year 1 | Research and adopt appropriate new physical development activities and nutrition curriculum to use with center and home-base children. | C.D. Dept. F.S. Dept. Health Dept. | Fall 2013- Summer 2014 | |
| Year 2 | Develop and produce updated physical development activities and nutrition curriculum. | C.D. Dept. F.S. Dept. Health Dept. | Summer 2014- Winter 2015 | |
| Year 3 | Distribute and train related staff on the new physical development activities and nutrition curriculum. | C.D. Dept. F.S. Dept. Health Dept. | PY 2016- 2017 | |
| Year 3 | Staff is trained in the new physical development activities and nutrition curriculum. | C.D. Dept. F.S. Dept. Health Dept. | Fall 2015- Winter 2016 | |
| Year 4 & 5 | The new physical development activities and nutrition curriculum are implemented throughout the program. | C.D. Dept. F.S. Dept. Health Dept. | Winter 2016- Summer 2017 | |
| Objective B: Implement age and developmentally appropriate school readiness goals reflective of annual child assessment results. | | | | |
| Program Impact: Children are ready to successfully move up to preschool and kindergarten. | | | | |
| | Action | Who | When | Outcome |
| Year 1-5 | Children will increase skills in <u>social and emotional</u> development according to indicated goals and benchmarks. | C.D. Dept. | Fall 2013- Spring 2015 | |
| Year 1-5 | Children will increase level of ability in <u>approaches to learning</u> according to indicated goals and benchmarks. | C.D. Dept. | Fall 2013- Spring 2018 | |
| Year 1-5 | Children will increase skills and abilities in <u>language and literacy</u> according to indicated goals and benchmarks. | C.D. Dept. | Fall 2013- Spring 2018 | |
| Year 1-5 | Children will increase ability and understanding in <u>cognition and general knowledge</u> according to indicated goals and benchmarks. | C.D. Dept. | Fall 2013- Spring 2018 | |
| Year 1-5 | Children will increase abilities in <u>physical development and health</u> practices according to indicated goals and benchmarks. | C.D. Dept. | Fall 2013- Spring 2018 | |

| Objective C: Develop and implement an updated approach to support English language development for English Learners. | | | | |
|--|---|---|---------------------------------|----------------|
| Program Impact: Children maintain competency in home language while increasing English language skills. | | | | |
| | Action | Who | When | Outcome |
| Year 1 | Research and attend training to determine current thinking and best practice in teaching English learners. | C.D. Dept. Language Coordinator | Fall 2013- Spring 2015 | |
| Year 2 | Adopt approach and develop training and strategies to implement and expand the approach in center-base and home-base. | C.D. Dept. Language Coordinator | Fall 2015- Spring 2016 | |
| Year 3 | Continue training staff and begin implementing determined approach. | C.D. Dept. Language Coordinator | Fall 2016 | |
| Year 4 | Classrooms and home visitors implementing determined approach and practices. | C.D. Dept. Language Coordinator | Fall 2016- Spring 2017 | |
| Year 5 | Collect, analyze and report EL assessment data and outcomes. | C.D. Dept. Language Coordinator | Fall 2017- Fall 2018 | |
| Objective D: Implement effective home visiting techniques using evidence based approach including Teacher Learning & Collaborating (TLC) and the Home Visitor Environmental Rating Scale. (HOVRS) | | | | |
| Program Impact: Children and families benefit from high quality Home Visiting practices. | | | | |
| | Action | Who | When | Outcome |
| Year 1 | Attend training on HOVRS and TLC, and conduct SHS pilot project on the (HOVRS). | F.S. Dept. Home Visitors | Fall 2013- Spring 2014 | |
| Year 1-2 | Begin TLC practicum groups Train F.S. staff on the HOVRS. | F.S. Dept. Home Visitors | Fall 2014- Spring 2015 | |
| Year 2 | Develop home-base child assessment tool based on DRDP. | F.S. Dept. C.D. Dept. Home Visitors | Summer 2014- Fall 2014 | |
| Year 2 | Train home visitors on DRDP and begin using the tool and submitting rating record. | F.S. Dept. C.D Dept. Home Visitors | Fall 2014 | |
| Year 3 | Continue TLC practicum groups. Conduct HOVRS Monitoring. | F.S. Dept. Home Visitors | Fall 2015- Spring 2016 | |
| Year 4-5 | Continue TLC groups. Continue HOVRS Monitoring, data analysis and reporting outcomes. | F.S. Dept. Home Visitors | Fall 2016- Spring 2018 | |
| Year 3-5 | Receive HB child outcomes data and develop child goals based on data. Analyze data and plan additional training. | F.S. Dept. C.D. Dept. Home Visitors | Spring 2015- Spring 2018 | |
| Year 4-5 | Analyze impact of TLC groups. Continue HOVRS Monitoring, data analysis and reporting outcomes. Develop training and benchmarks based on results. | F.S. Dept. Home Visitors | Spring 2016 - Spring 2018 | |

GOAL II: Families are participants in their child's education and engaged in their own personal growth and development.

Objective A: Children demonstrate consistent, on-time attendance throughout the school year.

Program Impact: Children will gain in essential school readiness skills and children and families will be part of the "culture of attendance".

| | Action | Who | When | Outcome |
|----------|---|--------------------------|-----------------------------|---------|
| Year1 | Director begins to draw attention to the importance of consistent, on-time attendance as an agency priority. Staff, PC and BOD members are informed of the on-time attendance focus. | F.S. Staff C.D. Staff | Spring 2014 | |
| Year 1-5 | Family Service staff works with individual families with attendance concerns. | F.S. Staff C.D. Staff | Spring 2014 Ongoing | |
| Year 2 | New reports and procedures are formatted to be presented regularly to governing bodies and staff. | F.S. Staff C.D. Staff | Fall 2014- Ongoing | |
| Year 2-3 | A SHS attendance toolkit is developed to assist staff in reinforcing the attendance message. | F.S. Staff C.D. Staff | Spring 2015 | |
| Year 2-5 | The program's policy on attendance and punctuality is presented to families and staff in various forums throughout the year in a positive and supportive manner. The benefits of on-time attendance are stressed. | F.S. Staff C.D. Staff | Fall 2014- Spring 2015 | |
| Year 2-5 | Policy Council, BOD and staff are engaged in reviewing attendance data that is easy to read and understand. PC is an important link to families at their centers. | F.S. Staff C.D. Staff | Fall 2014- Ongoing | |
| Year 2-5 | Professional development is offered to staff on attendance and punctuality issues and strategies. | F.S. Staff C.D. Staff | Fall 2014 Ongoing | |
| Year 2-5 | Families are honored for their ability to sustain routines and get children to school on time everyday the children are healthy enough to attend. | F.S. Staff C.D. Staff | Spring 2015 Ongoing | |
| Year 4-5 | SHS and elementary schools share data and strategies to promote a smooth transition and create a local culture of consistent, on-time attendance. | F.S. Staff C.D. Staff | Spring 2016- Spring 2018 | |

Objective B: Family goals are connected to the seven outcome areas of the Parent Family & Community Engagement (PFCE) framework using the Family Engagement Rating Scale (FERS) to measure progress.

Program Impact: Families are engaged in all areas of the PFCE Framework and benefit from high quality family service delivery.

| | Action | Who | When | Outcome |
|----------|---|------------|-----------------------------|---------|
| Year 1-2 | Fully implement PFCE Framework with family goals developed based on framework and to include SR. | F.S. Dept. | Fall 2013- Spring 2015 | |
| Year 1-5 | Family goals are categorized according to PFCE framework. Data collected, analyzed and outcomes reported. | F.S. Dept. | Spring 2014- Spring 2018 | |
| Year 1-5 | Develop family goal setting training and benchmarks based on results. | F.S. Dept. | Spring 2014- Spring 2018 | |
| Year 1 | Develop monitoring tool to capture and quantify Family Worker competency. (FERS). | F.S. Dept. | Fall 2013- Spring 2014 | |
| Year | Conduct FERS monitor agency wide with Family | F.S. Dept. | Spring 2013 | |

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|----------|---|-----------------------------|------------------------|--|
| 1-5 | Workers. Make adjustments to tool as needed. | F.S. Staff | Ongoing | |
| Year 1-5 | Imbed Triple P into work with families establishing goals and providing tip sheets in connection with PFCE. | F.S. Dept. Disabilities/ MH | Fall 2013- Spring 2018 | |
| Year 2-5 | Update and distribute tri-county community resource binder to all F.S. staff to support goals and parent self-sufficiency. Provide training on how to use the binder. | F.S. Dept. | Fall 2014- Spring 2015 | |
| Year 2-5 | Provide additional Triple P support with training and incorporation into Case Conferencing. | F.S. Dept. Disabilities/ MH | Fall 2014- Spring 2018 | |

Objective C: Parents engage in Redding Bank of Commerce (RBOC) financial literacy activities to support self-sufficiency, advocacy and school readiness for themselves and their children.

Program Impact: Families are accessing the Earned Income Tax Credit (EITC) and show increased self sufficiency.

| | Action | Who | When | Outcome |
|----------|--|--------------------------------|--------------------------|---------|
| Year 1 | Partnership with Redding Bank of Commerce (RBOC) established. F.S. staff and SHS employees are trained on Earned Income Tax Credit (EITC). | F.S. Dept. | Fall 2013- Spring 2014 | |
| Year 2 | Establish a designated team of assistors for EITC as a resource to provide additional support to specified families. | F.S. Dept. | Winter 2014- Spring 2018 | |
| Year 1-5 | EITC Family Survey conducted annually to determine training and support needed for parents and staff. | F.S. Dept. Family Workers | Spring 2014- Spring 2018 | |
| Year 2-5 | Explore unique opportunities to enhance family economics such as individual development accounts. | E.D. F.S. Dept. Family Workers | Fall 2015 Spring 2018 | |
| Year 2-5 | Parents are trained and supported in learning about age appropriate developmental milestones and literacy activities with their children. | F.S. Dept. C.D. Dept. | Fall 2015- Spring 2018 | |
| Year 1-5 | Parents will be offered workshops on topics such as: advocacy, self-sufficiency, finance, budgeting and discipline. | F.S. Dept. C.D. Dept. | Fall 2013- Spring 2018 | |

GOAL III: Employ and retain staff that are skilled, meet required certifications and assist them to make strides in their professional development.

Objective A: Expand opportunities for professional development using the TLC approach via technology and distance learning and coaching.

Program Impact: Increased overall competence and skill of teaching staff.

| | Action | Who | When | Outcome |
|----------|---|---|--------------------------|---------|
| Year 1-5 | Receive training on the TLC approach. Create buy-in and introduce the concept to management, F.S. and C.D. staff. | F.S. Dept. C.D. Dept. Determined participants | Fall 2013 - Winter 2014 | |
| Year 1-5 | Order tripods and cameras for TLC group activities. Use SHS video programming. | F.S. Dept. C.D. Dept. Determined participants | Winter 2014- On-going | |
| Year 1-5 | Conduct TLC groups, sharing video observations. | C.D. Dept. F.S. Dept. | Winter 2014- on-going | |
| Year 2-5 | Determine TLC outcomes based on participants pre- and post-test. | C.D. Dept. F.S. Dept. | Spring 2015- Spring 2018 | |

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|----------|---|----------------------|-----------------------|--|
| Year 1-5 | Expand employee training with support from mentor coach for new staff and staff identified from monitoring outcomes. | C.D. Dept. | Winter 2014 on-going | |
| Year 2-5 | New employee training modules are available for staff to access via intranet. | Training Coordinator | Fall 2016-Ongoing | |
| Year 2-5 | Staff access webinars for on-site and/or small group trainings. | Training Coordinator | Fall 2015-Ongoing | |
| Year 3-5 | Develop capacity for distance learning opportunities for staff. | C.D. Dept. | Fall 2016-2018 | |
| Year 1-5 | Conduct CLASS monitor and develop staff goals according to ratings. Provide coaching and support to staff to raise scores and achieve their goals. | F.S. Dept. | Fall 2014-Spring 2018 | |

Objective B: Offer stipend reimbursement toward employee education and degree completion.

Program Impact: Staff meets all job requirements and demonstrates increased skills.

| | Action | Who | When | Outcome |
|----------|---|------------------------------------|-----------------------|---------|
| Year 1-5 | 50% of EHS Teachers have a BA degree in ECE or related field. | Training Coordinator H.R. Dept. | Fall 2013-Spring 2018 | |
| Year 1-5 | 50% of HS Teachers have a BA Degree in ECE or related field. | Training Coordinator H.R. Dept. | Fall 2013-Spring 2018 | |
| Year 1-5 | HS Assistant (associate) Teachers are enrolled in a program leading to an AA or BA degree. | Training Coordinator H.R. Dept. | Fall 2013-Spring 2018 | |
| Year 1-5 | 100% of EHS and HS Home Visitors and Family Workers have an AA degree in ECE, Family Development or related field or are working toward a degree. | Training Coordinator H.R. Dept. | Fall 2013-Spring 2018 | |
| Year 1-5 | 50% of EHS and HS Home Visitors and Family Workers have a BA Degree in ECE, Family Development or related field or are working toward a degree. | Training Coordinator H.R. Dept. | Fall 2013-Spring 2018 | |

GOAL IV: SHS Has Infrastructure That Supports and Facilitates All Aspects of the Organization.

Objective A: Increase data bandwidth at SHS centers in tri-county area.

Program Impact: Enhanced communication and data access agency wide.

| | Action | Who | When | Outcome |
|----------|--|--------------------------|-------------|---------|
| Year 1 | Identify and analyze internet service providers to supply additional bandwidth to centers. | I.T. Dept. | Spring 2014 | |
| Year 2 | Install new internet service or expand existing service at all centers. | I.T. Dept. | Spring 2015 | |
| Year 2-3 | Install network cabling at all locations. | I.T. Dept. Facilities | Spring 2016 | |
| Year 2-3 | Install Wireless access at all sites. | I.T. Dept. | Spring 2016 | |
| Year 1-3 | Deploy voice over internet phones at all facilities. | I.T. Dept. | Spring 2016 | |

Objective B: Create a process to support remote trainings and webinars.

Program Impact: Staff gains knowledge through virtualized training via the web.

| | Action | Who | When | Outcome |
|----------|--|--|-------------|---------|
| Year 3 | Evaluate computer equipment needed for training. | I.T. Dept. | Spring 2016 | |
| Year 3-4 | Create a process for developing online or web based trainings. Research and implement a platform to deliver and manage online trainings. | H.R. Dept. I.T. Dept. Training Coordinator | Spring 2017 | |
| Year 3-5 | Develop Teleconferencing Centers for training, meetings, and communication in outlying areas. | H.R. Dept. Training Coordinator | Spring 2018 | |

Objective C: Maintain facilities that are safe and in good condition.

Program Impact: Children, families and staff working and participating at safe, healthy environments.

| | Action | Who | When | Outcome |
|--------|--|--|-------------|---------|
| Year 1 | Identify facilities needing improvements and develop a capital improvement schedule. | Operations Director Maintenance Coordinator | Spring 2015 | |
| Year 2 | Find a facility for 16 Infant Toddler slots relocated from AIPC. | Operations Director | Spring 2015 | |