**Audubon Area Head Start Strategic Planning Session**

**Executive Summary**

Date: June 21-22, 2023
Location: Audubon Area Head Start Program

The strategic planning session held on June 21 and 22 at the Audubon Area Head Start Program was a highly productive event, engaging 40 participants representing the service region. The diverse group included teachers, family advocates, executive team members, policy council members, and board members, ensuring comprehensive input from various stakeholders.

The primary objective of the session was to develop a comprehensive strategic plan that responds to the identified needs of the service area and aligns with the findings of the 2023 Community Needs Assessment. The process was informed by the valuable resources available on the Early Childhood Learning and Knowledge Center (ECLKC) website, providing evidence-based strategies and best practices.

Appreciative Inquiry and the 5 Whys technique were utilized to guide the strategic planning process. Appreciative Inquiry facilitated a strengths-based approach, enabling participants to identify and leverage the organization's positive attributes. The 5 Whys technique helped delve deeper into challenges and root causes, facilitating a thorough understanding of obstacles and opportunities for improvement.

During the session, both the strengths and challenges of the organization were identified and leveraged to inform the development of the 2023 AAHS Strategic Plan. By building upon existing strengths and proactively addressing challenges, the organization will enhance its operational efficiency and effectiveness in delivering high-quality early childhood education services. The following table illustrates the identified strengths and challenges during the strategic planning session.

| STRENTHS | CHALLENGES |
|---|---|
| Support of management/ staff | Mental Health |
| Federal Funding | Retaining Staff |
| Opportunity for advancement | Geographical locations |
| Collect a lot of data | Communication |
| Comprehensive services | Broad service region (logistics) |
| Adaptability | Technology-hardware connectivity |
| Long term focused | Funding limitations/restrictions |
| Professional Development | Competitive wages |
| Data Team | Limited EHS Slots |
| Local Community Partnerships | Limited community resources |

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|---|---|
| Strength Based | Excessive responsibility due to limited staffing |
| Knowledgeable support teams | Aging facilities |
| Technology | Lack of awareness of programs and opportunities |
| Local Leadership | Behavioral/communication with families/trauma |
| Clear policies and procedures | |
| Self-Assessment Plan | |
| Furthering Staff Education | |
| Growing need/Flexibility/Program Options | |

The strategic planning session culminated in the development of four strategic program goals and objectives that address the identified needs and priorities of the service area. These goals and objectives will serve as a roadmap to guide the Audubon Area Head Start Program's future initiatives and decision-making processes, ensuring a focused and impactful approach.

**2023-2028 PROGRAM GOALS**

**PROGRAM GOAL 1 (PROGRAM/AGENCY): HS/EHS to continue as a necessary and needed program in our communities to promote school readiness of enrolled children.**

> **Objective 1**: AAHS will increase awareness of community resources and partners in and around our service areas to increase enrollment.
> **Objective 2:** AAHS will develop and implement a system for identifying and tracking active community providers and resources throughout our service area.
> **Objective 3:** AAHS will empower families to advocate locally for community resources and services to increase Community Partnerships
> **Objective 4**: AAHS will continue to utilize committees while also identifying additional committees to strengthen community partnerships.

**PROGRAM GOAL 2 (DATA/DECISION MAKING): Analyze integrated data to optimize child/family outcomes.**

> **Objective 1**: AAHS will assess data for accuracy monthly.
> **Objective 2**: AAHS will improve collaboration across content areas to analyze data more comprehensively.
> **Objective 3**: AAHS Data managers will disseminate data and reports at manager meetings to improve local decision-making process.

**PROGRAM GOAL 3 (Staff/Workforce): Recruit, retain, and develop a qualified and highly skilled workforce.**

> **Objective 1**: AAHS will enhance recruitment efforts to obtain qualified employees.
> **Objective 2**: AAHS will develop an onboarding and orientation process to increase staff retention.

**Objective 3**: AAHS will invest in staff development and professional growth to retain highly skilled staff.

**PROGRAM GOAL 4 (CHILDREN/FAMILIES/COMMUNITY): Cultivate strength-based family partnerships that provide opportunities for staff and families to increase knowledge and skills to meet the social-emotional needs of the children.**

> **Objective 1:** AAHS will utilize a proactive approach in creating consistent routines to support attendance and social-emotional development.
> **Objective 2:** AAHS will collaborate with family and community partners to educate and support children with social and emotional needs.
> **Objective 3:** AAHS will educate and support staff in meeting the individualized social-emotional needs of children.

The outcomes of the strategic planning session exemplify the commitment and dedication of all participants towards the betterment of early childhood education within the service area. The process, informed by resources from the ECLKC website and guided by Appreciative Inquiry and the 5 Whys technique, ensured a comprehensive and collaborative approach to strategic planning.

The developed strategic plan will serve as a guiding framework, enabling the Audubon Area Head Start Program to meet the evolving needs of the community. By aligning with the community's needs and leveraging internal strengths, the organization will continue to make a significant and sustainable impact on the lives of children and families.

Thank you for allowing me the opportunity to work with you and your organization during the development of the AAHS Strategic Plan.

Respectfully,

John W. Roden
Consultant

# AAHS
# 2023-2028 FIVE YEAR STRATEGIC PLAN

**PROGRAM GOAL 1 (PROGRAM/AGENCY): HS/EHS to continue as a necessary and needed program in our communities to promote school readiness of enrolled children.**


(PFCE LINKAGE) Family Wellbeing
(SR LINKAGE) Early Intervention key to school success

| OBJECTIVE 1 | EXPECTED OUTCOMES | | | | |
|---|---|---|---|---|---|
| | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** |
| AAHS will increase awareness of community resources and partners in and around our service areas to increase enrollment. | Achieve and maintain full funded enrollment within both HS and EHS programs. | Retain community partnerships and continued awareness to the community. | Same as Year 2 | Same as Year 2 | Evaluate overall impact of objectives and activities to increase community awareness of program services. |

| ACTIVITIES OR ACTION STEPS TO MEET OBJECTIVE: | • Determine a baseline of community providers/supporters.<br>• Evaluate the marketing plan to create new strategies to increase enrollment and growth of community partners.<br>• Develop a marketing plan in consult with staff and parents/families to increase awareness of program services to the community.<br>• Reach out to fellow Head Start Agencies, to learn ideas for increasing enrollment and growth of community partners. |
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| DATA, TOOLS, OR METHODS FOR TRACKING PROGRESS: | ANTICIPATED CHALLENGES: |
|---|---|
| • Policy Council Community Representative retention<br>• Increased staff participation<br>• Budget<br>• Data Report | • Creating a market plan<br>• Geographical impact of 16-county service area<br>• Communities lack of knowledge about the agency's purpose and services |

| YEAR 1 PROGRESS | • Created a community partner recruitment guide to include in Parent Engagement Binders that aligns with each of the selection criteria.<br>• AAHS maintained 97% enrollment on average throughout the program year.<br>• Centers developed internal resource rooms to provide support for children and families with support from community partnerships. |
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| OBJECTIVE 2 | EXPECTED OUTCOMES | | | | |
|---|---|---|---|---|---|
| | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 |
| AAHS will develop and implement a system for identifying and tracking active community providers and resources throughout our service area. | Children will have an increase in Child outcomes for Health, Education, Behavior, etc. | Same as Year 1 | Same as Year 1 | Same as Year 1 | Evaluate overall impact of Child outcomes throughout the AAHS |

| ACTIVITIES OR ACTION STEPS TO MEET OBJECTIVE: | • Continue to evaluate AAHS Community Assessment and update annually.<br>• Develop an action plan to implement strategies based upon need and available resources.<br>• Analyze and evaluate modifications and adjust as necessary.<br>• Develop a resource guide listing various community partners throughout the service area. |
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| DATA, TOOLS, OR METHODS FOR TRACKING PROGRESS: | ANTICIPATED CHALLENGES: |
|---|---|
| • SharePoint/Google Doc<br>• Parent Interest Form<br>• Parent Survey<br>• Data Report<br>• Parent interviews and focus groups<br>• PIR data on provided or referred community services | • Lack of Community Resources<br>• Parent Participation<br>• Technology |

| YEAR 1 PROGRESS | • Work has begun to create an online database with current active community resources from across all service areas. These resources will include family supports as well as health and mental health. |
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| OBJECTIVE 3 | EXPECTED OUTCOMES | | | | |
|---|---|---|---|---|---|
| | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 |
| AAHS will empower families to advocate locally for community resources and services to increase Community Partnerships | Increased collaboration among community organizations, government agencies, and local businesses, leading to a stronger partnership network. | Same as Year 1 | Same as Year 1 | Same as Year 1 | Evaluate overall impact of objectives and activities to assess the need of an increase in Community Partnerships with AAHS. |

| ACTIVITIES OR ACTION STEPS TO MEET OBJECTIVE: | • Utilize Parents Needs Assessment<br>• Community Agencies attend parent training/offer opportunities to have their own training.<br>• Evaluate the community partnerships annually | | | | |
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| DATA, TOOLS, OR METHODS FOR TRACKING PROGRESS: | ANTICIPATED CHALLENGES: |
|---|---|
| • Parent focus groups and survey summaries<br>• Explore AACS Databases<br>• PIR data on provided or referred community services | • Technology<br>• Parent Participation<br>• Lack of Resources<br>• Geographical impact of 16-county service area |

| YEAR 1 PROGRESS | • Established relationships with local agencies and organizations to ensure families are aware of and can access available services.<br>• Utilized social media, websites, or apps to disseminate information, gather feedback, and engage with families.<br>• Created and enhanced networks of families, community organizations, and service providers to foster collaboration and share information. |
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| OBJECTIVE 4 | EXPECTED OUTCOMES | | | | |
|---|---|---|---|---|---|
| | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 |
| AAHS will continue to utilize committees while also identifying additional committees to strengthen community partnerships. | AAHS effectively utilizes existing committees, fostering improved communication, collaboration, and decision-making within the organization. | AAHS identifies and establishes additional committees focused on community partnerships, enabling a proactive approach to engage stakeholders, seek input, and leverage local resources. | Community partners express increased satisfaction and participation in AAHS initiatives, fostering a sense of ownership and shared responsibility | AAHS committees actively collaborate with external organizations, such as local businesses, non-profits, and educational institutions. | Establish new committees dedicated to community partnerships that empowers AAHS to address emerging challenges, adapt to evolving community needs, and leverage collective expertise |

| ACTIVITIES OR ACTION STEPS TO MEET OBJECTIVE: | • Research different service groups/committees outside the organization.<br>• Community Networking<br>• Develop a research tool to identify different service groups/committees<br>• Successful networking event to identify additional committees<br>• Networking event twice a year. |
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| DATA, TOOLS, OR METHODS FOR TRACKING PROGRESS: | | ANTICIPATED CHALLENGES: |
|---|---|---|
| • Internet/Web<br>• Policy Council<br>• Agency Committees | | • Lack of Community Resources<br>• Geographical impact of 16-county service area |

| YEAR 1 PROGRESS | • The Board and Policy Council members were involved in Strategic Planning and Self-Assessments where feedback and information about our service area was shared.<br>• AAHS solicited input from committee members and community stakeholders to identify areas for improvement and opportunities for growth.<br>• Focus groups were created to get a unique perspective of stakeholders from across content and service areas. |
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# AAHS
# 2023-2028 FIVE YEAR STRATEGIC PLAN

**PROGRAM GOAL 2 (DATA/DECISION MAKING): Analyze integrated data to optimize child/family outcomes.**

**(SR LINKAGE) ALL School Readiness Goals**
**(PFCE LINKAGE) ALL PFCE Domains**

| OBJECTIVE 1 | EXPECTED OUTCOMES | | | | |
|---|---|---|---|---|---|
| | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** |
| AAHS will assess data for accuracy monthly | Review and revise monitoring plans to ensure compliance that results in more effective child family staffing | Rollout annual trainings to improve consistent messaging among Specialists to improve quality of data entry and collection | Evaluate monitoring plan and compare effectiveness of data to ensure plan is resulting in improved data accuracy | Continue to evaluate monitoring plan and adapt protocols to ensure continuous improvement in data accuracy | Evaluate overall improvement of data accuracy |

| ACTIVITIES OR ACTION STEPS TO MEET OBJECTIVE: | |
|---|---|
| | <ul><li>Ensure all staff receive proper training that aligns with job duties</li><li>Streamline protocols for data entry, consistent messaging at Specialist level</li><li>Follow the data monitoring plan to ensure data integrity—review annually</li><li>Self-monitoring</li><li>Improved quality of child/family staffings</li><li>Ownership of child/family staffing improved</li><li>Focus on needs in staffings</li><li>More efficient utilization of DataSay</li><li>Proper training on the use of DataSay</li></ul> |

| DATA, TOOLS, OR METHODS FOR TRACKING PROGRESS: | ANTICIPATED CHALLENGES: |
|---|---|
| Monthly Monitoring plans<br>Timely assignment of caseloads in ChildPlus | Train new staff and retrain existing staff<br>Integrating content areas<br>Four data systems to integrate |

| YEAR 1 PROGRESS | |
|---|---|
| | <ul><li>Combined Data Team and School Readiness Committees for more efficient analysis of data across content areas.</li><li>Established reporting mechanism to share current progress of Key Performance Indicators monthly.</li><li>AAHS compared data across program years to mark improvement or identify challenges.</li></ul> |

| OBJECTIVE 2 | EXPECTED OUTCOMES | | | | |
|---|---|---|---|---|---|
| | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 |
| AAHS will improve collaboration across content areas to analyze data comprehensively | Restructure data team to ensure integration of data across all content areas and data streams | Create a plan to optimize data presentation and efficiency | Evaluate implementation of integrated data and adapt as necessary | Evaluate and adapt | Evaluate overall effectiveness of integrated data and collaboration across content areas |

| ACTIVITIES OR ACTION STEPS TO MEET OBJECTIVE: | <ul><li>Educational goals linked to family services/parenting curriculum</li><li>Utilize cross walk to improve collaboration from classroom curriculum to parent curriculum</li><li>Restructuring of data team to improve integration across content areas</li><li>Correlate data across all content areas to ensure that comprehensive services are working together to optimize school readiness child outcomes.</li><li>More intentional data driven conversations during LAM meetings to compare data</li><li>Data shared prior to deadlines</li><li>Disseminate improved monitoring plan</li></ul> |
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| DATA, TOOLS, OR METHODS FOR TRACKING PROGRESS: | ANTICIPATED CHALLENGES: |
|---|---|
| Monitoring plan | Structure of Data Team |

| YEAR 1 PROGRESS | <ul><li>Included content area experts in Data Team Meetings to provide input in and ensure implementation.</li><li>Data Analysis Specialist now attends content area meetings to increase knowledge of all content area data.</li></ul> |
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| OBJECTIVE 3 | EXPECTED OUTCOMES | | | | |
|---|---|---|---|---|---|
| | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 |
| AAHS will disseminate data and reports at manager meetings to improve local decision making processes | Determine data sets pertinent and beneficial for making local level decisions that impact outcomes | Create effective processes to present data that is meaningful | Evaluate how the use of data is impacting child family outcomes | Evaluate and adapt | Evaluate overall effectiveness of continuous improvement that results from targeted integrated data |

| ACTIVITIES OR ACTION STEPS TO MEET OBJECTIVE: | <ul><li>Constant flow of information from field to data analyst and back.</li><li>Reconstruction of LAM meetings to intentionally discuss outcomes and improvement measures to be implemented</li><li>Evaluate effectiveness of reporting</li></ul> |
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| DATA, TOOLS, OR METHODS FOR TRACKING PROGRESS: | ANTICIPATED CHALLENGES: |
|---|---|
| Focus groups of LAMs and LAMAs<br>PIR to drive what data is reported on | Integrated data<br>Data visualization<br>End of enrollment reports show missing even though it isn't due |
| **YEAR 1 PROGRESS** | • School readiness data was shared at all manager meetings to drive continuous improvement.<br>• Managers attended self-assessment meetings to provide input in creating and updating goals. |

# AAHS
# 2023-2028 FIVE YEAR STRATEGIC PLAN

| PROGRAM GOAL 3 (Staff/Workforce): Recruit, retain, and develop a qualified and highly skilled workforce. |
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| (SR LINKAGE): SUPPORTS ALL School Readiness Goals |

| OBJECTIVE 1 | EXPECTED OUTCOMES | | | | |
|---|---|---|---|---|---|
| | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 |
| AAHS will enhance recruitment efforts to obtain qualified employees. | Create public relations/talent recruitment plan. | Establish and maintain relationships within communities that include public, private, and non-profit sectors.<br><br>Increased media presence (virtual/print-based/television) | Increased engagement with community partners | Evaluate progress and course correct | Evaluate data from year 4 implementation and revise plan as needed to increase recruitment/ program goal outcome |
| ACTIVITIES OR ACTION STEPS TO MEET OBJECTIVE: | Develop a Public Relations/Marketing Plan<br>Consider establishing a Public Relations/Talent Recruiter position<br>Obtain approval<br>Educate/ Train hire  to be professional in all aspects of the program.<br>Build relationships with community program/ resources<br>Collect employee application data<br>Collaborate to enhance social media presences<br>Employ various marketing strategies<br>Implement and review exit interviews | | | | |

| DATA, TOOLS, OR METHODS FOR TRACKING PROGRESS: | | ANTICIPATED CHALLENGES: |
|---|---|---|
| Review staff shortage data,<br>Review employment application data (how did you hear about this position?) | | Widespread agency<br>Funding of positions and ability to implement desired wage increases.<br>Approval Process |

| YEAR 1 PROGRESS | • Expanded recruitment efforts to include social media.<br>• Utilized job fairs to improve recruitment efforts.<br>• Created a one-pager to share opportunities and benefits of working at AAHS.<br>• Created yard signs with QR codes to link potential staff to employment website.<br>• Created recruitment materials to utilize in areas with staffing challenges.<br>• Agency employed an Outreach Coordinator to improve branding and outreach efforts in our service area. |
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| OBJECTIVE 2 | EXPECTED OUTCOMES | | | | |
|---|---|---|---|---|---|
| | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 |
| AAHS will develop an onboarding and orientation process to increase staff retention. | Establish and implement a process for onboarding/ orientation process | Evaluate for decreased staff turnover rates and adjust as needed | Evaluate for decreased staff turnover rates and adjust as needed | Evaluate for decreased staff turnover rates and adjust as needed | Evaluate the overall impact of objectives on turnover rates |
| **ACTIVITIES OR ACTION STEPS TO MEET OBJECTIVE:** | Utilize focus groups and/or team meetings with current staff and content managers to identify new hire needs<br>Establish a process for the onboarding of new team members<br>Create a survey to evaluate orientation onboarding process<br><br>Note: one/ two year staff work additional hours to compensate for lack of onboarding training at the beginning of new employment. Staff who struggle to comprehend how to complete job requirements to gain confidence in their role when taking over established classrooms or caseloads. | | | | |

| DATA, TOOLS, OR METHODS FOR TRACKING PROGRESS: | ANTICIPATED CHALLENGES: |
|---|---|
| Review turn Turnover of new employees<br>Review performance evaluations to measure | Time and work schedules<br>Transform current practices<br>Change expectations |

| YEAR 1 PROGRESS | <ul><li>Created a comprehensive onboarding process for staff including 2 weeks of intensive training for teaching staff.</li><li>Health and Family Services staff receive intensive training prior to being placed in their respective positions to help ensure staff are better prepared to handle job duties once assigned.</li><li>All new staff also attend program orientation that welcomes new staff and provides an overview of the program's scope.</li></ul> |
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| OBJECTIVE 3 | EXPECTED OUTCOMES | | | | |
|---|---|---|---|---|---|
| | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 |
| AAHS will invest in staff development and professional growth to retain highly skilled staff. | To create a mentor/coaching program for each content area.<br><br>To create and implement a wage improvement plan to encourage professional growth. | Identify potential mentor coaches and implement process created from coaching/mentorship program. | Evaluation of mentorship/ coaching program and wage improvement plan processes and implement corrections. | Review data to evaluate retention in relation to mentorship program. | Evaluate the impact of staff development and professional growth |

| **ACTIVITIES OR ACTION STEPS TO MEET OBJECTIVE:** | Create job description/qualifications addendum for coaching/mentor.<br>Create a wage improvement plan.<br>Identify potential mentors for each content area. |
|---|---|
| **DATA, TOOLS, OR METHODS FOR TRACKING PROGRESS:** | |
| Review turnover rates<br>Review performance evaluations for effectiveness | Funding<br>Approval process<br>Modification of current pay structure |
| **YEAR 1 PROGRESS** | • AAHS utilizes data to inform program of professional development opportunities.<br>• Professional Development participation has increased due to an improved awareness of opportunities.<br>• Improved incentive pay for achieving specific credentials. |

# AAHS
# 2023-2028 FIVE YEAR STRATEGIC PLAN

**PROGRAM GOAL 4 (CHILDREN/FAMILIES/COMMUNITY): Cultivate strength-based family partnerships that provide opportunities for staff and families to increase knowledge and skills to meet the social-emotional needs of the children.**

(PFCE LINKAGE) GOAL #3 Families as Lifelong Educators
(SR LINKAGE) Social & Emotional Domain

| OBJECTIVE 1 | EXPECTED OUTCOMES | | | | |
|---|---|---|---|---|---|
| | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 |
| AAHS will utilize a proactive approach in creating consistent routines to support attendance and social-emotional development. | Children and families receive comprehensive support according to identified needs resulting in improved attendance and child outcomes | Children and families receive comprehensive support according to identified needs resulting in improved attendance and child outcomes | Children and families receive comprehensive support according to identified needs resulting in improved attendance and child outcomes | Children and families receive comprehensive support according to identified needs resulting in improved attendance and child outcomes | Evaluate overall impact of objectives and activities to assess attendance and social-emotional needs |
| **ACTIVITIES OR ACTION STEPS TO MEET OBJECTIVE:** | • Identify barriers in the community and within the family that negatively impact consistent routines.<br>• Identify supports and resources within the community to minimize barriers.<br>• Provide training to staff on supportive conversations to support relationships with families.<br>• Analyze and evaluate systems and processes related to recording and documenting attendance.<br>• Strengthening communication on the importance of attendance<br>• Identify returnees with attendance issues.<br>• Evaluate the correlation between attendance issues and child behaviors. | | | | |

| DATA, TOOLS, OR METHODS FOR TRACKING PROGRESS: | ANTICIPATED CHALLENGES: |
|---|---|
| • Identify and analyze attendance monitoring reports<br>• AAHS training website, SharePoint, Child Plus, Ready Rosie<br>• Family needs assessment<br>• Child Outcomes<br>• CLASS<br>• Curriculum and curriculum fidelity checks<br>• Family Partnership Agreement and goals<br>• DataSay monitoring<br>• Training evaluations | • Enrollment turnover<br>• Staff turnover<br>• Lack of community resources<br>• Inconsistency with data<br>• Technological disruptions<br>• Changes or updates to technology systems<br>• District partnerships |

| YEAR 1 PROGRESS | • Monitored consistent classroom routines and procedures, including arrival, transitions, and dismissal, to create a stable learning environment. <br> • Trained managers on key indicators to recognize effective social emotional practices in classrooms. <br> • Identified and addressed barriers to regular attendance, such as transportation, health issues, or family challenges, through targeted support services. | | | | |
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| OBJECTIVE 2 | EXPECTED OUTCOMES | | | | |
|---|---|---|---|---|---|
| | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** |
| AAHS will collaborate with family and community partners to educate and support children with social and emotional needs. | Increased collaboration between staff and families as well as staff and community partners to support social emotional development | Children and families receive comprehensive support according to identified needs resulting in enhanced engagement. | Staff will assist families in fostering social and emotional development resulting in strengthened family partnerships | Overall improvement of PFCE Goals/Outcomes | Evaluate overall impact of objectives and activities to increase collaboration with family and community partners. |

| ACTIVITIES OR ACTION STEPS TO MEET OBJECTIVE: | • Utilize information from the initial All About our Family assessment to establish baseline data. <br> • Continue efforts and collaborations with families and community resource providers. <br> • Continue efforts to document family needs/barriers in Child Plus <br> • Staff utilize child and family staffing to coordinate a proactive approach with families. <br> • Managers monitor child and family staffing routinely for quality. <br> • Staff follow the AAHS Monitoring Plan to evaluate progress at each local level. <br> • Utilize parent engagement kits to increase parent participation. |
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| DATA, TOOLS, OR METHODS FOR TRACKING PROGRESS: | ANTICIPATED CHALLENGES: |
|---|---|
| • Identify and analyze attendance monitoring reports <br> • AAHS training website, SharePoint, Child Plus, Ready Rosie <br> • Community Needs Assessment <br> • Community Resource Guide <br> • Child Outcomes <br> • Curriculum and curriculum fidelity checks <br> • Family Partnership Agreement and goals <br> • DataSay monitoring <br> • Training evaluations | • Enrollment turnover <br> • Staff turnover <br> • Lack of community resources <br> • Inconsistency with data <br> • Technological disruptions <br> • Changes or updates to technology systems <br> • District partnerships |

| YEAR 1 PROGRESS | • Collaborated with Kentucky Regional Training Center to provide Social Emotional training at our annual Summer Institute. <br> • Audubon Area Community Services Care Clinic educated staff about resources on mental health services they provide to families. |
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| OBJECTIVE 3 | EXPECTED OUTCOMES | | | | |
|---|---|---|---|---|---|
| | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** |
| AAHS will educate and support staff in meeting the individualized social-emotional needs of children. | Staff receive comprehensive support according to identified needs of children and families | Increase scores in Instructional Learning Formats on CLASS for Pre-K | Decrease in overall behavior support requests | Overall improvement in child outcome data | Evaluate overall impact of objectives and activities to assess progress in meeting the individualized social-emotional needs of children |

| **ACTIVITIES OR ACTION STEPS TO MEET OBJECTIVE:** | • Update and utilize T/TA Plan as needed to provide trainings<br>• Continue to provide training, modeling, and coaching as needed or requested<br>• Staff will utilize protocols in requesting support<br>• Staff utilize child and family staffings to coordinate a proactive approach with children<br>• Managers monitor child and family staffings routinely for quality<br>• Staff utilize ongoing assessment, DECA, and other data to implement individualized approaches for children<br>• Managers monitor and utilize data to evaluate staff progress<br>• Establish baseline data based on classroom and child needs. |
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| **DATA, TOOLS, OR METHODS FOR TRACKING PROGRESS:** | **ANTICIPATED CHALLENGES:** |
|---|---|
| • Identify and analyze attendance monitoring reports<br>• AAHS training website, SharePoint, Child Plus<br>• Family needs assessment<br>• Child Outcomes<br>• CLASS<br>• Curriculum and curriculum fidelity checks<br>• Family Partnership Agreement and goals<br>• DataSay monitoring<br>• Training evaluations | • Enrollment turnover<br>• Staff turnover<br>• Lack of community resources<br>• Inconsistency with data<br>• Technological disruptions<br>• Changes or updates to technology systems<br>• District partnerships |

| **YEAR 1 PROGRESS** | • Conducted training with all levels of support staff in positive guidance strategies.<br>• Expanded our behavior team to include classroom support advocates which provide extended modeling for staff when needed.<br>• Dedicated days within our onboarding to introduce positive guidance.<br>• Offered training to family service staff they can use to support families in utilizing the same language and strategies that is implemented in our classrooms. |
|---|---|