

Program Goals updates February 2022

Program Goals	Measurable Objectives	Progress/Outcomes	Challenges
<p>Enhance school readiness by providing high quality early education and child development services to all children enrolled that is inclusive of those with disabilities and dual language learners and promotes children's growth across each domain of development.</p>	<p>Raise the educational levels of 10% of Early Childhood teaching staff.</p>	<p>As of Jan 2022, we have 51 teachers of which 13 are enrolled in college coursework towards AA, BS, or Masters. (25%) 2 teachers graduated in December 2021</p> <p>52% of Teaching Staff have a 2- or 4-year degree. EHS Teachers: 40% have a 2- or 4-year degree. 52% have a CDA. HS Teachers: 62% have a 2- or 4-year degree. 21% have a CDA. CCP Teachers: 15% have a 2- or 4-year degree. 86% have a CDA or are working towards one.</p> <p>Education Assistance information provided at new hire orientation and beginning of the year pre-service.</p> <p>Team meets individually with staff as needed to support their involvement in our program.</p>	<p>Staff's ability to commit to obtaining higher education.</p>
	<p>Curriculum is implemented and taught to model fidelity by 75% of all teaching staff.</p>	<p>15 hours of independent learning around the Creative Curriculum. Supported by coaches in which courses to take in the GOLD library and in implementation following the modules.</p> <p>Coaches implemented group coaching sessions to support agency and individual goals around Curriculum Fidelity measures.</p> <p>One coach has been assigned to working with new teachers hired. Initial orientation has been created with intensive coaching throughout the year. So far going well. Will continue to tweak this year for full implementation next program year. May become a struggle when / if we hire more than 2 teachers at a time.</p> <p>Training has been provided to Site Supervisors in a group and individually. Tool has been tweaked to match what is needed. In December we did receive monitoring for all classrooms, but the information is not accurate.</p>	<p>Being low staffed has created barriers in being able to provide ample planning time for teachers and time to meet with their coach.</p> <p>High Staff turnover has impacted the ability to track growth in the classroom.</p>

		<p>Tracking individual goals and progress through use of Google Drive & Docs.</p> <p>Of 25 WNCSource classrooms, 3 reached 90% fidelity (12%) and 3 reached 80% fidelity (12%). All 6 classrooms were preschool classrooms</p> <p>CCP Classrooms – only 2 of 7 reached 71%.</p> <p>14 teachers have at least 2 observations using CLASS during the years 2020 & 2021. Of those 14 teachers 6 saw overall growth (43%)</p> <p>CCP Pilot Mentor program developed and 1 mentor teacher from each CCP site selected to provide support in fidelity implementation to new teachers at their site(s).</p>	
	<p><u>EHS/HS Only:</u> 75% of WCCA sites will have planned and designed Outdoor Learning Environments (OLE). Staff will be trained in the optimal utilization by children with alignment to classroom curriculum.</p>	<p>King Creek site implementation was completed July 2021.</p> <p>Main Street site plans finalized and waiting on church liaison for approval.</p> <p>Sugar Hill & Etowah site plans are being finalized with implementation plans for summer/fall 2022</p> <p>Virtual professional training provided to all staff on 4.19..21 by Nature Explore.</p>	<p>Cost per playground is approximately \$20,000 to \$30,000.</p>
	<p><u>EHS/HS Only:</u> WCCA's Home Visitor Team will achieve an average HOVRS rating of 5 or higher to exemplify a high-quality program.</p>	<p>HOVRS training has been held February 2021 & February 2022</p> <p>Team has completed 0-3 Parents as Teachers Curriculum training Spring & Winter 2021.</p> <p>One observation was completed in Fall 2021 to provide a baseline. Staff encouraged to use the tool as a self-reflection.</p> <p>Baseline achieved Fall 2021 with 5 home visitors. 4 of them are no longer home visitors</p>	<p>Language barrier between observers and families has made it harder to use the HOVRS for observations.</p> <p>Lost a high number of PE's during COVID and we are working to hire more staff.</p>

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<p>In partnership with parents and community agencies, meet the health, oral health, nutritional health, mental health, and social emotional needs of children that support their optimal growth and school readiness.</p>	<p>100% of Children’s Services Managers will participate on a local task force with community partners to address service challenges and form strategic partnerships.</p>	<p>Strategic partners have been identified and 86% of managers are participating on at least one local task force or committee.</p> <p>During 20-21 we established a satellite relationship with WIC that needed to be changed for 21-22 to accommodate COVID restrictions.</p>	<p>COVID has impacted the partnerships that we are able to make. Some groups have stopped meeting and some are limiting in-person services.</p>
	<p>Create a program wide focus on mental health by establishing and completing up to 88% of the Action Plan to implement Trauma Informed Care Practices.</p>	<p>ITTI Care Project participation supported one site in focusing on staff wellness to support the trauma of our students.</p> <p>21-22 we are working with Connecting families to develop training for staff on the impact of prenatal drug exposure to children.</p>	<p>Pending more developments with the development of an agency wide comprehensive plan</p> <p>Wellness Circles are on pause due to low staff and not able to have time out of the classroom to participate.</p>
	<p><u>CCP Only:</u> Develop a behavioral support system that serves teachers & children utilizing CCP Coach and Behavioral Intervention support.</p>	<p>** OBJECTIVE COMPLETED 20-21 **</p>	

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Build strong, effective partnerships with families and community agencies that support school readiness for children enrolled in Head Start and Early Head Start programs.	Increase use of WCCA website resulting in 40% of enrollment applications being submitted online.	<p>Website has been updated to support multilingual users and offers a user-friendly, digital enrollment application. Alternative methods have been developed to support families who do not have internet access or computers.</p> <p>95% of applications are received through our website.</p> <p>** OBJECTIVE COMPLETED 21-22 **</p>	
	Have an active Parent Committee at 100% of WCCA centers (and EHS-CCP Partner Sites).	<p>Developing a parent committee guide to support implementation. Newly hired Family Services Coordinator has assisted new Family Advocates in developing Parent Committees</p> <p>Reports and dashboards have been created in Child Plus to show real-time child attendance and training has been provided to family services staff.</p> <p>Children’s Average daily attendance from July -December 2021 was 69% CCP was 94%</p>	With staffing departures and COVID, parent participation has been made more difficult.
	Encourage parent or guardian attendance in Policy Council Meetings by 75%	Recruited 11 new parents to join Policy Council as members.	Due to Covid, enrollment is down and families are feeling their plates are full.
	Increase Non-Federal share generated by family involvement by 30% including growth through family/child activities taking place in the home	<p>Self-assessment helped us identify that we need to remove “father” from our original wording and language in order to be more inclusive of all family forms.</p> <p>We do send activities home with all children through Ready Rosie and My Family apps that are tied to the curriculum. These are directed to all those who are family to that child and not just father figures.</p> <p>Not all Teachers are documenting in-kind in ChildPlus. Additional training on In-Kind will be provided for the upcoming program year.</p>	Staff Turnover

		Focus for 22-23 will be to Maximize technology usage of existing family engagement resources to support family literacy and school readiness (Ready Rosie and TS Family App).	
	100% of Family Advocates and Home-Based (Parent Educators) staff will be trained in the Family Development Model to maintain a strengths-based approach to working with families.	From that group that was trained, only 1 FA remains with our program. We are holding off on training until we are closer to fully staffed to ensure there is large enough class to make the work meaningful.	
	<u>EHS/HS Only:</u> Provide 6 educational opportunities per year to support families of children with disabilities to inform them of their rights, resources available and make them better advocates for their child's needs.	Need to hire staff for full implementation	Staff Turnover

Program Goals adding to Expansion Grant

Fully Operational with Qualified Staff: Hire qualified staff to work in our early care and education programs to ensure the provision of high-quality services for our children and families.

- Continue to develop responsive programs and pathways to support community members in gaining experience and skills to be successfully employed in Children's Services.
- Using Community Assessment information and community partners to recruit all families who are eligible for Head Start Services.

Wellness for Staff & Families: Build systems and structures to create a culture of wellness that improves staff and family wellness so that they are able to be present and responsive to the needs of the children and each other.

- Use an organization wide approach to supporting staff wellness through the work of a task force implementing strategic supports that reflect the Information Memorandum received from the Office of Head Start September 2021.
- Build an organizational culture that reflects Head Start's philosophy on diversity, equity, and inclusion.
- Trauma Informed – Carry Over
- Develop systems and programs within our existing structures to support family physical & mental wellness.