Northwest Arkansas Head Start Human Services Inc.
Guide to Planning
2010-2011

Agency Philosophy

Our agency's philosophy is reflective of our mission statement, "Head Start enables children and their families to realize the opportunities for developing their full potential."

The overall goal of the Head Start program is to bring about a greater degree of social competence in children of low-Income families. Social competence is a child's everyday effectiveness in dealing with present environment and later responsibilities in school and life. We strive to address our children's needs in all areas of development- physical, social, emotional, and cognitive-and to provide support and assistance to all those who affect the child's development. We honor issues of cultural relevance, diversity and inclusion, through our validation of the individual strengths of the enrolled children and their families.

Strategic Planning Goals Development

Approved by the Policy Council 11/2009 and Governing Board 12/2009

Marketing and Communications	Short Range Within 12 Months	Mid-Range Within 12-18 Months	Long-Range More than 18 Months
1. Improve internal and external communication including web site capability	X		
2. Keep up with technology, improved web site interaction	X		
• Expand remote assistance regarding computer systems throughout the agency	X		
• Develop and expand the use of Go To Meeting to expedite information and save on travel costs	X		
3. Annual celebration of accomplishments	X		
4. High visibility in local media	X		
• Collection of featured success stories	X		
• Actively tell the story via TV, radio, print	X		
5. Community Involvement	X		
• Expand Involvement by local government officials		X	
• Expand connections and collaborations with fraternal/civic organizations	X		
• Expand the agency's collaboration with community groups to raise presence of volunteer opportunities within the agency	X		
Human Capitol	**Short Range Within 12 Months**	**Mid-Range Within 12-18 Months**	**Long-Range More than18 Months**
1. Agency meet or exceed all federal guidelines for all positions	X		
2. Improved benefits for all staff with competitive structure	X		
3. Increased diversity in all roles to reflect the community	X		
4. Fully engaged leadership	X		
5. Agency staff:			

	Short Range Within 12 Months	Mid-Range Within 12-18 Months	Long-Range More than18 Months
• Energized and enthusiastic	X		
• Expand staff		X	
• Organized and bilingual	X		
• Degreed/credentialed in required positions		X	
• On staff RN/PA			X
• Implement Knowledge Management Strategy for agency Staff	X		
6. Ongoing development of the agency web site to function as the portal to the agency in system development and working toward environmental sustainability	X	X	X

Finance	**Short Range Within 12 Months**	**Mid-Range Within 12-18 Months**	**Long-Range More than18 Months**
1. Outlined financial plan	X		
• Meet In-Kind Goals	X		
• Meet 15% Administrative Requirement	X		
• Continue trending of expenditures	X		
2. Fully endowed foundation		X	
3. Fundraising Board with major events(s) and well established annual fundraiser		X	
4. Successful fiscal audits	X		
5. Implement/complete of ARRA funding, spending, recordkeeping and reporting		X	

Community Assessment	**Short Range Within 12 Months**	**Mid-Range Within 12-18 Months**	**Long-Range More than18 Months**
1. Increased community involvement and community collaboration via a council or group of members	X		
2. Obtain the most current and accurate data for analysis	X		
3. Keep up with trends and changes	X		
4. Flexible methodology		X	

Child and Family Services	**Short Range Within 12 Months**	**Mid-Range Within 12-18 Months**	**Long-Range More than18 Months**
1. Implementation of the Family Development Credentialing system			X
2. Serve more children (750)		X	
3. Exceed state accreditation	X		
4. Record assessment scores		X	
5. Provide a welcoming and inclusive environment	X		
• Active Diversity Committee	X		
6. Early Head Start		X	
7. Provide exemplary services	X		
8. Bring disability services in house			X
9. Exploration of transportation services		X	
10. Promote family involvement	X		
• Improved medical, dental, mental health & disability services	X		
• Cultivate and grow the number of agreements with area Health Care Professionals		X	
• Provide healthcare screenings and care for families		X	
• Expanded fatherhood initiative/involvement	X		
• Educate and train families	X		

Facilities	**Short Range Within 12 Months**	**Mid-Range Within 12-18 Months**	**Long-Range More than18 Months**
1. Meet licensing and/or accreditation standards	X		
2. New sites/buildings in:			

• Bentonville			X
• Huntsville			X
3. Expansion of services:			
• South Rogers/Lowell			X
• Western Bentonville/Centerton			X
• New Central Office facilities – state of the art			X
4. Ongoing site/child security and emergency preparedness	X		
• Revision of Emergency Plans and Procedures to reflect changes within each local community's disaster preparedness policies including convicted child sex offenders		X	
5. Improvement/expansion of existing sites:			
• Siloam Springs	X		
• Gentry	X		
• Decatur	X		
• Pea Ridge	X		
• Rogers Hallie Martin	X		
• Rogers Arkansas Street	X		
• Green Forest	X		
• Berryville	X		

Planning Process

The following step-by-step planning process uses multiple Head Start program data sources to inform program planning. The process can be used to determine specific program improvement/ enhancement initiatives and/or for staff development purposes.

Step 1: Synthesize Data.
With management staff and other key decision makers in your program, gather information from Head Start data sources to inform your program planning. Individuals or teams review each data source and record statistics or facts that give information about the program without analyzing or drawing conclusions about what the data tells them. The data sources include:

- Monitoring Results
- Child Records and Outcome Data
- Community Assessment
- Family Partnership Records
- Grant Application Budget Instrument (GABI)/Budgeting
- Program Information Report (PIR)
- Program Self-Assessment
- Staff Performance Appraisals

Other:
Advisory Committees
Training Evaluations
Parent Questionnaires

Step 2: Analyze Data.
Individuals or teams review the findings collected from each data source. They look for critical themes or significant findings that point to need for program improvement or staff development from each data source being sure to establish a reasonable number of manageable goals. Answer the questions below to identify the characteristics of Head Start children and families, the program and the community. Identify trends and patterns that may affect Head Start now or in the future.

- What are the characteristics of Head Start children and families?

- What are their primary strengths?
- What are the major challenges they face?
- What are the primary strengths of NWAHSHS?
- What challenges does NWAHSHS need to overcome?
- What is the community like?
- What are the primary strengths of the community?
- What are the major challenges faced by the community?
- What trends/patterns are evident that may affect Head Start now or in the future?

Step 3: Chart Goals and Priorities.
The entire planning team looks across themes or significant issues that emerge from each data source and develop and prioritize program improvement and/or staff development goals.

Identify Major Issues and Concerns:
- Using the information above, identify major issues and concerns affecting Head Start children and families.
- Analyze the impact of these issues and concerns on current services.
- Based on the characteristics of the program and community and the identified trends, what are the major issues and concerns affecting Head Start children and families?
- How will these major issues and concerns impact the services we currently provide?
- Have we already identified resources that will help us to address these major issues and concerns?
- How can our program deal with these major issues and concerns?
- Where are we now?
- Where do we want to be?
- What goals can we set to reposition our program to make a difference?

Classifying and Prioritizing Areas to Strengthen:
- Health and Safety: All health and safety issues should be considered high priority.
- Short-Term Improvements: Service area or operational issues that can be addressed in a quick and efficient manner.
- Long-Term Improvements: Typically require an action plan that entails a focused effort by key staff and program leaders, creative strategies, time commitment and the shift or addition of program resources.

Goal Development:
A goal is a broad statement that describes an end to an outcome we try to achieve. Goals help us focus on reaching our destination and setting our direction for the future. Goals focus on changing and improving the major issues identified.
- List the major issues identified.
- Draft a goal for each major issue.
- Test the effectiveness of each goal by:
    - ✓ Does the goal help clarify the direction and purpose of our program?
    - ✓ Is this goal future oriented, yet practical enough to implement?

- ✓ Is this goal appropriate for NWAHSHS, does it fit the mission, values, and needs of our children and families?
- ✓ To what extent does this goal raise the standards of excellence and quality services to children and families?
- ✓ Will this goal inspire and motivate all of our stakeholders (parents, staff, BOD, PC and the community)?
- ✓ Does this goal reflect unique issues and challenges present in our service area?
- ✓ Is this goal ambitious enough? Or is this goal too ambitious to make a difference in a reasonable time period?
- Finalize the goal

Step 4: Reflect On Systems For Data Collection.
The entire planning team considers the amount and type of data currently available from each data source. The team then assesses how it can improve the program's data collection systems to ensure that adequate, reliable data is available for the next planning cycle.

Step 5: Develop A Program Improvement and/or A Staff Development Plan And Budget.
The planning team develops action steps, and timelines for each goal identified in Step 3. They also assign managers or other staff leaders to ensure each action step is completed and identify resources such as funds, consultants, staff members, materials that will be helpful in carrying out the action step. They prepare a budget based the goals and the resources available.

Answer the questions below to develop guidelines for writing a Program Improvement and/or A Staff Development Plan.
- How are agency services currently integrated?
- Should we move standards across service areas to better reflect our system for services?
- Are there additional issues that should be considered in developing a plan for services?
- What are we going to do?
- How will we do it?
- Who will do it?
- When will it be done?

Step 6: Approve The Plan.
The planning team is now ready to present the plan and the data that justifies it to the Policy Council and other program decision makers. With decision maker involvement throughout the planning process, approval should proceed smoothly. After receiving local program approval, the program director follows the region's process for plan submission.

Identified Agency Strategic Initiatives and Priorities

Findings/Data	Monitoring Results	Child Records/ Outcome Data	Community Assessment	Family Partnerships	GABI	PIR	Self Assessment	Performance Appraisals
Employment Challenges for Families			X	X				
Economic Challenges Affecting the Agency's Service Area			X	X				
Dual Language Learners and Culturally Competent Agency		X		X		X		
Responsive Community Services/Partners			X	X				
Health/Dental Health Care Available and Affordable			X			X	X	
Implementation of the Knowledge Management Strategy	X	X					X	X
Implementation of the CLASS Observation System/Strategy	X	X					X	X
Tech Improvements	X				X	X	X	X
Facility Improvements	X				X		X	
Implementation of Family Development Credentialing System	X	X	X	X			X	X
Emergency Preparedness National Initiative	X						X	

Step 7: Post the Plan.
The plan will be posted on the agency web site for real time access to all
Interoffice > Planning >   Agency Guide to Planning
Strategic Plan
Initiatives and Priorities
Community Assessment
Self-Assessment
Parent Questionnaires
Outcome Data
PIR – Program Information Report

Logic Model

What is the Logic Model?
The Logic Model process is a tool that has been used for more than 20 years by program managers and evaluators to describe the effectiveness of their programs. The model describes logical linkages among program resources, activities, outputs, audiences, and short-, intermediate-, and long-term outcomes related to a specific problem or situation. Once a program has been described in terms of the logic model, critical measures of performance can be identified.

Logic models are narrative or graphical depictions of processes in real life that communicate the underlying assumptions upon which an activity is expected to lead to a specific result. Logic models illustrate a sequence of cause-and-effect relationships—a systems approach to communicate the path toward a desired result.

Logic models link the problem (situation) to the intervention (our inputs and outputs), and the impact (outcome). Further, the model helps to identify partnerships critical to enhancing our performance.

Planning Process
The logic model was characterized initially by program evaluators as a tool for identifying performance measures. Since that time, the tool has been adapted to program planning, as well. The application of the logic model as a planning tool allows precise communication about the purposes of a project, the components of a project, and the sequence of activities and accomplishments. Further, a project originally designed with assessment in mind is much more likely to yield beneficial data, should evaluation be desired.

The logic model is a versatile tool that can support many management activities, such as:

Program Planning. The logic model is a valuable tool for program planning and development. The logic model structure helps you think through your program strategy—to help clarify where you are and where you want to be.

Program Management. Because it "connects the dots" between resources, activities, and outcomes, a logic model can be the basis for developing a more detailed management plan. Using data collection and an evaluation plan, the logic model helps you track and monitor operations to better manage results. It can serve as the foundation for creating budgets and work plans.

Communication. A well-built logic model is a powerful communications tool. It can show stakeholders at a glance what a program is doing (activities) and what it is achieving (outcomes), emphasizing the link between the two.

Consensus-Building. Developing a logic model builds common understanding and promotes buy-in among both internal and external stakeholders about what a program is, how it works, and what it is trying to achieve.

Grant Writing. A sound logic model demonstrates to funders that you have purposefully identified what your program will do, what it hopes to achieve, and what resources you will need to accomplish your work. It can also help structure and streamline grant writing.

The agency is required to perform an agency self-assessment, parent questionnaires, annually. Additionally, on-going internal monitors and external reviews and monitors will provide additional data. These systemic tools will be adjusted to reflect measurement considering the outline below:

Needs/Asset Assessment:
- What are the characteristics, needs, priorities of target population?
- What are potential barriers/facilitators?
- What is most appropriate to do?

Process Evaluation:
- How is program implemented?
- Are activities delivered as intended?
- Fidelity of implementation?
- Are participants being reached as intended?
- What are participant reactions?

Outcome Evaluation:
- To what extent are desired changes occurring? Goals met?
- Who is benefiting/not benefiting? How?
- What seems to work? Not work?
- What are unintended outcomes?

Impact Evaluation:
- To what extent can changes be attributed to the program?
- What are the net effects?
- What are final consequences?
- Is program worth resources it costs?

2010-2011 Agency Strategic Initiatives and Priorities

2010-2011 Initiatives and Priorities	Agency Strategic Planning Goals					
	Marketing and Communication	Human Capitol	Finance	Community Assessment	Child and Family Services	Facilities
Employment Challenges for Families					X	
Economic Challenges Affecting the Agency's Service Area				X		
Dual Language Learners and Culturally Competent Agency		X			X	
Responsive Community Services/Partners	X			X		
Health/Dental Health Care Available and Affordable					X	
Implementation of the Knowledge Management Strategy		X				
Implementation of the CLASS Observation System/Strategy		X			X	
Tech Improvements	X	X		X		
Facility Improvements						X
Implementation of Family Development Credentialing System		X			X	
Emergency Preparedness National Initiative						X
Agency Awareness in the Community (Mitchell Communications Group Plan)	X					
Additional Funding Sources (Mitchell Communication Plan)			X			
Centerton Expansion Grant Application (54 slots)					X	X

Northwest Arkansas Head Start Logic Model

Inputs: What we invest as an agency.	Activities: What we do as an agency.	Outputs: Who we reach as an agency.	Projected Outcomes: Results or changes for individuals, groups, communities, organizations, or systems including *effects on knowledge, attitudes, skills, behavior, condition, or status during or after the program or project.*		
			Short Term Outcomes	Intermediate Outcomes	Long Term Outcomes
Money, staff, volunteers, time, materials, equipment, technology, partners, etc.	*(What the program does with the inputs to achieve its outcomes)*	*The direct products of program activities, services, events and products that reach people who participate or who are targeted.*	**Learning:** • Awareness • New Knowledge • Changed Attitudes • Increased Skills • Changed Opinions • Aspirations • Motivations	**Action:** • Modified Behavior • Modified Practice • Decision Making • Revised Policies • Social Action	**Impact Conditions:** • Human/Social • Economic • Civic • Environmental
Qualified Program Staff Appropriate Facilities Educational Materials Equipment / Supplies Low-income parents and children age 3-5 Community Volunteers Service Providers and Partner organizations Food Service	Education for parents in the healthy development and education of children and advocacy for their children. Connecting parents with resources in the community for child development. Convening local service providers and schools to coordinate services. Tracking activities and referrals provided to parents. Home visits by family service workers and combined tracking of the goals set with parents. Comprehensive screening, assessment, and tracking of children. Enrichment activities which include fatherhood events, parent education and training opportunities, as well as increased access to workshops and community events. Children will be provided a developmentally appropriate curriculum that addresses all the areas of development: social, emotional, cognitive, and physical. Children will be provided with learning experiences within the context of the children's' culture and community.	Staff outreach to/recruitment of qualifying persons. Attendance in the program. Staff Home Visits with families. Health/Education Screening and Assessments for children. Collaborating with community agencies. Families engaging in enrichment activities with children. Families participating in parent education workshops and training sessions. Families being served by community partners.	Parents are educated about community services for child development and heath. Parents are knowledgeable and aware of the importance of home visits by family support workers for influencing positive development outcomes, and the importance of enrolling their children in quality child care. Parents are knowledgeable about developmental milestones for children along with health, nutrition, dental care, and proper rest. Children are engaged in a safe and nurturing environment. Children are engrossed in a learning environment with varied experiences to help develop socially, intellectually, physically, and emotionally.	Parents are aware of the available community services for child development and health. Parents are knowledgeable about effective parenting approaches which fit their culture. Children avoid risky behaviors and make positive choices in their lives at school and home. Families and children are engaged as happy, healthy community members and making positive contributions. Parents seek physical, mental health, and family planning services for themselves.	All children between the ages of 3-5 will be prepared to succeed in the public school setting. Parents will have the tools and knowledge to be advocates for their children's education and future needs. Children and Families will be prepared with the skills they need to progress through different academic levels. Through collaboration among staff and community partners all child health and developmental concerns are identified. Children and families are linked to sources of continuous, accessible care to meet their basic health needs. Parents will identify and meet their own goals, nurture the development of their children in the context of their family and culture, and advocate for communities that are supportive of children and families of all cultures.

Measurement Plan Form

Outcome(s)	Indicator(s)	Measurement Tool
1. Public School Readiness All children between the ages of 3-5 will be prepared to succeed in the public school setting.	Head Start centers will engage in activities to help promote Kindergarten Readiness before students exit the program. Head Start centers will make improvements on the following: • Language development • Literacy • Mathematics • Science • Creative Arts • Social and emotional development • Approaches to learning • Physical health and development	Child Outcomes Data as determined by the Learning Accomplishment Profile Diagnostic Assessments performed three times per year.
2. Family Partnerships Parents will identify and meet their own goals. Nurture the development of their children in the context of their family and culture, and advocate for communities that are supportive of children and families of all cultures.	• Family goal setting • Accessing community services and resources parent involvement in child development and education • Parent involvement in health, nutrition, and mental health education • Parent involvement in home visits with a Head Start staff member	Tracking the data in an agency data base: • Families participate in parent education workshops and training sessions • Families participating with Staff for home visits • Documentation of referral process for community partnerships • Tracking of medical, dental, mental health and disabilities services • Provision of nutritional services • Attendance to program
3. Child Health and Developmental Services Through collaboration among staff and community partners all child health and developmental concerns are identified. Children and families are linked to sources of continuous, accessible care to meet their basic health needs.	Home visits and teacher conferences will assist in identifying needs. This documented by: • Referrals for food and other social services needs • Medical and special services as they are needed Daily meal program at Head Start Centers: • Family style breakfast and lunch at centers • Healthy afternoon snack at center	Tracking the data in an agency data base: • Family services • EPSDT linkage and participation • WIC linkage and participation • Services to homeless families • Health education including prenatal education • Parenting education

Current Agency Strategic Initiatives and Priorities

Employment Challenges for Families
The agency will recognize and support families to diminish employment challenges.
1. Build partnerships with families to identify their job status and needs.
• Implement FDC training during home visits, etc.
2. Communicate job training/education opportunities to families.
• Agency Website
• Bulletin Boards, Handouts/Flyers, Referrals
3. Communicate employment opportunities to families.
• Agency Website
• Bulletin Boards, Handouts/Flyers, Referrals
4. Develop partnerships with other key community organizations.
• MOU's
•

Economic Challenges Affecting the Agency's Service Area
The agency will support families and staff in addressing their economic challenges.
1. Identify economic challenges affecting agency families and staff.
• Housing
• Transportation
• Food
• Clothing
• Medical
2. Explore activities to ease the economic burdens of agency families and staff.
• Crisis Grant Money
• Partnerships with local businesses

Dual Language Learners and Culturally Competent Agency
The agency will establish a plan to better serve DLL and their families.
1. Increase staff understanding of OHS DLL requirements and initiative.
• Participate in the OHS professional development series on DLL.
• Develop agency strategies that support the acquisition of English and the home language.
2. Create a culturally competent agency.
• Develop and implement ongoing diversity/inclusion training for all agency stake holders.
• Review and revise agency policies and procedures to reflect the agency's vision.

Responsive Community Services/Partners
The agency will assess community partners and the services they provide for responsiveness, availability and accessibility.
1. Collaborate with partners to improve the quality of services they provide.
• Work with community partners to establish the most accurate data regarding the education, health, nutrition and social service needs of Head Start eligible children and families.
• Communicate to community partners the education, health, nutrition and social service needs of Head Start eligible children and families.
2. Understand the roles of community partners and the services they provide.
• Specific MOU's
3. Encourage families and staff to support with community partners.
• Volunteer
• Engage

Health/Dental Health Care Available and Affordable
Ensure through collaboration among families, staff, and health professionals, all child health and developmental concerns are identified, and children and families are linked to ongoing source of continuous, accessible care to meet their basic needs.
1. Seek out and identify health, mental health, nutrition, dental health, and special service providers for families and children.
• Establish MOU's
• Participate in the Systems of Care Wrap-Around Council
•
2. Communicate to families and staff information regarding service providers.
• Agency Website
• Handouts
•
3. Empower families and staff to participate in establishing Primary Care Physician/Medical Home.
•
•
4. Provide opportunities for children to receive screenings, assessments and services.
• Mass Screenings
• Mobile Dental Unit
• Purchase of screeners
• Receipt of monies for crisis service grants for families

Implementation of the Knowledge Management Strategy
The agency will implement their KM Strategy to manage its knowledge better for the benefit of the agency and our stakeholders.
1. Identify the agency's staff member's tacit knowledge and provide a mechanism to move it to explicit knowledge.
- Development of a survey tool listing actions the agency recognizes as tacit knowledge.   - Self identification of staff strengths using a survey.   - Supervisor identification of staff strengths using survey   - Review and identification of staff strengths.   - Capturing of skills and activity to transfer tacit knowledge to explicit knowledge.
2. Identify the agency staff member's need for mentoring and match them to a training/mentoring opportunity.
- Matching the staff needing training/mentoring with explicit knowledge.   - Identifying other explicit training opportunities to train/mentor staff.   - Child Guidance   - Discovery Learning Center   - Rainy Day Activities   - Classroom Transitions   - Songs and Fingerplays
3. Keep current records of explicit knowledge and constantly identify tacit knowledge needing captured.
- Maintaining of technology to support Knowledge Management Systems.   - Updating the access and capture of knowledge and how the agency presents it.
4. Evaluation of the strategy to achieve long-term steady improvement.
Report on changes implemented, on-going monitoring

Implementation of the CLASS Observation System/Strategy
The agency will employ the Classroom Assessment Scoring System (CLASS) for professional development and quality improvement efforts
1. Attend introduction to the CLASS and complete Reliability Assessment
• APD, DCS, 1 LPD
2. Attend Train the Trainer Session for CLASS
• APD, DCS, 1 LPD
3. Develop a CLASS Reliability Training Session/Overview for agency staff
• APD, DCS, 1 LPD
4. Schedule and complete CLASS observations in the local programs
• APD, DCS, 1 LPD
5. Develop goals and provide assistance to support staff through the CLASS and the Better Beginnings/Quality Assessment implementation
• APD, LPD's

Tech Improvements
Employing the most current telecommunications and information technology to improve the agency's service provision.
1. Technology as a tool for parental involvement and communication
2. Technology integration with curriculum and instruction
3. Technology for delivery of media, such as flash drives, satellite television, videoconferencing
4. Technology for administrative support
5. Increase/improve technology access for teachers, parents and children
6. Technology as a tool for delivery of staff development
Refer to Agency Tech Plan

Facility Improvements
The agency will ensure the ongoing assessment and improvement of facility sites to meet all local, state and federal requirements.

Bentonville
- New facility project
- Automatic Faucets
- New Signage
- Outdoor Play Unit

Berryville
- Automatic Faucets
- New Signage
- Office Flooring
- Playground retaining wall and play unit

Decatur
- HSBS Playground (July 2009-2010)
- Automatic Faucets
- New Signage
- Playground fence repair/replacement
- Baseboard replacement

Green Forest
- Automatic Faucets
- New Signage
- Cement project on the playground
- Parking lot gravel
- Front and back doors with windows
- Half doors into the classrooms

Gentry
- Parking Lot
- Automatic Faucets
- New Signage
- HSBS Playground (July 2010-2011)
- Attic insulation project
- Ceiling tile replacement (Is leak repaired?)

• Baseboard replacement
Home Base
• Madison County Relocation Project
• Automatic Faucets
• New Signage
• Garbage disposal
Huntsville
• Madison County Relocation Project
• Automatic Faucets
• New Signage
• Electric work for LPD office
Pea Ridge
• Automatic Faucets
• New Signage
• Expansion to new public school site?
Arkansas Street
• Solar Power Project
• Automatic Faucets
• New Signage
• Electrical repairs in attic space
• Washer and dryer installation
• Outdoor Play Unit (HSBS July 2011-2012)
Hallie Martin
• Solar Power Project
• Automatic Faucets
• New Signage
• Washer and dryer installation
• Playground Expansion
• Parking Lot Expansion
Siloam Springs
• Expansion Project
• Solar Power Project
• Parking Lot
• Automatic Faucets

• New Signage
• Floor replacement in classrooms, cubby area, and kitchen?
•
Central Office
• New Signage
•
•

Implementation of Family Development Credentialing System
The agency will develop and implement the Family Development Credentialing System.
1. Complete the Instructional Phase: Train 4 agency staff to become trainers.
• 2 Management Staff
• 1 Home Base Local Program Director
• 1 Center Base Local Program Director
2. Plan and implement Phase 1: Train and credential Management staff, LPD's/FSW, FSW
• 11 LPD/FSW
• 1 FSW
• 3 Management Staff
3. Plan and implement Phase 2: Train and credential HV and agency staff
• 5 Home Visitors
• 12 agency staff
4. Plan and implement Phase 3: Annually train and credential agency staff
• New LPD'/FSW, HV, and FSW as determined
• Open to community organizations

Emergency Preparedness National Initiative
The agency will expand their current emergency preparedness plans to ensure NWAHS staff and parents understand the role Head Start plays when supporting families and children before, during and after an emergency.
1. Complete local facility/site self-assessments
2. Complete local facility/site preparedness plans
3. Develop and train stakeholders on agency impact phase plans
4. Develop and train stakeholders on agency relief phase plans
5. Develop and train stakeholders on agency recovery phase plans
Refer to Head Start Emergency Preparedness Manual

Agency Awareness in the Community **(Mitchell Communications Group Plan)**
The agency will establish a positive community perception of NWAHS.
1. Raise awareness among stakeholders of the benefits our Head Start experience provides
2. Broaden awareness of and support for NWAHS with key community leaders and influencers
3. Position NWAHS as a valued educational partner that serves the evolving needs of its community
4. Develop and implement tactical communication initiatives
• Media Relations
• Community Relations
• Online Communications
Refer to Mitchell Communications Group Plan

Additional Funding Sources (Mitchell Communication Plan)
By 2013, the agency will increase funding through in-kind and private giving by 25%
1. Identify funding priorities
2. Identify individuals, corporations, public and private foundations for funding sources
3. Expand the current BOD, assigning those members will be responsible for fundraising.
4. Implement a full-scale fundraising program
5. Make the case that NWAHS needs funding beyond what is provided by the federal government to serve those it serves.
Refer to Mitchell Communications Group Plan

Office of Head Start National TTA Priority Areas and National Outcomes Summary
September 2009

Federal Monitoring Process	Agency Plan	Agency Status
National Outcome: 100% of grantees will clear findings of areas of non-compliance within 120 days of receiving their monitoring report.	Next Review	2009 Review Complete
Expansion		
National Outcome, Early Head Start: 100% of new EHS grantees are operational in first year of expansion.	N/A	
National Outcome, Head Start: 100% of new HS grantees are operational in first year of expansion	Grant Pending	
Degree and Credentialing Requirements		
National Outcome, Infant/Toddler Teachers: By September 30, 2010, 100% of EHS teachers must have, at a minimum, a CDA credential.	N/A	
National Outcome, Head Start Teachers: By October 1, 2011, each HS classroom in center-based programs must have a teacher with associate, baccalaureate or advanced degree in early childhood education.	24 Classrooms: BS/BA 13/24 (54%) AA 6/24 (25%) CDA 5/24 (21%)	Hiring only BS/BA
National Outcome, Head Start Teachers: By 2013, 50% of HS teachers nationwide must have a baccalaureate or advanced degree in ECE or a baccalaureate or advanced degree in any subject to a major relating to ECE w/experience teaching pre-school children.	BS/BA 13/24 (54%)	Hiring only BS/BA
National Outcome, Education Coordinators: By September 30, 2013, all EC nationwide in center-based programs must have a baccalaureate or advanced degree in ECE; or in any subject and coursework equivalent to a major relating to ECE w/experience teaching preschool-age children.	Currently met, will replace only with qualified candidate	
Effective Classroom Practices – Classroom Assessment Scoring System (CLASS)		
National Outcome: 100% of grantees will implement a plan to address improving quality and effective teaching practices as a result of CLASS.		
Enrollment of Homeless Children		
National Outcome: Increased number of homeless children enrolled by 10% over a baseline of 2009 PIR data.		
Child Health and Safety		
National Outcome: Zero number of reports of child abuse and neglect involving Head Start staff during a program year.		
Emergency Preparedness		
National Outcome: 100% of grantees have written emergency preparedness procedures in		

place to address a full range of emergency situations.		
Collaboration and Coordination		
National Outcome, Statewide Collaboration and Coordination between HS and other ECE entities: Increased integration of implementing statewide collaboration with other ECE entities to avoid duplication of effort.	N/A	N/A
National Outcome, between TTA Contractors and Head Start State Collaboration Offices: Increased integration of implementing TTA mandates and priorities among all TTA contractors, HS State Collaboration Offices and other ECE entities to avoid duplication of effort.	N/A	N/A

Region VI Priority Areas
October 2009

Lead Screening	Agency Plan	Agency Status
Oral Health		
Lack of providers		
Fiscal		
Internal Controls		
Systems		
ARRA Reporting Requirements		
Teacher Competencies		
Qualification		
Articulation		
Emergency Preparedness		
Plans		
Response to Intervention (RTI)		
Challenging Behaviors		
Early Head Start Expansion		
Dual Language and Preservation of Home Language		