



North Central WV Community Action Association
Head Start/Early Head Start Program
Strategic Plan 2013-2016



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north central west virginia
communityaction

Executive Summary

North Central West Virginia Community Action Association (NCWVCAA) Head Start/Early Head Start enlisted the assistance of strategic planning consultant, Tricia Kingery, M.A., M.B.A. of Kingery & Company, LLC, to conduct a three-day planning retreat on September 9-11, 2013.

Those in attendance included staff and board representatives:

Ruth Ann Ponzurick, Children Services Director, NCWVCAA
Jaime Parkhill, Systems Info. Coordinator, NCWVCAA
Chris Toothman, Education Program Specialist, NCWVCAA
Jennifer Gill, Program Specialist Supervisor, NCWVCAA
Melissa Gerau, Mental Health Program Specialist, NCWVCAA
Kim Martin, Children Specialist Assistant Director, NCWVCAA
Linda McBee, Children Services Program Manager, NCWVCAA
Christine White, Children Services Supervisor, NCWVCAA
Roberta DeMarco, Children Services Supervisor, NCWVCAA
Carla Adams, Children Services Supervisor, NCWVCAA
Nancy Keller, Children Services Supervisor, NCWVCAA
Gene Purkey, Children Services Supervisor, NCWVCAA
Destiny Williams, Health Program Specialist, NCWVCAA
Misty DeWitt, Family & Community Partnership Program Specialist, NCWVCAA
Linda Bissett, Children Services Executive Assistant, NCWVCAA
Ashley Sidow, Education Program Specialist
Joyce Floyd, NCWVCAA Board Member
Barbara Alvarez, NCWVCAA Board Member
Tricia Kingery, Kingery & Company

"Planning is bringing the future into the present so that you can do something about it now."

Alan Lakein

Strategic planning for organizations is more important today than ever before. It is an integrative process of listening to needs, developing strategies to meet those needs, conforming to the policies of the organization, and managing expenses with the context of financial and operating standards. This process of establishing a planning system needs to be clear and consistent. Every effort was made to do just that – an organized yet participatory agenda with interactive small group exercises.

The goal of this plan is to provide a roadmap full of directions, suggestions, and examples that will help NCWVCAA Head Start/Early Head Start launch and manage a comprehensive strategic plan. **The flow of the planning session included the following three phases.** The report that follows is organized in these three phases as well.

Phase 1: Scanning the Environment

Understanding the history and current state of early childhood at the local, state, and federal level.

Phase 2: Strategic Analysis

Assessing challenges, opportunities and critical issues for the future

Phase 3: Setting Goals, Determining Objectives and Developing Action Plans



Establishing and agreeing on the results to be achieved, determining specific outcome measures and deciding on a means to achieve the results

NCWVCAA Head Start/Early Head Start accepted the Strategic Planning Challenge:

- Respond intentionally to the current and future environments
- Gather new information to make decisions
- Set priorities and make decisions about direction, desired results, and what the organization will and will not focus on
- Engage appropriate stakeholders
- Determine which activities will have priority for resource allocation
- Focus on the most important issues
- Be open to questioning the status quo and even sacred cows
- Create action plans that keep the strategic plan alive!

To make the most of our time together, participants established the following **ground rules** and **expectations**:

Ground Rules

- Be respectful
- No sidebars
- Participate
- All opinions are important
- Cell phones on vibrate

Great Expectations

- Understanding key Head Start functions
- Direction on the right path
- Bringing a new perspective
- Learning process
- Buy-in from the group
- Listening throughout the process
- Consideration of unique county situations and service areas
- Comparison between previous plan and new goals we'll set

“Most of the people who will walk after me will be children, so make the beat keep time with short steps.”

Hans Christian Andersen

To begin the strategic planning retreat, the group participated in an icebreaker activity called **“What Do We Have In Common?”** Individuals divided into groups of four and were asked to find five distinctive things that everyone in their group had in common. The five things could not be job related or obvious (for example: all are women, we all work for NCWVCAA). An example of what they were allowed to use: We have all visited Myrtle Beach. This activity allowed the



group to learn more about one another and build their team. Photos from the activity are shown on the following page.



Phase One: Scanning the Environment

Scanning the Environment included a review of key history and present situation information and reports.

History and Present Situation Topics:

- Vision and Mission
- Program Matrix Review
- Current Strategic Plan Review
- Community Needs Assessment
- Issues on the Horizon
- Taking Stock Survey Results

"If you don't know where you are going, you will wind up somewhere else."
Yogi Bera



Vision and Mission Review

Vision and mission statements are fundamental to strategic planning and good management. **Reviewing major decisions against these yardsticks is a powerful governance and management tool.** Reviews allow those involved to truly understand the objectives of the organization, make everyday decisions that are consistent, and buy into new directions. The organization is able to evolve without experiencing chaos because its overall direction and intent are clear. The staff and board members gain a sense of pride in working in support of an organization that stands for something and are united by a common sense of purpose. These are compelling reasons to create meaningful, reflective statements that shine beyond an organization's annual report and web page, bringing guidance and motivation to all initiatives.

Vision Statement

Vision statements describe an *ideal future*. They reflect the essence of an organization's mission and values while answering the question, what impact do we want to have on society? Vision statements unite an organization in a common, coherent strategic direction. They serve to convey a larger sense of organizational purpose so that employees see themselves as "building a cathedral" rather than "laying stones".

It was determined that the current vision statement continues to reflect the essence of NCWVCAA Head Start/Early Head Start and thus will remain unchanged.

Vision Statement:

NCWVCAA Head Start/Early Head Start will improve the quality of early childhood education services and programs by demonstrating a cooperative spirit, leading by example and staying focused on the well-being of children and families.

Mission Statements

A mission review *gets an organization back to basics*. The essential activity of determining whom you serve can be a *wake-up call for organizations* that have started to skew their activities to meet the needs of other stakeholders (such as their funders) and not their actual clients. Mission statements describe the overall purpose of an organization: what we do, who we do it for, and how and why we do it. They set the boundaries of the organization's current activities.

It was determined that the current mission statement continues to reflect the essence of NCWVCAA Head Start/Early Head Start and thus will remain unchanged.

Mission Statement:

NCWVCAA Head Start/Early Head Start provides high quality educational programs and services that create opportunities for children and families to realize their full potential.



**NCWVCAA Head Start/Early Head Start 2013
Program/Service Review and Decision Making Matrix
BARBOUR COUNTY**

Program or Service Name and Description	Locations Where Program/Service is Provided	Eligibility Requirements	Funding Source/s	Outcomes (How this program/service makes a difference.)	Challenges	Future Plans (Increase, Maintain, Phase Out)
<p>Philippi I Head Start. The classroom can seat 20 children. It is a collaborative with the BOE that serves mostly 4 year olds. Three year old children are placed if space allows selected by meeting Head Start criteria for enrollment.</p>	<p>This center serves children mostly located in the Philippi area. It is a center based full day-4 day a week classroom located on Chestnut Street within the city limits of Philippi.</p>	<p>Four year old children and 3 year old children are selected from a criteria sheet. Family can give a preference to which center they prefer their child to attend.</p>	<p>List other as applicable: Federal dollars; Pre-K Collaboration dollars</p>	<p>Children receive the 5 domains of a school readiness plan that prepares them ready for school and families ready to support their children's learning.</p>	<p>Budget cuts Families choose the BOE elementary site so their child can attend same school with their sibling. Families sometimes don't apply until school begins and space is limited for their area.</p>	<p>Investigate available funding sources to add more collaborative sites. Provide information to parents about the HS program Provide information to BOE about the Head Start program. Find new ways to recruit.</p>



<p>Philippi II Head Start. The classroom can seat 20 children. It is a collaborative with the BOE that serves mostly 4 year olds. Three year old children are placed if space allows selected by meeting Head Start criteria for enrollment.</p>	<p>This center serves children mostly located in the Philippi area. It is a center based full day-4 day a week classroom located on Chestnut Street within the city limits of Philippi.</p>	<p>Four year old children and 3 year old children are selected from a criteria sheet. Family can give a preference to which center they prefer their child to attend.</p>	<p>List other as applicable: Federal dollars; Pre-K Collaboration dollars</p>	<p>Children receive the 5 domains of a school readiness plan that prepares them ready for school and families ready to support their children's learning.</p>	<p>Budget cuts Families choose the BOE elementary site so their child can attend same school with their sibling. Families sometimes don't apply until school begins and space is limited for their area.</p>	<p>Investigate available funding sources to add more collaborative sites. Provide information to parents about the HS program Find new ways to recruit.</p>
<p>Belington PB Head Start. The classroom can seat 20 children. It is a collaborative with the BOE that serves mostly 4 year olds. Three year old children are placed if space allows selected by meeting Head Start criteria for enrollment.</p>	<p>This center is centrally located in the county at the Philip Barbour High School. It is a center based full day-4 day a week classroom.</p>	<p>Four year old children and 3 year old children are selected from a criteria sheet. Family can give a preference to which center they prefer their child to attend.</p>	<p>List other as applicable: Federal dollars; Pre-K Collaboration dollars</p>	<p>Children receive the 5 domains of a school readiness plan that prepares them ready for school and families ready to support their children's learning.</p>	<p>Budget cuts Families choose the BOE elementary site so their child can attend same school with their sibling. Families sometimes don't apply until school begins and space is limited for their area.</p>	<p>Investigate available funding sources to add more collaborative sites. Provide information to parents about the HS Find new ways to recruit.</p>



<p>Philippi Elementary School I and II There are two Pre-K classrooms located in the school where Head Start has collaboration with the school to serve Head Start eligible children.</p>	<p>These two centers are located in the elementary school that is located in the northern end of the county. They are full day – 4 day a week classrooms.</p>	<p>4 year old children and 3 year old children with IEP attend these centers. Families can give a preference to which school they prefer their child to attend in the county.</p>	<p>List other as applicable: Federal dollars; Pre-K Collaboration dollars</p>	<p>Children receive the 5 domains of a school readiness plan that prepares them ready for school and families ready to support their children's learning.</p>	<p>Budget cuts Families sometimes don't apply until school begins and space is limited for their area.</p>	<p>Investigate available funding sources to add more collaborative sites. Find new ways to recruit.</p>
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**NCWVCAA Head Start/Early Head Start 2013
Program/Service Review and Decision Making Matrix
MARION COUNTY**

Program or Service Name and Description	Locations Where Program/Service is Provided	Eligibility Requirements	Funding Source/s	Outcomes (How this program/service makes a difference.)	Challenges	Future Plans (Increase, Maintain, Phase Out)
Head Start	Carolina I & II Head Start Edgemont I & II Head Start Fairmont I & II Head Start Mannington I & II Head Start Rivesville I & II Head Start West Fairmont AM & PM Head Start (Community-based)	Age: 3 and 4 year Olds (based on age at 9/1/13) Income: 100% of the poverty guidelines; or 35% of program enrollment 100-130% of poverty guidelines; or 10% of program enrollment over 130% of poverty guidelines.	List other as applicable: Federal dollars; Pre-K Collaboration dollars	Children receive HS services. Children become up to date on health, immunization, and dental requirements. Children/families receive nutrition services and information. Children attain kindergarten/school readiness skills.	Meeting funded enrollment numbers. Staff retention. Hiring enough subs. Collaboration with BOE. Transportation issues.	Continue collaboration in same manner. Secure bus transportation for Rivesville. Evaluate demographics to determine if there is a need to move sites. Explore 5 day/full day services.
Early Head Start	East Fairmont Early Head Start North Marion Early Head Start (Agreement is to serve primarily high school students; community secondary)	Age: prenatal-3 Income: 100% of the poverty guidelines; or 35% of program enrollment 100-130% of poverty guidelines; or 10% of program enrollment over 130% of poverty guidelines.	List other as applicable: Federal dollars; BOE Collaboration	Infant/Toddler and families receive EHS services. Infant/Toddlers become up to date on health, immunization, and dental requirements. Infant/Toddlers/families receive nutrition services and information.	Meeting funded enrollment numbers. Staff retention. Hiring enough subs.	Continue BOE collaboration. Maintain same enrollment numbers.



**NCWVCAA Head Start/Early Head Start 2013
Program/Service Review and Decision Making Matrix
POCAHONTAS COUNTY**

Program or Service Name and Description	Locations Where Program/Service is Provided	Eligibility Requirements	Funding Source/s	Outcomes (How this program/service makes a difference.)	Challenges	Future Plans (Increase, Maintain, Phase Out)
Head Start/ Pre-K	Hillsboro Marlinton School Days	Must turn 4 years of age before September 1 of the school year (Pre-K) or, Be 3 years of age with an IEP that includes two areas of deficiency (Pre-K) or, Be 3 years of age and placed in a Head Start operated classroom, meet income guidelines and placement is necessary to meet funded enrollment.	List other as applicable: Federal dollars; Pre-K Collaboration dollars	Students are prepared for the structure of Kindergarten. Student's health screenings are current. Student's immunizations are current. Families gain an understanding of the school system. Families have the opportunity to become involved with their classroom (volunteer).	Agreement on MOU. Obtaining income information from applicants. Maintaining staff Parent involvement	The Green Bank area has shown an increase in eligible students. The collaborative team will consider to include a site in the collaboration. Pre-K core team to also address the WV Legislature's mandate to increase Pre-K to five days per week.



**NCWVCAA Head Start/Early Head Start 2013
Program/Service Review and Decision Making Matrix
PRESTON COUNTY**

Program or Service Name and Description	Locations Where Program/Service is Provided	Eligibility Requirements	Funding Source/s	Outcomes (How this program/service makes a difference.)	Challenges	Future Plans (Increase, Maintain, Phase Out)
<p>EHS</p> <p>Head Start</p>	<p>EHS- HB</p> <p>Aurora Bruceton I Bruceton II Fellowsville Kingwood I Kingwood II Kingwood III Rowlesburg Terra Alta I Terra Alta II Valley I Valley II Valley III</p>	<p>4-year-old under poverty guidelines.</p> <p>4-year-old between 100-130% of poverty guidelines.</p> <p>4-year-old over income.</p> <p>3-year-old under poverty guidelines.</p> <p>Individualized Education Plans.</p> <p>Returnees.</p> <p>EHS Participants</p>	<p>List other as applicable: Federal Dollars; Pre-K Collaboration Dollars</p>	<p>Linking families to transportation, education, medical help, doctors and dentist, increase EHS enrollment and participation, family experiences, mental health referrals, B-3 referrals and collaboration, behavior plans, school readiness.</p>	<p>Funding Cuts balancing with the need to grow; finding qualified staff; meeting enrollment number; change in BOE administration - new liaisons and Superintendents in the past several years; Busing/Schedule issues with staff (short Fridays, OT for trainings); Early Head Start attendance and participation.</p>	<p>Rowlesburg losing enrollment as a whole school.</p> <p>BOE is adding a new classroom at Tunnelton-Denver.</p> <p>BOE recently asked to reopen talks about EHS in the High School being a possibility.</p> <p>BOE to start construction on Valley Elementary and wanting to move Valley I into the school next year when finished because of busing.</p> <p>Pre-K core team to also address the WV Legislature's mandate to increase Pre-K to five days per week.</p>



**NCWVCAA Head Start/Early Head Start 2013
Program/Service Review and Decision Making Matrix
RANDOLPH COUNTY**

Program or Service Name and Description	Locations Where Program/Service is Provided	Eligibility Requirements	Funding Source/s	Outcomes (How this program/service makes a difference.)	Challenges	Future Plans (Increase, Maintain, Phase Out)
Early Head Start	Randolph County	Pre-natal families, children ages birth to three (must enroll in program before third birthday) and meet income guidelines or be foster child or homeless.	List other as applicable: Federal dollars	<p>Student's health screenings are current.</p> <p>Student's immunizations are current.</p> <p>Families gain an understanding of the school system.</p> <p>Families have the opportunity to become involved with their classroom (volunteer).</p>	<p>Maintaining funded enrollment.</p> <p>Completing home visits</p> <p>Attendance at socialization.</p>	<p>Plan to maintain enrollment.</p> <p>Explore the possibility of establishing an EHS program in the local high schools.</p>



Head Start/ Pre-K	<ul style="list-style-type: none"> - Beverly - (Coalton) HS children not counted in site - George Ward I & II - Harman - Homestead - JRES - Midland I & II - North - Third Ward I & II 	<p>Must turn 4 years of age before September 1 of the school year (Pre-K) or,</p> <p>Be 3 years of age with an IEP that includes two areas of deficiency (Pre-K) or,</p> <p>Be 3 years of age and placed in a Head Start operated classroom, and placement is necessary to meet funded enrollment.</p>	<p>List other as applicable: Federal dollars; Pre-K Collaboration dollars</p>	<p>Students are prepared for the structure of Kindergarten.</p> <p>Student's health screenings are current.</p> <p>Student's immunizations are current.</p> <p>Families gain an understanding of the school system.</p> <p>Families have the opportunity to become involved with their classroom (volunteer)</p>	<p>Agreement on MOU.</p> <p>Obtaining income information from applicants.</p> <p>Maintaining staff.</p>	<p>Maintain funded enrollment.</p> <p>Monitor demographic needs of the county to ensure that the most eligible students are served.</p> <p>Pre-K core team to also address the WV Legislature's mandate to increase Pre-K to five days per week.</p>
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**NCWVCAA Head Start/Early Head Start 2013
Program/Service Review and Decision Making Matrix
TAYLOR COUNTY**

Program or Service Name and Description	Locations Where Program/Service is Provided	Eligibility Requirements	Funding Source/s	Outcomes (How this program/service makes a difference.)	Challenges	Future Plans (Increase, Maintain, Phase Out)
<p>Head Start:</p> <p>Taylor County Collaborative Preschool</p>	<p>Collaborative programs: Anna Jarvis I, II, & III, Flemington, Lucretia AM, Webster, West Taylor</p> <p>3-year-old HS class: Lucretia PM</p>	<p>Age 3 or 4 by August 31</p>	<p>List other as applicable: Federal dollars; Pre-K Collaboration dollars</p>	<p>Families become more self-sufficient, receive guidance with housing education, child-rearing, health and dental care, and social supports.</p> <p>Children are prepared for kindergarten, children have an opportunity to have self-esteem, attain higher education, better jobs, good life style, and earn more money.</p>	<p>The state Pre-K has requested applications have an income survey rather than initially verifying income; this causes additional stress and cost to families identified as needing income verified and produces fewer income eligible families if they do not mark the survey honestly.</p> <p>Collaborations with the BOE are difficult as employee guidelines for the HS differ.</p> <p>Placement of preschool children is difficult due to space availability and transportation</p>	<p>Move toward full day Pre-K for five days a week for 4 year olds.</p>



**NCWVCAA Head Start/Early Head Start 2013
Program/Service Review and Decision Making Matrix
TUCKER COUNTY**

Program or Service Name and Description	Locations Where Program/Service is Provided	Eligibility Requirements	Funding Source/s	Outcomes (How this program/service makes a difference.)	Challenges	Future Plans (Increase, Maintain, Phase Out)
<p>Tucker County EHS Program The county has one home based program that serves 3 families in the county by a Family Resource Coordinator/Early Head Start Family Educator. The families attend Socialization 2 times a month. Pre-K children are served by the BOE.</p>	<p>Socialization occurs in the classroom that is located in a Community Action Office building in Parsons. A Family Resource Coordinator/Early Head Start Family Educator and Home Based Assistant work with families at Socialization.</p>	<p>The Early Head Start Criteria for Enrollment is used to select children 0 to 3 years old.</p>	<p>Federal dollars</p>	<p>The Creative Curriculum is used with children to prepare them as they grow to have school readiness skills upon completion of program.</p>	<p>County has remote areas and treacherous weather. Families may have difficulty coming into town.</p> <p>Socializations and home visits may be forced to be cancelled due to encumbering weather.</p>	<p>Look at other geographic areas and investigate if it may be feasible for program to serve children in a different location.</p>



**NCWVCAA Head Start/Early Head Start 2013
Program/Service Review and Decision Making Matrix
WEBSTER COUNTY**

Program or Service Name and Description	Locations Where Program/Service is Provided	Eligibility Requirements	Funding Source/s	Outcomes (How this program/service makes a difference.)	Challenges	Future Plans (Increase, Maintain, Phase Out)
<p>Cowen Pre-k Head Start This collaborative classroom seats 18-20 children. It serves mostly 4 year old children and 3 year old children with IEP's</p>	<p>Cowen Pre-K provides services to families in the Cowen, Erbacon, Birch River, and Camden-On-Gauley areas. The center is located behind the Cowen IGA in Cowen.</p>	<p>Four year old children are placed using a Selection Criteria where applications are divided into groups using parent center choice. Those applications are then randomly selected filling slots until the number is met. The other students are offered the second choice or an available slot. Three year old children are placed if space allows selected by meeting Head Start criteria for enrollment.</p>	<p>List other as applicable: Federal dollars; Pre-K Collaboration dollars</p>	<p>Children receive the 5 domains of a school readiness plan that prepares them for school and aids families in supporting their children's learning.</p>	<p>Budget cuts.</p> <p>Children sometimes live outside the busing area and parents are required to transport.</p> <p>There is lack of housing for families relocating to the area to work. This could affect the number of eligible children if they move closer to work locations outside of town.</p>	<p>Investigate available funding sources.</p> <p>Work with BOE to expand bus routes.</p> <p>Become involved in community to promote housing projects.</p> <p>Pre-K core team to also address the WV Legislature's mandate to increase Pre-K to five days per week.</p>



<p>Glade Pre-K This BOE operated collaborative classroom seats 18-20 children. It serves 6 year old children and 3 year old children with IEP's. Head Start provides services to families and counts eligible children.</p>	<p>Glade Pre-K provides services to families in the Cowen, Erbacon, Birch River, and Camden-On-Gauley areas. The center is located within Glade Elementary School in Cowen.</p>	<p>Four year old children are placed using a Selection Criteria where applications are divided into groups using parent center choice. Those applications are then randomly selected filling slots until the number is met. The other students are offered the second choice or an available slot.</p>	<p>List other as applicable: Federal dollars; Pre-K Collaboration dollars</p>	<p>Children exhibit school readiness skills upon completion of program.</p>	<p>Parents are required to pay for background checks before volunteering.</p> <p>Parents prefer this center over other due to long term positive knowledge of the center. Parents sometimes decline other centers.</p> <p>There is a lack of housing for families relocating to the area to work. This could affect the number of eligible children if they move closer to work locations outside of town.</p>	<p>Work with BOE to accept results completed by Intellicorp. Investigate ways to pay for background checks for parents.</p> <p>Promote involvement in community and share information about program.</p> <p>Become involved in community to promote housing projects.</p>
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<p>Webster Springs I and II These BOE operated collaborative classrooms seats 18-20 children. They serve 4 year old children and 3 year old children with IEP's. Head Start provides services to families and counts eligible children.</p>	<p>Webster Springs I and II provides services to families in the Bergoo, Bolair, and Webster Springs areas. The centers are located within Webster springs Elementary School in Webster County.</p>	<p>Four year old children are placed using a Selection Criteria where applications are divided into groups using parent center choice. Those applications are then randomly selected filling slots until the number is met. The other students are offered the second choice or an available slot.</p>	<p>List other as applicable: Federal dollars; Pre-K Collaboration dollars</p>	<p>Children exhibit school readiness skills upon completion of program.</p>	<p>Families are migrating to other parts of the county to work. Parents are required to pay for background checks before volunteering.</p>	<p>Become involved in community to promote employment projects. Work with BOE to accept results completed by Intellicorp. Investigate ways to pay for background checks for parents.</p>
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**NCWVCAA Head Start/Early Head Start 2013
Program/Service Review and Decision Making Matrix
HEALTH**

Program or Service Name and Description	Locations Where Program/Service is Provided)	Eligibility Requirements	Funding Source/s	Outcomes (How this program/service makes a difference.)	Challenges	Future Plans (Increase, Maintain, Phase Out)
<p>Health</p> <p>Medical and dental well being</p>	<p>Head Start: Barbour, Marion, Pocahontas, Preston, Randolph, Taylor, and Webster Counties</p> <p>Early Head Start: Marion, Preston, Randolph, and Tucker Counties</p>	<p>4-year-olds under poverty guidelines.</p> <p>4-year-olds between 100-130% of poverty guidelines.</p> <p>4-year-olds over-income; if space is available.</p> <p>3-year-olds under poverty guidelines.</p> <p>Children with an Individual Education Plan or Individual Family Services Plan.</p> <p>Early Head Start Enrollees and Prenatals.</p> <p>Foster children</p> <p>Homeless children</p>	<p>List other as applicable: Federal dollars; Pre-K Collaboration dollars</p>	<p>Families have been linked to medical and dental homes.</p> <p>Children are obtaining health screenings, immunization, and dental exams.</p> <p>Families are receiving health and oral health education.</p>	<p>Staff being aware of when testing is required rather than just a screening (blood lead, PPD)</p> <p>Staff properly documenting.</p>	<p>Staff will have ongoing training and will continue to be reminded during health monitoring.</p>



**NCWVCAA Head Start/Early Head Start 2013
Program/Service Review and Decision Making Matrix
RECRUITMENT AND ENROLLMENT**

Program or Service Name and Description	Locations Where Program/Service is Provided	Eligibility Requirements	Funding Source/s	Outcomes (How this program/service makes a difference.)	Challenges	Future Plans (Increase, Maintain, Phase Out)
Head Start Recruitment and Enrollment	Head Start: Barbour, Marion, Pocahontas, Preston, Randolph, Tucker, Taylor, Webster	100% of Poverty Guidelines. 35% of 100-130% of Poverty Guidelines. 10% of Over Income.	List other as applicable: Federal dollars; Pre-K Collaboration dollars	Staff recruit possible low-income families to enroll children into a Head Start/Preschool classroom.	Process for taking applications changed. Not enough low-income children. Maintaining Family and Community Partnership staff. Turnover in Systems Information Coordinator position.	Transferring slots from one county to another. Revise our recruitment efforts.
Early Head Start Recruitment and Enrollment	Early Head Start: Marion, Preston, Randolph, and Tucker Counties	100% of Poverty Guidelines. 35% of 100-130% of Poverty Guidelines. 10% of Over Income.	List other as applicable: Federal dollars	Staff recruit possible low-income families and pregnant high school teens to enroll prenatals, infant/toddlers into an Early Head Start classroom or Home-based setting.	Not enough low-income families in some counties. Marion County had an increase in teenage pregnancies. Turnover in Systems Information Coordinator position.	Transferring slots from one county to another. Revise our recruitment efforts.



NCWVCAA Head Start/Early Head Start 2013

**Program/Service Review and Decision Making Matrix
FAMILY & COMMUNITY PARTNERSHIP**

Program or Service Name and Description	Locations Where Program/Service is Provided	Eligibility Requirements	Funding Source/s	Outcomes (How this program/service makes a difference.)	Challenges	Future Plans (Increase, Maintain, Phase Out)
Family & Community Partnership	Head Start: Barbour, Marion, Pocahontas, Preston, Randolph, Tucker, Taylor, Webster Early Head Start: Marion, Preston, Randolph, and Tucker Counties	4 year olds under poverty guidelines. 4 year olds between 100-130% of poverty guidelines. 4 year olds over income if space available. 3 year olds under poverty guidelines. Individual Education Plans/ Individual Family Services Plans. Early Head Start enrollees and prenataals. Foster children. Homeless children	Federal dollars; Pre-K Collaboration dollars; List other as applicable:	Ensure Policy Council runs accordingly. Responsible for engaging parents in the program which in turn crease In-kind hours. Ensure parents are knowledgeable of community resources so they can advocate for their child and themselves after leaving the program. Assist families in setting and achieving personal goals.	Ability to get volunteers in the classrooms. Staff that minimize the importance of home visits. Family Outcomes Matrix is currently under revision.	Finish revising the Matrix and obtain approval from DBA or choose another outcomes measurement tool. Establish a minimum amount of required home visits. Continue to update the Parent Family and Community Engagement Action Plan as changes occur.



**NCWVCAA Head Start/Early Head Start 2013
Program/Service Review and Decision Making Matrix
EDUCATION**

Program or Service Name and Description	Locations Where Program/Service is Provided	Eligibility Requirements	Funding Source/s	Outcomes (How this program/service makes a difference.)	Challenges	Future Plans (Increase, Maintain, Phase Out)
Education	<p>Head Start - Barbour, Taylor, Tucker, Webster, Pocahontas, Preston, Marion, Randolph</p> <p>Early Head Start – Marion, Preston, Randolph, Tucker</p>	All children must receive education services once they are enrolled in the program.	List other as applicable: Federal dollars; Pre-K Collaboration dollars; Universal Pre-K	School Readiness prepares child and family for the next placement.	<p>*Maintaining qualified staff (frontline to program specialists)</p> <p>*Pre-K rules and regulations vs. HS rules and regulations</p> <p>*Assessment system-EHS new system HS state controlled</p>	Modifications to school readiness goals
Disabilities	<p>Head Start - Barbour, Taylor, Tucker, Webster, Pocahontas, Preston, Marion, Randolph</p> <p>Early Head Start – Marion, Preston, Randolph, Tucker</p>	<p>Individualized Education Program</p> <p>Individualized Family Service Plan</p>	<p>Special Need funding from Board of Education and Birth to Three</p> <p>West Virginia Birth to Three</p>	School Readiness prepares child and family for the next placement.		Enhance current data tracking to include Disabilities in relation to School Readiness Goals.



Mental Health	<p>Head Start - Barbour, Taylor, Tucker, Webster, Pocahontas, Preston, Marion, Randolph</p> <p>Early Head Start – Marion, Preston, Randolph, Tucker</p>	<p>Referrals due to mental health concerns, foster children, divorced families, drug abuse, etc.</p>		<p>School Readiness prepares child and family for the next placement.</p>	<p>*Stigma associated with the term mental health.</p>	<p>Enhance current data tracking to include Mental Health in relation to School Readiness Goals.</p>
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Strategic Plan Goal and Objectives Review

An important part of the strategic planning process includes a review of the previous strategic plan goals and objectives for two reasons. One, to celebrate successes; and two, to identify potential carry-overs. The progress report is in red below.

Birth to Five Services/ Universal Pre-K Goal: North Central WV Community Action Association Head Start/Early Head Start will maintain funded enrollment while providing collaborative birth to five services including Universal Pre-k for all eligible children.

Objectives/Outcome Measures:

1. **Enrollment Slots:** NCWVCAA Head Start/Early Head Start Grantee will maintain the current Head Start 844 funded enrollment slots and Early Head Start 52 funded enrollment slots. **Completed**
2. **Performance Standards:** NCWVCAA Head Start/Early Head Start will update programmatic Policies and Procedures in order to comply with revised Performance Standards. **Completed**
3. **Assessment System:** NCWVCAA Head Start will utilize an individual child development assessment system that meets Performance Standards requirements. **Ongoing (continues to be a work in progress)**
4. **Promotion and Awareness:** NCWVCAA will annually increase awareness about Head Start/Early Head Start as evidenced by the Community Needs Survey. **Ongoing (continue assessing and responding to community needs)**

Personnel Goal: North Central WV Head Start/Early Head Start will hire and retain qualified staff.

Objectives/Outcome Measures:

1. **Recruitment and Hiring:** Supervisors will solicit applications for vacancies from three different sources in an effort to interview a minimum of three of the most qualified applicants for each open position. **Ongoing (recruitment continues to be a challenge)**
2. **Retention:** Retain 80% of Head Start/Early Start employees that receive at least a score of 42 points out of 60 on their Performance Appraisal for an average of two years. **As of June 30, 2013, the retention rate was 82%**
3. **Training and Monitoring:** Strengthen and streamline the training and monitoring systems by fall of 2013. **Ongoing (training quantity and travel time continues to be an issue)**

Funding Goal: NCWVCAA Head Start/Early Head Start will increase funding to enhance our current level of services.

Objectives/Outcome Measures:

1. **Pre-K Negotiations:** NCWVCAA Head Start/Early Head Start will ensure that there is equitable distribution of costs and/or resources between partners. **Ongoing (continues to be a challenge)**
2. **Re-Competition:** NCWVCAA Head Start/Early Head Start will apply if necessary for re-competition to maintain 896 funded slots throughout nine counties. **(Re-competition not applicable thus far)**
3. **EHS Program Option Changes:** NCWVCAA Early Head Start will seek other funding resources in order to improve program effectiveness along with the intent of expanding the program. **Ongoing**



Community Needs Assessment Report Summary

A critical component of strategic planning is to incorporate feedback about what the community is telling you they need. A plan should not be developed without incorporating community needs assessment data into the decision-making process. The last Community Needs Assessment was completed in 2013. Results from the children's needs section of the report were shared at the retreat. They are as follows:

Barbour County – Children's Needs

- **Greatest Challenge:** Safe suitable form of recreation for children.
- **Barriers:** Head Start lacks volunteers who are willing to provide additional recreational activities for the children.
 - **Strategy 1:** Collaborate with Code Blue (local teen recreation center) to obtain volunteers to provide recreational activities to children in the Head Start Classrooms.
 - **Strategy 2:** Collaborate with high school to obtain volunteers in need of community service hours in order to provide recreational activities to children in the Head Start Classrooms.
 - **Strategy 3:** Head Start offices will provide clients with monthly calendar indicating sports teams' sign-ups and other child recreational activities.

Marion County – Children's Needs

- **Greatest Challenge:** Ensuring that funded enrollment of children is met and maximize the services offered to families by NCWVCAA Head Start and Early Head Start.
- **Barriers:** Multiple collaborative Pre-K classrooms have created a concern ensuring NCWVCAA Head Start enrollment numbers of families and also meeting income requirements. Lack of understanding of counseling services offered. Unhealthy lifestyles.
 - **Strategy 1:** Work with Core Pre-K partners to ensure that NCWVCAA Head Start is able to meet the funded enrollment while meeting all required guidelines. (Audit of Universal Pre-K Process).
 - **Strategy 2:** Many beneficial counseling services have been recently offered by the Mental Health Program Specialist to families of HS/EHS and many of these same services have been found to be a need in Marion County. However, turnout at these events has been limited. Change the wording from Mental Health to "Counseling Services Offered" to encourage more families to participate.
 - **Strategy 3:** Enhance the recruitment materials to ensure families are fully aware of the services offered to the family and child and that services are free of any charges.

Monongalia County – Children's Needs

- **Greatest Challenge:** Increase recreational activities for children.
- **Barriers:** Safe, suitable forms of recreation, after school programs, summer activities for children
 - **Strategy 1:** Collaborate with existing programs such as Kaleidoscope/Monongalia Co. Schools, BoParc, The SHACK, Boys and Girls Club, WVU, and local child care centers. Advocate for sliding scale fees and scholarships.
 - **Strategy 2:** Link Early Head Start/Head Start clients with BoParc summer calendar as well as other community programs.



- **Strategy 3:** Provide Early Head Start/Head Start clients with ideas for free, local recreational activities. (i.e., story time at the library, local parks, Kids Day Downtown)

Pocahontas County – Children’s Needs

- **Greatest Challenge:** Affordable child care/day care.
- **Barriers:** There are only two licensed child care centers.
 - **Strategy 1:** Provide information on certified child care/day care available in the county (day care center and private sitters).
 - **Strategy 2:** Provide financial guidelines for assistance through MountainHeart. (Utilize NCWCAA office for referrals and office space).
 - **Strategy 3:** Provide information on Pre-K programs/services.

Preston County – Children’s Needs

- **Greatest Challenge:** Providing an inexpensive quality child development program that has a strong parent involvement component that has as a focus to reduce the incidents of child abuse, drug abuse, and a strong foundation for future learning.
- **Barriers:** Having a recognized Universal Pre-K program, drug abuse, daycare, and child abuse.
 - **Strategy 1:** Have the Preston County Pre-K program recognized as a WV approved Universal Pre-K program.
 - **Strategy 2:** This Goal is an ongoing goal from our last Community Needs Assessment. An exploratory committee has been formed to address the high rate of teen pregnancy at Preston County High School and the significant drop out rate. A key component of this committee is a group of concerned high school students. The first full committee meeting will be in February 2012.
 - **Strategy 3:** Set up with the Preston County Sherriff’s Department to bring the Drug Abuse Resistance Education “D.A.R.E.” program into the Pre-K classrooms.
 - **Strategy 4:** Research DBA FACS PRO select families that have indicated a need for daycare and provide information on available daycare resources.
 - **Strategy 5:** Present “Darkness to Light”, a child abuse prevention curriculum, to all Preston County Pre-K teaching staff at their pre-service.

Randolph County – Children’s Needs

- **Greatest Challenge:** The need for suitable activities that promote a healthy lifestyle.
- **Barriers:** Lack of free/inexpensive recreational activities, lack of knowledge about healthy lifestyle alternatives
 - **Strategy 1:** Advocate for reduced admission/free days at local recreational centers.
 - **Strategy 2:** Participate in and encourage families to participate in the National Day of Play.
 - **Strategy 3:** Advocate for and seek funding for scholarships to local recreational centers.
 - **Strategy 4:** Compile a summertime activity calendar that details free/inexpensive events for children and families to distribute to Pre-K families and clients seeking services at the county office.



Taylor County – Children’s Needs

- **Greatest Challenge:** Financial resources to afford safe childcare.
- **Barriers:** Adequate, cost effective child care options.
 - **Strategy 1:** Expand one collaborative preschool classroom to full-day.
 - **Strategy 2:** Provide referrals to MountainHeart for subsidized child care.
 - **Strategy 3:** Advocate with FRN to seek grants for after-school programs for elementary schools.

Tucker County – Children’s Needs

- **Greatest Challenge:** Programs to maintain a healthy lifestyle. Summer activities, safe recreation.
- **Barriers:** Programs are not available to teach healthy eating habits, proper nutrition, and the importance of regular exercise/activity.
 - **Strategy 1:** Coordinate with the health department or WVU Extension Service to provide handout material on proper nutrition and the importance of regular exercise. Continue to assist with the distribution of handouts.
 - **Strategy 2:** Perhaps obtain an AmeriCorps Volunteer to create a plan and/or coordinate funding opportunities to establish activities for different age levels at community parks or playgrounds.
 - **Strategy 3:** Coordinate tobacco and drug education classes for all age groups, stressing the importance of abstinence for good health.

Webster County – Children’s Needs

- **Greatest Challenge:** More free activities for toddlers and preschoolers.
- **Barriers:** Parents in remote areas of the county may not be aware of community activities.
 - **Strategy 1:** Head Start staff will recruit families to enroll in the Head Start Program. The services are free, and the entire family is served by the Family and Community Partnership staff through home visits, referrals to education specialists, the Family Partnership Process, etc.
 - **Strategy 2:** Head Start staff could provide information to parents about free church sponsored basketball activities available at the Diana Elementary gym on Saturday evenings.
 - **Strategy 3:** Head Start staff will create a summer activity calendar with upcoming events to be sent home in end of the year packets.



Issues on the Horizon – Head Start Director’s Perspective

After looking to the past to gain perspective, it was a logical next step to identify major issues, trends, changes or federal/state mandates that will need attention as we plan for the future. In preparation for the retreat, it was important to understand the NCWVCAA Head Start/Early Head Start Director’s perspective of the issues on the horizon from a ‘big picture’ or leadership perspective. As a result, Ruth Ann Ponzurick reviewed the following issues on the horizon.

- Additional sequestration
- Meeting and maintaining enrollment
- Infrastructure
 - Reorganization
 - Replacing longevity staff (retirees)
- Hiring and retaining qualified staff
- Staff Wages & increase in minimum wage to \$9 or more
- Collaborations and Future of Collaborations
- 5 day Week Pre-school (WV Legislative Mandate by 2016)
- Re-competition
- Reportable Conditions
- Past “Continuous” Grant Period to 5 Year Grant Period
- Public Awareness

Taking Stock Survey Results - An Internal Perspective

A critical part to any successful strategic planning process is to gather information and prepare as much as possible prior to a retreat taking place. In addition to submitting a strategic planning proposal, conducting planning calls and exchanging emails with the Head Start Director, another meaningful information gathering tool used was an electronic survey of board and management staff to gain their individual perspectives on the organization. For NCWVCAA Head Start/Early Head Start, this information helped craft a customized retreat agenda that strived to make the most of our time together. The Taking Stock Survey covered a vast array of topics including image, relationships, challenges and future initiatives. The results were as follows:

What is your overall impression of NCWVCAA Head Start/Early Head Start Program?

- Reputable, Quality, Leader
- Great
- Above average
- Great program that helps low income families.
- We provide quality services to children and families. We make a child's first experience with school a positive experience while preparing them with lifelong educational skills.
- I think NCWVCAA Head Start/Early Head Start has an amazing program that helps in the lives of others, especially children and families, to become all they can be and more.
- WONDERFUL program
- Collaborative agency that works for the community
- It is a program that works with children and families to give them the skills they will need for the rest of their lives.



- Organized, detailed program that benefits children for preparation of social and academic skills for school readiness.
- Excellent
- Reputable at the State & Federal level
- Quality Program striving for excellence
- Very good program
- A wonderful program

What do you believe OTHERS think about the image and overall impression of North Central WV Community Action Head Start/Early Head Start?

- Those that have participated speak highly of it.
- More positive than negative
- Majority of those who have had associations with us is that we are a quality program
- Sometimes don't understand the Program especially collaborations.
- Great
- A program that provides services to low income children. Not necessarily collaborative or a part of the Pre-K system.
- A great program for children and families.
- Program that works with children to prepare them for school.
- Others, at times, are not aware of our programmatic functions and assume it is some type of day care program.
- Large program who is a leader in the preschool world.
- Good
- Good to very good depending on available financial help.
- For the most part, people seem grateful that we are here to help in times of need.
- I feel that others believe that NCWVCAA Head Start/Early Head Start is a great program and helps to give children a "head start" to school, learning, and responsibility.
- I don't think they understand the program and the purpose.

What do see NCWVCAA Head Start/Early Head Start doing well?

- This program goes over and beyond mandates and regulations which is a positive for children, families, and staff.
- Providing a quality educational opportunity for children birth to five.
- We work with families to help them become self-sufficient, productive, nurturing parents and citizens. We provide superior pre-k education.
- I think our program is run with professionalism, quality and great people.
- Advocating for children and families
- Preparing children for kindergarten
- Working with families
- Providing services to families
- "Community assistance
- Working with children and families"



- Providing comprehensive services that allow a child to learn. Focusing not just on the classroom but nutrition, health, family well-being, etc.
- I see the staff of NCWVCAA Head Start/Early Head Start working hard to making differences in families' lives and they/we do it well.
- Working with families and giving children experiences they might not get elsewhere
- Working together
- Building relationships with families to give them the resources, skills that they need for their child's future.
- Provide training and skills for children and parents to assist in preparing for school. Also, they provide developmental and mental assistance to children and families.

How could NCWVCAA Head Start/Early Head Start improve what we do?

- Outreach to all areas of county
- Not sure
- Retain quality experienced staff to better serve the families.
- I feel there is always ways to improve in any company and here at NCWVCAA we can improve by maintaining a positive attitude and remembering that, even though some have gained more responsibility than in the past that we are a great program and can and will maintain!
- Finding a simpler way of explaining ourselves, the mission, purposes of doing things
- Publicity for our program (it is hard to when there is a stigma associated with being from a low-income family)
- Work further with the State Superintendent and OHS to convince them that verifying family income is causing us to lose HS numbers in our counties.
- Building better relationships with families in order to assist their family as a whole.
- Provide more financial compensation to employees to aid retention of quality personnel.
- Starting earlier in planning for the next program year, establishing MOUs earlier.
- More partnerships with the community
- unsure
- As the competition increase in Pre-K services, NCWVCAA will need to increase community awareness of their programs and outcomes to inform citizens that they provide services identical to Board of Ed's and private day care centers.

What challenges do you see for NCWVCAA Head Start/Early Head Start over the next three years?

- The number one challenge for not only NCWVCAA Head Start/Early Head Start, but schools across America, is the budget cuts!
- Collaborating with the Board of Educations, funding and participation of families
- None at this time
- Funding, Pre-K collaborations, Technology, Staffing, Pre-K five days a week (full day)
- Securing funding from federal sources (DHHS), NCWVCAA Staff retirement, BOE Staff Retirement, which will impact NCWVCAA staff turnover
- Difficulty in obtaining income information as collaborative partners are no longer assisting
- Enrollment, Collaborations, 5 year grant, Risk of recompetition, Qualified staff, Replacing key staff (retirement), Minimum wage increase, New healthcare premium costs



- Maintaining funded enrollment; maintaining quality staff; Maintaining the demand for substitutes
- Funding, government expectations, and eligible children.
- Universal pre-k Finding income eligible families to verify income to enroll, finding and keeping qualified staff
- Decrease funding, OHS regulations, & retirement of foundational staff.
- Maintaining 50% of the pre-k classrooms per WV Policy 2525.
- Funded enrollment.
- Maintaining enrollment, collaborations, staff retention.

What initiatives do you believe would be important for North Central WV Community Action Head Start/Early Head Start in the next 2-3 years?

- School Readiness, Pre-K, Family and Community Partnership Framework
- Seek funding from other sources, Review programmatic functions outside Head Start to increase non-restricted funds via after school program, etc.
- unsure
- I feel that NCWVCAA Head Start/Early Head Start staff will continue to fight over the budget cuts for our program and to let everyone know what we do is important for the future of America.
- Sharing of resources and education.
- Be aware of changes
- Universal Pre-K
- Not sure
- Developing training modules for staff, video recording in classrooms to study behavior
- School Readiness, Parent Family Community Engagement
- Affordable Health Care plans for the agency; improving pay scales, especially if minimum wage is increased.
- not sure
- Looking at more standalone sights, re-establishing our Head Start identity
- Universal Pre-K Policy 2525 changes
- None at this time

What relationships or partnerships may be important for the NCWVCAA Head Start/Early Head Start to develop or nurture?

- Child Care sites, Libraries, colleges with ECE programs, independent funding sources
- Childcare. Board of Education
- BOE Pre-K Collaborations
- Community, BOE, and churches
- Board of Education Partners
- Higher education to attract more qualified Teachers, etc.
- Collaborative Partners - Boards of Education---Transportation Department
- Alliances with the local Board of Educations is increasingly important for HS survival.
- Any relationship with any outside agencies that might help or have interactions with low income families.



- BOE Collaborations, State Dept. of Ed., DHHR (possibly to develop a referral system.)
- All partnerships are important to NCWVCAA Head Start/Early Head Start; such as those with the BOE, doctor/dentist offices, Health Departments, and the community, among many more.
- BOEs, DHHRs, Universities and Colleges, doctor/dentist offices
- Within the community and the other agencies
- Pre-K, Birth to Three, any partnership that would help us with funding
- BOE Collaboration Partnerships, County/City Municipalities, Private funders

Are there any other ideas or issues that NCWVCAA Head Start/Early Head Start should consider during our planning process?

- Increase number of staff in HR to have them take over the Hiring Process. HR could do Annual Trainings, Pre-employment information, etc. Automation of Policies and Procedures.
- We have to consider how different each county is from one another. We face so many differences economically, socially, and geographically. Challenges in my county may not be in another.
- The biggest issue is budget cuts, which mean losing staff, and gaining more job responsibility.
- Training process for hiring and maintaining quality staff
- Hiring qualified staff. Maintaining qualified staff. Accountability for everyone in the program.
- Maintaining HS Eligibility when using income surveys and having to have low income families return to verify income,
- Health, Parent, Family, & Community Engagement
- Family



Taking Stock Survey Results – An External Perspective

In order to find out what the community knows about NCWVCAA Head Start/Early Head Start, facilitator Tricia Kingery gave each participant an index card with one question on it. She challenged each participant to ask anyone who did not live in their household the question, **“What do you know or think about the NCWVCAA Head Start/Early Head Start Program?”** The next morning participants shared the responses they received with the group. Some asked neighbors while others asked grocery clerks and parents at the ball field. The feedback is shown below:

- It helps families and kids who are less fortunate.
- Good program, very educational, many children benefit from the interaction and meals.
- I have friends who had children participate in the program and they liked it.
- Really don't know much about it. Some kids really need special help and parents don't know how or don't take the time with them. This is a good program, but I think they go to school too young, they are just babies.
- It is a good thing that benefits kids and families and helps low income families try to better their lives.
- The program is more for lower income families to help ensure educational development before they enter kindergarten (so they are not that far behind other children that have had more opportunities as those with educated family members or paid preschool programs).
- It is designed primarily for at-risk kids to help them “get a head start” before going to school – to be sure they're given every chance to succeed upon entering school.
- Don't know anything about it but it's probably a good thing for kids before they go to kindergarten.
- They help disadvantaged children to become successful in life by providing them with educational opportunities they wouldn't normally have.
- NCWVCAA is the best program in the state. The dedication of the staff and their leadership is great. They follow performance standards, rules and regulations the best way they can. Additionally, they have been very forward thinking (ex: social worker and teacher credentials for exceeded requirements, in their qualifications before being mandated to do so).
- Until recently I only thought it was low income and it is only in three schools. I think it is cool that the busses pick up the kids at their door.
- I think that the program is good, but I'm upset because another program's funding got cut. So, the preschoolers are no longer provided a snack. A lot of the under privileged kids really benefited from that afternoon snack.
- I visited the Philippi II open house and could not get over all the supplies and materials that were in the classroom.



Phase Two: Strategic Analysis

Strategic Analysis included an examination of history, presentation and potential future issues or challenges by conducting a SWOT Analysis (strengths, weaknesses, opportunities and threats) and identifying critical issues for the future.

SWOT Analysis

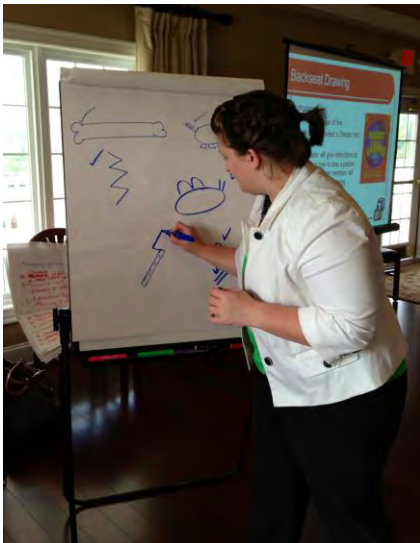
To complete the Situational Analysis, the group identified strengths and weaknesses internal to the organization and opportunities and threats external to the organization over the next three years. (X = repeat issues)

<u>Strengths/Assets</u>	<u>Weaknesses/Liabilities</u>
Dedicated staff-X Reputable Good quality of services Well trained staff-X Embedded in community Many resources to family Proactive-X Opportunities for staff Strive for excellence Caring Take risks Established program Policies and procedures updated annually/as needed Great efforts made to collaborate Positive staff morale An informed PC and BOD Persistent Good relationship building skills	County differences and geographic scope of being part of a large agency Wages Insurance cost Communication overall to direct staff Distance in travel Negative attitudes On the job training (working before receiving all trainings) Lack of experience to cover key tasks Reliance on experienced staff Lots of meetings (take away from day/day duties) Staff morale/additional responsibilities-X Losing our identity Collaborations
<u>Opportunities</u>	<u>Threats</u>
Utilize community partnerships Getting word out External grants XX Be creative (think out of box) when having less money Positive attitude Being pro-active Get to know politicians and share Head Start info-X 5 day requirement (may bring more to program) New president in future Collaborations/fundraising/resources Key program management changes/reorganization Working with other groups on similar advocacy issues	Budget cuts Affordable Health Care Act-X Competition from Board of Ed Loss of key staff due to retirement Negotiations are strained 5 day requirements AT credentials coming in Immunizations Transportation Uncertainty of economy and cost of living Competition from other agencies with similar services but lower requirements When staff realize they are qualified for BOE and they leave Increase in drugs, poverty stressors Hourly wage rate increase Sequestration/ Federal Funding-X Addition of child care centers-X



Teambuilding Activity – Backseat Drawer

Teambuilding and communication activities were used throughout the retreat. To begin the second day, Tricia Kingery asked the participants to divide up into groups of five to play the game “**Backseat Drawer**”. Each group selected a Director and an Artist. The Director gave instructions to the Artist on how to draw a picture without saying the name of the picture or using obvious words to describe it. They had to be creative and communicate clearly so the Artist would understand and know what to draw. The remaining team members had to try to identify the object being drawn. It was an exciting game to play while everyone learned how to communicate better with one another. Photos of the activity are shown below.



Critical Issues

Participants were asked to review the information presented in the History and Present Situation Reports (vision/mission, program matrix, previous strategic plan carryovers, community needs assessment data, issues on the horizon and survey feedback) along with the SWOT analysis. Individually without discussion, participants were given time to reflect on the reports in an effort to determine their perspective on the most critical issues or choices NCWVCAA Head Start/Early Head Start faces over the next three years. Then, individual perspectives were discussed in small groups.

Through consensus, the larger group identified the top three critical issues and possible strategies that could be enlisted to make a positive impact on them.

Critical Issue #1: Enrollment

- Reassess how we recruit families
- Advocate for West Virginia to become a no-verify income state
- Promote public awareness

"One may walk over the highest mountain one step at a time."

John Wanamaker

Critical Issue #2: Recruiting and hiring quality staff

- Hire qualified staff
- Retain quality staff

Critical Issue #3: Fiscal Impact

- Educate public decision makers
- Pursue grants
- Provide contract negotiation training
- Develop internship opportunities

Head Start Ambassador Pinterest Boards

The next activity was to create a living Pinterest board. Participants were asked to visualize what would inspire them to embrace the role of Head Start Ambassador! Each participant received a cork board to use as their own Pinterest board. Magazines were distributed so that each participant could find photos, articles, quotes, etc. that would inspire them to become a Head Start Ambassador.

Tricia encouraged everyone to continue 'pinning' items to their board throughout the retreat. At the end of the retreat, everyone was asked to take their Pinterest board back to their office to continue 'pinning' inspirational items that would inspire them to be a Head Start Ambassador! Photos of the Pinterest activity are shown below.





**Phase Three:
Setting Goals, Determining Objectives and Developing Action Plans**

The third phase in the Strategic Planning process is to set goals by establishing and agreeing on the results to be achieved, determining objectives by determining specific outcome measures and developing action plans by deciding on the means to achieve the results. To advance strategic initiatives, the participants developed the following goals and objectives statements. Action plans follow on the next few pages.

**ENROLLMENT GOAL:
NCWCAA HS/EHS will ensure funded enrollment is met and maintain
an adequate wait list.**

Objective #1 Reassess how we recruit families: Identify effective recruitment strategies in each county based on research.

Objective #2 Advocate for West Virginia to become a no-verify income state: The State of West Virginia will apply for a waiver to eliminate income verification as criteria for enrollment eligibility.

Objective #3 Promote public awareness: Establish two new outreach strategies in each county per year.

**RECRUITING AND HIRING QUALITY STAFF GOAL:
NCWCAA HS/EHS Program will hire qualified staff and retain quality staff.**

Objective #1 Hire qualified staff: Solicit at least five qualified applications, interview three applicants and have at least two to select as best qualified.

Objective #2 Retain quality staff: Retain 75% of staff for a minimum of three years that score at least 42 or higher on the performance appraisal.

**FISCAL IMPACT GOAL:
NCWCAA HS/EHS will sustain and expand funding.**

Objective #1 Educate public decision makers: Contact at least two public decision makers annually per county.

Objective #2 Pursue grants: Receive at least three applicable program grants over the next three years.

Objective #3 Provide contract negotiation training: Receive additional resources and or monetary compensation from collaborations.

Objective #4 Develop internship opportunities: Acquire at least one intern annually.



**North Central West Virginia Community Action Association
Strategic Plan 2013-2016**

**NCWVCAA Head Start/Early Head Start
Strategic Plan in Action
ENROLLMENT**

Enrollment Goal: NCWVCAA HS/EHS will ensure funded enrollment is met and maintain an adequate wait list.

Objectives/Outcome Measures:

1. **Reassess how we recruit families:** Identify effective recruitment strategies in each county based on research.
2. **Advocate for West Virginia to become a no-verify income state:** The State of West Virginia will apply for a waiver to eliminate income verification as criteria for enrollment eligibility.
3. **Promote public awareness:** Establish two new outreach strategies in each county per year.

Action Items	By When	Responsible Unit/Persons	Progress
1. Reassess how we recruit families a. Network with Family And Community Partnership staff for ideas of effective recruitment (i.e. recruit through outside agencies, recruit through companies going into the home, receive DHHR list more frequently)	November 2013 Family And Community Partnership Networking	Family And Community Partnership Program Specialist, Health Program Specialist, and Systems Information Coordinator	
b. Establish a recruitment strategies list and share ideas with all staff.	December 2013 ERSEA training	Systems Information Coordinator	
c. Collect data to analyze current effective and ineffective recruitment strategies.	August 2014 (kindergarten screenings)	Family And Community Partnership Staff, Children Services Supervisors	
d. Revise the ERSEA policies and procedures if necessary.	November 2014	Systems Information Coordinator, Administrative Advisory	
e. Establish a process to obtain families information from agencies that serve the same demographic population	June 2016	Children Services Supervisor	



<p>2. Advocate for West Virginia to Become a No-Verify Income State</p> <p>a. Investigate the pros and cons of becoming a No-Verify Income State.</p> <p>b. Identify partners that are interested in advocating for WV to become a No-Verify Income State.</p> <p>c. Continue to show support to the WV HS Association in the endeavor to pursue WV being a no-verify income state.</p>	<p>June 2014</p> <p>December 2014</p> <p>Ongoing</p>	<p>Administrative Advisory</p> <p>Administrative Advisory</p> <p>Administrative Advisory, Program Specialist, Children Services Supervisors</p>	
<p>3. Promote Public Awareness</p> <p>a. Identify key stakeholders in each county.</p> <p>b. Contact key stakeholders to visit sites.</p> <p>c. Invite key stakeholders to participate on advisories.</p> <p>d. Invite key stakeholders to speak to parents about community issues.</p> <p>e. Participate in interagency meetings and/or other social service networking opportunities within counties served.</p> <p>f. Determine available funding for agency signage and plan for purchase</p>	<p>November 2013 Family And Community Partnership</p> <p>Networking June 2014, Annually</p> <p>July 2014, Annually</p> <p>July 2014, Annually</p> <p>Ongoing</p> <p>June 2014, as funds available</p>	<p>Children Services Supervisors, Family And Community Partnership staff</p> <p>Children Services Supervisors</p> <p>Children Services Supervisors, Program Specialists</p> <p>Children Services Supervisors, Family And Community Partnership Staff</p> <p>Children Services Supervisors, Family And Community Partnership Staff, Program Specialists, Administrative Advisory</p> <p>Executive Management Team, Administrative Advisory</p>	



**NCWCAA Head Start/Early Head Start
Strategic Plan in Action 2013-2016
HIRING AND RETAINING QUALITY STAFF**

Hiring and Retaining Quality Staff Goal: NCWCAA HS/EHS Program will hire qualified staff and retain quality staff.

Objectives/Outcome Measures:

1. **Hire qualified staff:** Solicit at least five qualified applications, interview three applicants and have at least two to select as best qualified.
2. **Retain quality staff:** Retain 75% of staff for a minimum of three years that score at least 42 or higher on the performance appraisal.

Action Items	By When	Responsible Unit/Persons	Progress
1. Hire qualified staff			
a. Evaluate current wage scale to include years of experience	January 2015	Administrative Advisory	
b. Identify and contact high school, college and technical institutions and/or career fairs	January 2014	Supervisors	
c. Make presentations in applicable classes and/or fairs	June 2014 and ongoing	Supervisors/Program Specialist as per related field	
d. Research potential advertising options	January 2014	County Supervisors Administrative Advisory	
e. Determine the three most effective ways to advertise for a new position	September 2014	Supervisors Administrative Advisory	
f. Work with Human Resources Department to improve the marketability of the job posting	December 2013	Administrative Advisory Human Resources Department	
g. Revise the hiring procedures to include how to effectively post positions	December 2013	Administrative Advisory Human Resources	
h. Train supervisors on the three most effective ways to advertise for a new position	February 2014	Policy Council Administrative Advisory	
i. Update the agency website with current job postings	December 2013	Executive Management	
j. Update agency Facebook with current job postings	December 2013	Executive Management	



2. Retain quality staff			
a. Create a staff survey to identify reasons why they work and stay here	April 2014	Supervisors, Administrative Advisory, Executive Management Team	
b. Distribute survey for staff to complete	May 2014	Supervisors, Administrative Advisory	
c. Conduct a roundtable discussion with Supervisors to identify reasons staff work and stay here	June 2014	Supervisors, Administrative Advisory	
d. Review current benefits, advantages and appreciation options with new staff upon hiring	ongoing as applicable	Supervisors, Human Resource, Executive Management Team	
e. Review current benefit, advantages and appreciation options with all staff	Performance Appraisal Meeting	Supervisors, Human Resource, Executive Management Team	
f. Seek staff input about appreciation options	May 2014	Supervisors, Executive Management Team	
g. Conduct a roundtable discussion with Supervisors to discuss staff appreciation options	June 2014	Supervisors, Executive Management Team	



**NCWVCAA Head Start/Early Head Start
Strategic Plan in Action 2013-2016
FISCAL IMPACT**

Fiscal Impact Goal: NCWVCAA HS/EHS will sustain and expand funding.

Objectives/Outcome Measures:

1. **Educate public decision makers:** Contact at least two public decision makers annually per county.
2. **Pursue grants:** Receive at least three applicable program grants over the next three years.
3. **Provide contract negotiation training:** Receive additional resources and or monetary compensation from collaborations.
4. **Develop internship opportunities:** Acquire at least one intern annually.

Action Items	By When	Responsible Unit/Persons	Progress
1. Educate Public Decision Makers			
a. Identify key public decision makers that can influence our program and community groups that advocate for early childhood.	October 2013, annually	Administrative Staff and Supervisors	
b. Develop an outreach strategy to connect with public decision makers. (Who, what, when, where, how)	December 2013, annually	Administrative Staff and Supervisors	
c. Invite public decision makers to visit Head Start/Early Head Start operated classrooms in NCWVCAA facilities.	May 2014, annually	Administrative Staff and Supervisors	
d. Work with Pre-K partners to invite public decision makers to visit Head Start/Early Head Start/BOE operated collaborative sites.	January 2014, annually	Administrative Staff and Supervisors	
e. Recruit and/or assign NCWVCAA Head Start/Early Head Start employees to participate on established organizations/committees that advocate for early childhood.	February 2014, annually	Administrative Staff and Supervisors	
f. Articulate purpose and expected outcomes when staff participate in external organizations/committees that advocate for early childhood.	February 2014, annually	Administrative Staff and Supervisors	
g. Staff to participate in the Community Action Meet Your Legislature Event.	February 2014, annually	Administrative Staff and Supervisors	
h. Invite public decision makers to Head Start/Early Head Start parent events.	May 2014, annually	Administrative Staff and Supervisors	



<p>2. Pursue Grants</p> <p>a. Research community agencies and higher educational institutions to gain knowledge of applicable program grants.</p> <p>b. Contact Family Resource Networks for applicable grant opportunities.</p> <p>c. Apply for applicable grants.</p>	<p>June 2015, annually</p> <p>June 2015, annually</p> <p>September 2016</p>	<p>Administrative Staff and Supervisors</p> <p>Supervisors</p> <p>Administrative Staff, Supervisors, and Program Specialists</p>	
<p>3. Provide contract negotiation training</p> <p>a. Research a contract negotiation trainer.</p> <p>b. Train staff to improve contract negotiations</p>	<p>March 2014, annually</p> <p>July 2014, annually</p>	<p>Administrative Staff</p> <p>Administrative Staff</p>	
<p>4. Develop internship opportunities</p> <p>a. Identify what type of internships the program needs and those staff that could provide the required supervision.</p> <p>b. Contact educational institutions.</p> <p>c. Establish a partnership with education institutions annually to create service area intern opportunities.</p> <p>d. Secure placements for the fall, spring, and summer.</p> <p>e. Establish individual intern contracts.</p>	<p>October 2013, annually</p> <p>December 2013, annually</p> <p>July 2014, annually</p> <p>August 2014, annually</p> <p>August 2014, annually</p>	<p>Administrative Staff, Supervisors, and Program Specialists</p> <p>Administrative Staff</p> <p>Administrative Staff, Supervisors, and Program Specialists</p> <p>Administrative Staff, Supervisors, and Program Specialists</p> <p>Administrative Staff, Supervisors, and Program Specialists</p>	



Keeping the Plan Alive!

In review of the retreat expectations identified by the participants at the beginning of the retreat, everyone believed that the goal of developing a strategic plan was achieved. Participants shared the following comments as part of a debriefing discussion.

Day One Wrap Up

One Word that Sums of Today's Experience:

- Educating
- Exciting
- Together
- Productive
- Engaged
- Similarities
- Relieved
- Fast
- Eye-opening
- Learning
- Provoking
- Cooperative
- Positive
- Knowledgeable
- Fun
- Renewed

Day Three Wrap Up

One Thing You Are Most Excited About:

- Energy and positive attitudes
- Starting my position and working as a team with everyone
- The improvements that will come as this plan is implemented
- Implementing our new goals and objectives
- The ideas of keeping/retaining staff
- Being a part of the program planning process
- New horizons
- The way NCWVCAA works together
- The way the team worked hard and stayed on task
- Positive change
- Ideas for positive change
- Taking chances
- Working alongside my super positive co-workers
- I look forward to this being the best year ever



What will you tell others about the strategic planning experience process?:

- Positive staff and were “fully” engaged
- It was a different way to work together as a team
- Very smooth process, entertaining, too
- How many great ideas were thought of
- Wonderful, productive, team-work great together
- Everyone stayed pleasant and worked well as a team
- Awesome teamwork-Great experience
- We can come together with ideas
- Positive and productive
- Nice to see how everyone was part of developing the plan
- A lot to think about: productive
- Buy in to the process
- Collaborated on sustaining early HS/HS and providing superior services to children and families
- The future is bright if we work together
- This team worked together better than any other

In order to reasonably fulfill the goals and objectives outlined in the Strategic Plan, the plan should be actively used as a management tool. Actively using the plan as part of regular management team and/or board meetings will aid in providing long-term strategic direction and real-time decision-making.

Incorporate the Plan in Everyday Management

Formalize the use of the plan into the day-to-day activities. For example, you can read the mission statement at the opening of every meeting to remind everyone of the organization’s focus and purpose. In addition, all ideas for program changes or expansion should directly address how the changes support the organization’s mission.

Organize Work in the Context of the Plan

Develop program level work plans that tie directly to the Strategic Plan. For example, include goals and objectives in individual and program evaluations or have program directors refer to the plan to provide guidance in decision-making.

System for Controlling the Process

Ensure that there are mechanisms (i.e. evaluation meetings, regular reports against plan) to inform management/board members on the progress of the plan.

By employing the strategies listed above, NCWVCAA Head Start/Early Head Start can be sure that the effort put into the planning process results in using the action plan documents as a tool for management and oversight by board and staff. Regular updates can be made electronically by updating the action plan progress column.



For more information about this report or the strategic planning process, please contact:

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