

GOALS FOR PRESENT AND FUTURE PURPOSES

Strategic planning begins with preparation based on strengths and weaknesses for continued development and improvement. In the beginning of the Consortium's long- and short-term goals were part of the vision that Board Members believed could be accomplished within three to five years. While these goals are now more than words published in a grant, they have become interwoven in the vision and mission statement that has taken meaning and become functional. It is imperative to note that these goals will always be foundational and yet ever evolving to a higher level of quality as training and development will play an important role in the continuum process.

The Five-Year Long-Term Goals continues:

- Ensure school readiness
- Galvanize rich community resources to exponentially better the health and social outcomes of our children and their families
- Strengthen our program based on the assets and participations of our Head Start families and communities
- Empower parents to develop self-sufficiency
- Maintain a strong commitment to the Consortium to provide program equity and equality across two counties

The Three-Year Goals toward accomplishing quality services:

- Increase the availability of technology usage so that tools can expedite and support the work of Head Start towards quality and efficiency
- Support "best practices" for teachers as a commitment to professional development
- To ensure that teachers and teaching assistance become fully credentialed prior to the Head Start Act of 2007 mandate
- Develop a strong transition plan so that children and families are supported from Early Head Start to Head Start through the school system and tracked for progress until third (3rd) grade
- Create more dialogue and partnerships within school corporations and key school personnel so that when students are tracked, Early Head Start, Head Start and School Corporations can review strengths and weaknesses within curriculums, parent involvement activities for continued improvement
- Increase parent involvement activities within the classroom environment so that in-kind can be generated and parents will benefit through training in parenting skills opportunities and child advocacy information
- Continue to utilize information from Self-Assessment and Community Assessments to enhance program quality