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# **WHSA Strategic Plan 2014-2016**

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## About Wisconsin Head Start Association

### PURPOSE

The purpose of WHSA is to:

- Provide a network for information, training, advocacy, support, and action for directors, parents, and staff of Head Start & Early Head Start programs in Wisconsin;
- Gather and disseminate information about Head Start in Wisconsin;
- Provide assistance to state, regional, and national Head Start agencies and organizations; and
- Advocate for Head Start children and families.

### VISION

We are an association of leaders dedicated to assuring the availability of comprehensive top quality services for children and families in our state. We will accomplish this through advocacy, the delivery of professional development services, and the creation of unique resources for people and organizations committed to families. We strive to continue to strengthen Head Start and Early Head Start programs for the benefit of children and families.

### STRATEGIC AIMS

The Wisconsin Head Start Association is strategically focused on the following:

- **Membership Development**
  - **Professional and Leadership Development**
  - **Public Policy, Public Relations and Collaboration**
  - **WHSA Organizational Development**
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## Summary of Strategic Planning Process

The WHSA Executive Director met with the Board of Directors to decide on a process to engage in strategic planning. A decision was made to hire an outside consultant to allow for full participation by directors and Board members in the planning process. The Executive Directors conducted guided interviews with Board members and directors based on pre-planned questions developed from the review of the most recent strategic plan and suggestions from guided interview participants. As of June 21, 2013, 23 people participated in a guided interview about WHSA strategic priorities. Additionally, key informants were given an opportunity to complete an anonymous on-line survey to identify strategic concerns, resources, and priorities. A summary of guided interview and survey responses were shared with participants on June 25-27 as a resource to inform a facilitated strategic planning process. (See Attachment A)

During the first day, participants built common ground about the historical context of the Wisconsin Head Start Association and the current planning efforts, organizational capacity, and decision-making criteria including pragmatic considerations and member values. The early part of the second day was spent using nominal group process to prioritize strategic objectives. The remainder of the day was spent primarily in small teams to build concrete and specific aims, indicators, and next steps which were then vetted with the larger planning group. The final strategic planning day for the 2014-2016 WHSA Strategic plan was spent fine-tuning strategic objectives, testing objectives against the defined values and criteria, and agreeing on the process to vet and roll out the strategic plan across the WHSA in an inclusive and meaningful way.

Key values to inform the strategic planning included:

- Respect for diverse points of view
- High Quality Services
- Emphasis placed on parents as leaders
- Acknowledgement and appreciation for excellence at every level
- Open communication with internal and external partners
- Prioritize strategies that will build success for all programs
- Consideration of the needs of those not able to attend
- Respect for the expertise of parents, staff, and directors
- Honor the unique knowledge about poverty, the whole child and their family and community that develops from being part of Head Start and Early Head Start
- Honest approach to what is possible and what is important
- Share responsibility for success

Participants agreed the strategic plan will be a success if it has the following qualities:

- Relevant to the needs of ALL members and focuses on the most important subjects
- Flexible enough to adapt to changing conditions and concrete and specific enough to measure progress on achievements
- Capable of serving as a decision-making tool for WHSA staff, Board, and members throughout the next three years
- Specific real projects with clear action steps, responsibility, measures of success, and outcomes identified
- Clear language that can be understood by all members

Over 30 people actively participated in the face-to-face facilitated strategic planning. Contributors to the strategic plan included: WHSA staff, WHSA Board members, Director Affiliate members, Staff Affiliate members, and Parent Affiliate members. The strategic planning was facilitated by Common Worth, LLC. Specific participants in the face-to-face strategic planning included:

Cathy Adelman, Sheboygan Human Rights Association	Sharon Glessing, CESA #11 Head Start/Early Head Start	Laura Meulemans, University of Wisconsin Oshkosh Head Start
Cathy Arensten, University of Wisconsin Oshkosh Head Start	Kathy Gorrel, Rock Walworth Comprehensive Family Services	Connie Robers, Rock Walworth Comprehensive Family Services
Judy Berdan, Marathon County Child Development Agency	Marlena Harvey, CESA #11 Head Start/Early Head Start	Antoinette Schlagenhaft, Green Bay Public Schools Head Start
Kelly Butzlaff, University of Wisconsin Oshkosh Head Start	MaryJo Hite, Western Dairyland	Cathy Schouten, CAP Services, Inc
Sarah Brenizer, CESA # 11	Carly Howden, Fond du Lac ADVOCAP	Tracey Stanislawski, La Casa de Esperanza Waukesha
Theresa Christen, Lieberg, Sheboygan Human Rights Association	Cathy Howe Thwaites, Marathon County Child Development Agency	Dan Stickler, Wisconsin Head Start Association
Carla Kluz, CAP Services, Inc	Carol Jackomino, Family and Child Learning Centers	Kristie Strebis, CAP Services Early Childhood Development
David Cochrane, Family Forum Inc.	Leslie Karpinski, Sheboygan Human Rights Association	Carol Vollmer, CESA #2 Jefferson County
Robert Conrad, Centro Hispano Milwaukee Guadalupe Head Start	Jill Keenlance, Stevens Point FDC	Mary Anne Wieland, CESA # 2 Jefferson County
Charisse Daniels, Jefferson County Head Start	Lisa Lenyard, La Casa de Esperanza Waukesha	Jolee Zehren, Green Bay Head Start
Shelby Fetting, Western Dairyland Head Start		* Lilly Irvin-Vitela, Facilitator

## An Overview of the Historical Context

Strategic planning participants were asked to consider a few major events in US history, Head Start history, and their personal/familial history from the 1960-1970s, the 1980s, 1990s, and 2000-present as a way to better understand the context of current strategic planning efforts. While experiences, interpretations of history and personal histories were diverse, participants' awareness of the world around them and the importance of Head Start overtime were evident through the exercise. This section is a summary of the comments that were made in that exercise.

In the 1960s through 1970s major influences in the US and the world included Vietnam, political unrest, racial conflict, the Bicentennial, more mothers heading into the paid work force, Beatle Mania, rebellion, war, fighting for equality, Civil Rights gains, the Cuban Missile Crisis, the Cold War, Kennedy was in the spotlight and brought attention to the culture called lo I inume, JFK was shot and killed, drug use became more public, President Johnson launched the War on

Poverty, there was an increase in Women's rights, there were shifts in culture and access to power and political influence, there was great music, Elvis, space exploration, there was a cultural and sexual revolution.

Legislation launching Head Start was passed. In the 1960s and 1970s Head Start was started in Wisconsin with a summer Head Start program for 4 year-old children. Community action agencies took the lead with Head Start in Wisconsin. Western Dairyland Head Start was a grantee in 1966. Many programs began in the mid to late 60s. Head Start in Wisconsin was growing. Anti poverty efforts and family program development occurred. The Beloit Head Start's first year was in 1965. Programs began as part-day, part-year programs. Many churches were early advocates for Head Start with some programs beginning in churches. Some participants reported attending Head Start in the 1960s and/or 1970s. Guadalupe Head Start began in the 1960s.

During the 1960s and 1970s in people's personal and familial lives there was a broad range of defining events. Some participants were born, other graduated from high school and or college. Others were in junior high, beginning their Head Start career, or choosing to focus their career in early childhood. Participants were testing the waters, establishing their identity, getting married, having children, seeing their sisters and brothers join their family, growing up in New England, had a dad in Vietnam. One participant started a food cooperative and another was part of the protest movement. Others had parents graduating from High School. One person attended their first Mifflin St. Block Party in 1969.

In the 1980s key events in the US and the world identified by participants included Jimmy Carter signing a bill for a military draft, Reagan years, "papa" Bush, a roller coaster economy, terrible music, great music, the death of John Lennon, the development of programs for battered women, public efforts to address domestic violence, growing public awareness that once hidden problems existed. Cuts to social programs and deinstitutionalization of the mentally ill occurred. A participant remembered the Iran Hostages. A greed is good mentality arose. The beginnings of a focus on technology and the early start of the World Wide Web happened. The Lola War ended. The German Wall came down. Problems in the Middle East occurred.

In the 1980s four participants remembered financial problems occurring for Head Start during the Reagan years. Another participant remembered an increase in Head Start funding and expansion. There is a memory of bi-partisan support for Head Start. A participant remembers her little brother's Head Start program hours being cut due to funding cuts. Performance standards were introduced in a whole new way. A participant recalls their first job with Head Start. The National Head Start Association Board began. Head Start was growing and expanding as programs moved to center-based school year programs for 3-5 year-olds.

In participants' personal and family lives, there were reports of being born in the 1980s and others reported giving birth or having children in the 1980s. Other reported frequent moves, parents having unstable employment, the popularity of head bands, leaving work at a CAP agency, and beginning the Family Forum. Life events such as marriage, divorce, the death of a grandfather were shared. People remembered big hair and ugly clothes with puffy sleeves. Once participant reported serving in the Peace Corp in Guatemala, attending the UW to earn a

Masters degree and starting their career with Head Start. Another learned about early childhood firsthand by giving birth to three children in the 80s and starting an in home child care. There was another participant who also had three children in the 80s. The challenge of balancing work and family was identified and a participant in this decade reported being born and attending Head Start.

Participants in the 1990s saw the huge impact of technology and big finance on the economy. There is a rapidly growing interest and “face” to the World Wide Web. The internet expands. There was a renewed interest in social, environmental, and economic justice. There were big finance issues. Life was so busy for one person that it was hard to notice what was going on in the world. Tommy Thompson was Wisconsin’s Governor. Princess Diana was greatly admired and died. The Hubble space telescope was launched into space. There was huge downsizing in the US role in manufacturing. There were horrible tragedies such as the Oklahoma City bombing and Columbine.

Head Start during the 1990s expands and Early Head Start takes off. No Child Left Behind is passed. There is a funding roller coaster ride. One participant remembered joining Head Start and the Wisconsin Head Start Association in the 90s and witnessing Head Start growth and expansion. CESA received a Head Start grant and Early Head Start expansion. The Parent Child Center came to an end. Helen Taylor is the Head Start Bureau Chief and OSPRI and PRISM make an impact. The Helen Taylor era was seen as a good one.

The 1990s also had significant personal and familial events. One person reported an empty nest. People reported getting married, having children, seeing parents divorce or living through their own divorce. One participant reported being busy, busy, busy and remembered the Green Bay Packers winning the Super Bowl. Another remembered the importance of camping in their family. One participant recalled beginning their work as a community organizer. People started school, attended college, earned bachelors’ and advanced degrees and had children enter their first year of Head Start. Two people identified their first Head Start job while another three became Head Start Directors in the 1990s.

In the 2000s there were also multiple recollections of 9-11, terrorism, wars and the world as we know it changing as trust amongst nations was reduced. There was a struggling US economy, an increase in personal bankruptcies, uncertainty in the US Stock Market, and global economic failure. The US Housing market boomed and then busted with problems with Sally Mae and Freddie Mac. There were rising feelings of insecurity and questions about personal and financial safety. There was ongoing war and corporate failure with early examples such as Enron and later examples such as Lehman Brothers. There were political power plays. Social media exploded. The First Black US President won two elections.

The 2000s also saw an expansion of Head Start and Early Head Start and passage of the 2007 Head Start Act. Head Start supplemental grants decreased at more recently programs have been negatively impacted by budget sequestration and that will result in a loss of opportunities for children and families to participate in Head Start. There are big changes in DRS and funding. Some see Head Start being treated as a political target. Poorly done studies of Head Start are done and distributed. In the earlier part of the 2000s, Tommy Thompson’s Excellence in Early

Childhood initiative supported Head Start in Wisconsin. There were increased regulations and changes to performance standards. The first annual Wisconsin Head Start conference began in the early 2000s and settled at the Kalahari. There became a greater emphasis in Head Start on academics and school readiness. There was a renewed interest and emphasis on the importance of family and community participation in Head Start.

In the 2000s in people's personal lives and families, people married, divorced, and babies were born while others had children graduate college and begin their own careers. People reported running organizations, returning to Head Start, becoming a Head Start Director and learning for the first time what Head Start is. People had children attend Head Start while others were beginning their career in Head Start and Early Head Start. People earned degrees, experienced stress and the feeling that life is good. Others welcomed grandchildren into the world.

### **Strategic Planning Participants' Dreams for the Future of Head Start and Early Head Start**

When invited to dream big about what the future holds, people described a vision of children and families having access to universal, comprehensive supports around early childhood development and a stable Head Start system with a National commitment to support children and families.

Participants dream of a time when all policy makers understand child development, poverty, and how policy can make a positive difference.

People imagined higher pay for Head Start staff in recognition of the value brought to children, families, and communities by Head Start and Early Head Start.

Participants described a vision of full funding for full day Head Start for full years for families up to 200% of the Federal Poverty Level with children entering Kindergarten ahead of their class.

People imagined Head Start continuing to play a role in supporting children to learn all they can and have great opportunities.

People dream of children who feel safe in their homes with families very involved in Head Start.

Others dream of a world in which the public education system is based on key Head Start principles and comprehensive service models.

People imagine a growing resilience in families and breaking the cycle of poverty.

People dream of families experiencing support and success.

People have a vision for a strong WHSA with even greater coordination and resource sharing across programs among parents, staff, and directors.

Participants see a future with renewed spirit, focus on possibilities, and established priorities.

Section

**2**

# WWSA Strategic Priorities 2014-2016

## MEMBERSHIP DEVELOPMENT

Current organizational resources include:

- Human Capital- Directors, staff, and parents participate in WWSA activities and bring diverse skills, perspectives, talent, and commitment to Head Start and Early head Start in Wisconsin
- Leadership at WWSA- The Executive Director and Board of Directors were identified as key supports in WWSA
- Meaningful connections among parents, staff, and directors
- Regular formal networking opportunities

### Weighing Priorities- A Snapshot of Membership Development Priorities:

(1 is the most significant priority; the highest number is the lowest strategic priority in this category)

Strategic Activity	Prune	Maintain	Grow	Reflect/ Question	Overall Ranking
Retain high levels of dues paying members	0	15	2	0	1
Orient new members to WWSA	0	0	14	0	2
Engage every Head Start and Early Head Start program in WI in WWSA	0	8	2	1	3
Increase attendance at WWSA activities	0	0	9	1	4
Re-organize the structure of quarterly meetings	0	1	6	2	5
Use Social Media to Increase WWSA member engagement			5	1	6
Engage members in activities that promote well-being and resiliency	0	0	1	4	7

### Membership Development Priority Aim 1-

Build 100% dues paying membership by 2016

#### Indicator-

Dues are paid on-time by each program and this will be verified and monitored by the WWSA office routinely

#### Next Steps-

**Short term- (June 2013-December 2013)**

1) The WHSA ED will reach out for one-on-one conversations with Directors of the two programs that are not currently dues paying members to better understand and address their needs and encourage membership

**Ongoing- (Present to December 2016)**

1) The WHSA office will create an electronic membership certificate for each member annually and send it with confirmation of membership dues payment effective immediately. Certificates will be for the organizational member rather than specific staff.

**Membership Development Priority Aim 2-**

Orient all new staff of member organizations to the mission, goals, roles, responsibilities, and business of WHSA through a process which makes the benefits of participation clear.

**Indicators-**

100% of all new members to WHSA events will receive a timely welcome to WHSA and at least 75% will report satisfaction with the orientation process.

**Next Steps-**

**Short term- (June 2013-October 2013)**

- 1) Update WHSA event registration materials and create a check box for participants to indicate if they are a new member.
- 2) The WHSA will personally attempt phone contact with 100% of registrants who indicate they are new to provide a welcome and connect the new participant with a mentor for the upcoming event. The WHSA ED will also reach out to all new Directors for orientation and linking new Directors with mentors in the WHSA.
- 3) Directors will orient staff or parents who are new to WHSA activities to the purpose of the event and their agency expectations about participation and purpose.
- 4) The Professional and Leadership Development Work Group will update meeting evaluation forms to include an opportunity for new participants to rate their satisfaction with the welcoming process leading up to and at their first WHSA event.
- 5) The WHSA Board will decide on the best structure to launch a WHSA welcoming committee that will be responsible for recruiting mentors who will support new participants at their first events with an emphasis on supporting the Parent Affiliate in finding supports. The new committee or sub-committee of an existing group will be made-up of parents/staff/and directors to best respond to the needs of new participants.
- 6) Orientation materials will emphasize the overlap between program goals and WHSA goals.
- 7) A chair/co-chair of the welcoming committee/sub-committee/workgroup will be appointed by the WHSA Board to develop, monitor, and update orientation processes and materials.

### **Medium term- (October 2013-January 2014)**

1) The welcoming committee will develop an on-line handbook which includes key information about the WHSA including a list of all agencies and their Affiliate representatives, contact information for Presidents of each Affiliate, a list of WHSA Board members, a copy of WHSA by-laws, a list of benefits of participating in WHSA, a copy of the strategic plan, and an explanation of various WHSA committees and work groups. (Even if the documents/information already exists on the website, they will be organized and included again in a member-only orientation tool kit section.)

### **Long term- (February 2014-December 2016)**

1) The welcoming committee will review feedback from participants and mentors in the orientation process and make adjustments to the process and materials as needed.

2) The welcoming committee will develop tools/resources to orient new and existing members to the WHSA website as a core resource for information sharing within the WHSA.

3) The welcoming committee will develop an orientation video for new members that will have general information for anyone participating in WHSA from Head Start and Early Head Start as well as specific information from the Affiliates with support and guidance from each Affiliate about core information, messages, and resources to be included.

## **Membership Development Priority Aims 3-**

WHSA members will actively participate at a meaningful level in all WHSA sponsored activities.

### **Indicators-**

1) Participation in all WHSA events and activities directors, parents, and staff at 75% of member organizations as demonstrated by registration rosters for each WHSA event including quarterly meetings, the annual conference, Capitol Hill Day, and teleconferences.

### **Next Steps-**

#### **Short term- (June 2013-October 2013)**

1) The WHSA ED and Board will advise all directors of this strategic goal and reach out with a personal phone call to make sure that directors know where to look for up to date information about events. The call will also be used to strongly encourage each HS and EHS program to identify a parent, staff, and director Affiliate representative and alternate.

2) By August 30, 2013 the WHSA ED will update a WHSA events listserv. It will include directors and Affiliate participants, identified by directors, to use as a reminder about WHSA events and links to the WHSA website areas with event updates. The Directors are responsible for\or providing the WHSA ED with updates about changes in contacts. In addition, each August the WHSA ED will send a reminder to directors asking for updates to this listserv. The event

listserv is different from the directors' listserv and will not be used for anything but WHSA event related communication.

- 3) Posts will also be made on Face book about save-the-date information and registration information.
- 4) The President of each Affiliate will be responsible for working with the WHSA ED to update orientation information.
- 5) Concrete agendas for events will be posted at least 1 month in advance of events on the WHSA website.

### **Medium term- (October 2013-December 2014)**

- 1) The WHSA ED, Board, and PLWDG will review participation and satisfaction on a quarterly basis to strengthen event communication and participation.

### **Long term- (January 2015-December 2016)**

- 1) The welcoming committee will review feedback from participants and mentors in the orientation process and make adjustments to the process and materials as needed.

## **Membership Development Priority Aims 4 and 5-**

All WHSA quarterly meetings will consist of agendas which are a balance of high-quality training content and intentional, facilitated networking.

### **Indicators-**

At least 80% satisfaction reported from directors, parents, and staff at each quarterly meeting.

### **Next Steps-**

#### **Short term to Medium term (June 2013-December 2014)**

- 1) Cathy, Carla, and Carol will Co-Chair the quarterly meeting committee of PLDWDG. Each day of the quarterly meeting will have rich content and networking opportunities to maintain interest in the entire event.
- 2) The Co-chairs will work with the WHSA ED to secure content trainers that are on topic for the winter, spring, summer, and fall quarterly meetings. Content will follow the following pattern:
  - Fall- Education and Disabilities
  - Winter- ERSEA and Health
  - Spring- Family, Community, and Mental Health
  - Summer- Fiscal, Human Resources, and Early Head Start
- 3) The WHSA ED, Board, and Co-chairs of the Quarterly Meeting Committee, and Affiliate Presidents will review the structure of quarterly meetings to strengthen meetings.
- 4) Save-the-date and location information will be posted on the WHSA website and shared on a WHSA event listserv at least 2 months in advance of an event.
- 5) Within 4 weeks of each quarterly meeting, the quarterly meeting committee will review session evaluations and the Affiliate presidents will review Affiliate session evaluation data to inform planning for the upcoming quarterly meeting

- 6) Each Affiliate will provide information at least one month in advance about the Affiliate meeting for the upcoming quarterly meeting at must communicate a clear purpose, a clear role for participants, and a clear reason to attend.
- 7) In June of 2013, the parent Affiliate president and other WHSA Board members will review the by-laws related to the parent Affiliate to clarify terms and the capacity demand on parents and then work with all members to identify a parent Affiliate representative and alternate.
- 8) By the October 2013 WHSA Board meeting, the Board will review the by-laws to clarify voting rights of programs with both HS and EHS programming to determine if each component can have an Affiliate representative with voting rights. Alternates are always welcomed. When decisions require a vote, there is only one vote per agency.
- 9) The WHSA Board will identify a staff person at one of the WHSA member organizations each year to support the Parent Affiliate with agendas, and meeting support. The support role should strengthen parent leadership development and meeting process. Facilitating the meetings and decisions about content should remain the decision of parent Affiliate members.

#### **Medium term- (January 14- December 2014)**

- 1) Each Affiliate President and the Co-chairs of the conference content planning committee will reach out to each program with Spanish-speaking staff and parents to explore and decide on a strategy for supporting Spanish translation at general sessions and Affiliate sessions.
- 2) Each Affiliate President and the co-chairs of the conference content planning committee will also explore the need/demand for content in Spanish for topical sessions.
- 3) From November 2014-December 2014 the WHSA ED, Affiliate presidents and Quarterly Meeting Co-chairs will review registration and participation data from quarterly meetings to ensure progress on strategic quarterly meeting goals.

#### **Long term- (January 2016-December 2016)**

- 1) The WHSA Affiliate Presidents and the Co-chairs of the conference content planning committee will monitor progress on meeting the needs of Spanish-speaking HS/EHS parents and staff and make improvements as needed to include people in a meaningful way.
- 2) The WHSA Board will review progress on overall goals related to improving quarterly meetings through participation and satisfaction date. Areas of progress will be maintained and opportunities for additional strengthening will be explored.

### **Membership Development Priority Aim 6**

WHSA will use social media to increase member engagement

#### **Indicator-**

WHSA Facebook "Likes" will increase from 148 in 2013 to 6,000 in 2016

## **Next Steps-**

### **Short term- (June 2013-January 2014)**

- 1) The Parent Affiliate will encourage all Head Start parents and families to like WHSA on Facebook
- 2) The staff and director Affiliates will encourage staff to like WHSA on Facebook
- 3) The new member orientation will include a reminder/invitation to “Like” WHSA
- 4) At quarterly meeting Affiliates will look at progress and share ideas about increasing Likes on Facebook
- 5) The Board will work on an appropriate use policy and share it with members by January 2014 to limit misunderstandings about how posts will be monitored and managed and increase the effective use of Facebook
- 6) Staff and family will be encouraged to look at their personal privacy settings on Facebook so that they can participate in the postings by WHSA while maintaining personal privacy

### **Medium term- (January 2014-January 2015)**

- 1) At quarterly meeting Affiliates will continue to look at progress and share ideas about increasing Likes on Facebook
- 2) A laptop will be available at or near registration at the annual conference and participants will be encouraged to Like WHSA on Facebook using the laptop
- 3) The Affiliate members will encourage Directors, Staff, and Parents to submit information/pictures to the WHSA office to post on Facebook
- 4) WHSA member organizations and staff will also encourage community partners and collaborators to Like WHSA on Facebook

### **Long term- (February 2015-December 2016)**

- 1) Progress toward the 6,000 goal will be closely monitored with the WHSA office providing quarterly updates about the status of Likes and the most successful strategies.
- 2) Affiliates will explore and set goals for expansion of Twitter, Yelp, Instagram, Tumblr, and new social media to support member engagement

## **Membership Development Priority Aim 7**

Engage members in activities that promote well-being and resiliency

### **Indicators-**

At least one activity will be included at the annual conference or quarterly meetings each year that is specifically focused on promoting the well-being of participants

### **Next Steps-**

#### **Short, medium and long term goals- (June 2013-December 2016)**

- 1) PLWDG will be made aware of this goal and will report to the Affiliates about when they might expect this type of opportunity to be available each year.
- 2) When outreach occurs about these opportunities they will be marketed as opportunities for supporting well-being and resiliency

- 3) Participants will evaluate their level of satisfaction with these events and will be given opportunities to make suggestions to meet this goal
- 4) Satisfaction surveys and suggestions will be used to support planning for future events

## PROFESSIONAL AND LEADERSHIP DEVELOPMENT

### Current organizational resources include:

- An active Professional and Leadership Development Work Group, PLWDG
- A well-organized, revenue-generating annual conference
- Tremendous content and operational knowledge among directors, staff, and parents at WHSA member organizations including but not limited to child development, parent involvement, health, human resources, advocacy, IT, community resources, community involvement, education, leadership, collaboration, and fiscal management
- Member provide mutual support across sites through regular planned and ad hoc interactions
- Significant wisdom and expertise with multi-decade involvement in Head Start and Early Head Start as well as more recent involvement and fresh perspectives

### Weighing Priorities- A Snapshot of Professional and Leadership Development:

(1 is the most significant priority; the highest number is the lowest strategic priority in this category)

Strategic Activity	Prune	Maintain	Grow	Reflect/ Question	Overall Ranking
Increase attendance at the annual conference	0	8	32	3	1
Create and maintain a shared directory/data base of training and technical assistance	0	0	8	1	2
Develop a place on the WHSA website for training materials and train the trainer opportunities	0	0	6	2	3
Collect and share regional compensation and benefits data	0	0	5	3	4
Make sure that training and technical assistance resources are research-based and culturally and linguistically relevant	0	2	3	1	5
Consider ways to reduce geographic barriers to participation in leadership and professional development events	0	0	2	8	6
Create and share best practice briefs	3	0	4	0	7

## **Professional and Leadership Development Priority Aim 1-**

Increase attendance at the WHSA annual conference among member organizations and early childhood community partners

### **Indicators-**

- 1.) Attendance by members will increase by 10% each year until 2016. (The current overall average is 300 people per year)
- 2) Attendance by community partners will increase by 5% each year until 2016 (The current overall average is 300 people per year)

### **Next Steps-**

#### **Short term- (January 2014-December 2014)**

- 1) PLDWG will review professional development priorities identified in the pre-strategic planning process, annual conference evaluations, and quarterly meeting evaluations as well as communicate with Affiliates about other professional/leadership development needs to help shape the content selected for the annual conference.

#### **Medium term (January 2015-December 2015)**

- 1) The previous year conference evaluation results will be reviewed in the first quarter after the annual conference and used to help shape conference content for the upcoming year.
- 2) A wide variety of content will be offered at the conference for parents, teachers, assistant teachers, finance specialists, data specialist, family support staff, directors and other early childhood statewide and community partners. The goal for the 2015 annual conference is to announce conference topics/sessions at least three months prior to the annual conference or the Fall Quarterly meeting to support program planning to get the most out of this professional/leadership development event. In order to accomplish this goal, people must submit conference proposals at least 5 months prior to the annual conference to allow time for review of proposals and make conference session selections.
- 3) PLWDG will outreach to higher education, state and local community partners and WHSA member organizations as well as early childhood listservs to solicit conference proposals and registration.
- 4) PLWDG will explore offering in other languages such as Spanish to meet a wider variety of learning needs.
- 5) Consider strategies to provide more scholarship/financial support to parents to attend

#### **Long term- (January 2016- December 2016)**

- 1) PLWDG will conduct outreach to community and state partners to determine possible collaborations to support additional session proposals and registrations from programs serving similar populations such as child care, 4-K, state home visiting grantees, CAP Fund grantees, Supporting Families Together Association-Child Care Resource and Referral agencies and family Resource Centers, Children's

Trust Fund, the Governor's early Childhood Advisory Council, WECA, and other Early Learning Coalition members to meet conference attendance goals.

2) PLWDG will consider ways to reduce barriers to attendance by WHSA member organizations that have a considerable travel burden such as partners who must travel over 8 hours round trip to participate in the annual conference.

## **Professional and Leadership Development Priority Aim 2-**

Create and maintain a directory/data base of skills and expertise for training and technical assistance to support professional and leadership development within the WHSA

### **Indicator-**

- 1) The data base is available for use by June 2014
- 2) The data base is used by 50% of members at least once by June 2015 and 75% of members at least once by June 2016.

### **Next Steps-**

#### **Short term- (June 2013-December 2013)**

- 1) PLWDG will create a fillable electronic form to collect information from each resource person including: focus/content area(s), rates, timing/availability, and training/technical assistance delivery such as in person, and Skype, phone
- 2) The WHSA ED will work with Anna and Rick to develop a searchable data base by January 2014 to input data collected on the training and technical assistance resource form

#### **Medium term (January 2014-January 2015)**

- 1) By March of 2014 PLWDG will reach out to past conference and quarterly meeting presenters who received favorable evaluations to complete the training/technical assistance forms for inclusion in the searchable data base to provide their expertise as needed/requested
- 2) Directors and staff of WHSA member organizations will also be asked to add trainers/technical assistance providers from their organizations to the data base. This will be completed by June 2014
- 3) PLWDG will survey WHSA directors, staff, and parents to recommend trainers they may have used at their programs to include in the data base. WHSA members will be asked to share the fillable form with trainers or technical assistance providers they would recommend.
- 4) Trainers/resource people will be added to the data base in an ongoing way
- 5) The data base will be promoted as a training and technical assistance directory to support the professional and leadership development of WHSA members once the data is searchable by key word to WHSA members.

#### **Long-term- (February 2015- December 2016)**

- 1) Data base participants will be asked to update their fillable form annually in the summer of each year to maintain the data base.
- 2) PLWDG and the WHSA Board will consider if and how to share this database with other state and community partners.

- 3) PLWDG and the WHSA Board will review the use of the training and technical assistance data base to track annual goals related to utilization.

### **Professional and Leadership Development Priority Aims 3 and 6-**

Create a WHSA clearinghouse using Buddy Press for programs to share training resources.

#### **Indicators-**

- 1) The use of the area will be monitored by the number of HS/EHS programs who use it each year. The December 2014 goal is 30% of programs will have used the area of the website and 50% will have used it by December 2015.
- 2) Each resource will have a link to a survey for users to evaluate their satisfaction with the resource. The goal is to have at least 80% satisfaction will all resources/tools.

#### **Next Steps-**

##### **Short term- (June 2013-December 2013)**

- 1) Buddy Press will be functional by the fall 2013 quarterly meeting
- 2) A "media blitz" will be prepared for the February 2014 annual conference to promote Buddy Press as a format for sharing training resources.
- 3) Sessions will be available at the annual conference for members to have a demonstration of Buddy Press
- 4) PLWDG will develop a standardized template for evaluating training content that is shared on Buddy Press. (Survey Monkey has a free survey option for short surveys. Each resource could have a Survey Monkey Link in the footer to gather satisfaction feedback.)

##### **Medium and Long term- (January 2014-December 2015)**

- 1) PLDVG will try to generate momentum with resource sharing by posting content at least quarterly on topics related to sessions at the annual conference and or quarterly meetings.
- 2) Additional demonstration opportunities will be available at quarterly meetings to promote the use of Buddy Press as a way to share training resources.
- 3) PLWDG will monitor use of buddy press as a training resource sharing tool and report regularly to the WHSA Board on progress.
- 4) On-line training resources such as those developed by OHS will be included in the content that is shared on Buddy Press.
- 5) Members will be encouraged to submit links to valuable on-line training opportunities.
- 6) Members will submit upcoming time sensitive on-line, web conference, or teleconference training opportunities to the WHSA website calendar to promote opportunities

## **Professional and Leadership Development Priority Aim 4-**

Collect and share regional wage data for WHSA member organization staff as a way to support budgeting and fair compensation

### **Indicator-**

At least 75% of WHSA members will complete survey information.

### **Next Steps-**

#### **Short term- (June 2013-December 2013)**

- 1) The Directors Affiliate will develop a standardized wage and benefits survey.
- 2) The Directors Affiliate will determine the best time to distribute the survey in order to have plenty of time to analyze survey results and share information with Directors in order to support budgeting and salary and benefit decision-making.
- 3) Results will include both regional and statewide data. Individual program data will not be shared.

#### **Medium to Long term (January 2014-December 2016)**

- 1) The survey and report process will occur annually to support budget and compensation decision-making of local program leadership.
- 2) Directors will be surveyed each year about the usefulness of the report. Adjustments in the survey will be made accordingly in future wage and benefit surveys.

## **Professional and Leadership Development Priority Aim 5-**

Make sure that training and technical assistance resources are research-based and culturally and linguistically relevant

### **Indicators-**

- 1) Questions will be added to session evaluations for the annual conference and quarterly meeting to measure participant perception about the quality of content related to research-based materials and culturally and linguistically relevant materials by February 2014.
- 2) The goal at each event is for an overall satisfaction with the quality of content based on research-based materials and culturally and linguistically relevant to be 80% or higher.

### **Next Steps-**

#### **Short term- (June 2013-December 2013)**

- 1) PLWDG will review the current quarterly meeting and annual conference evaluations and explicitly add questions to measure the quality related to:
  - A clear link to a research basis
  - Cultural relevance
  - Linguistic relevance
- 2) Share outcomes of evaluation data with those planning upcoming professional and leadership development events at least 6 weeks prior to the event
- 3) During the planning phase and securing speakers/trainers/presenters planners will inform trainers/facilitators about these evaluation criteria and ask how they will address these quality criteria.

### **Medium and Long term (January 2014-December 2016)**

- 1) PLWDG will track progress on satisfaction with the quality of professional and leadership development content.
- 2) PLWDG will develop strategies for improvement to meet and or exceed goals related to the quality and relevance of content for participants

### **Professional and Leadership Development Priority Aim 6-**

Make professional and leadership development opportunities accessible to HS/EHS programs that have geographic barriers to participation.

**Indicator-** Greater participation by HS/EHS programs who have not participated as regularly in the annual conference and quarterly meetings.

#### **Next Steps-**

#### **Ongoing (June 2013-December 2016)**

- 1) The WHSA Board and PLWDG will consider ways to reduce barriers of participation in the annual conference and quarterly meetings related to geography and travel expenses
- 2) The WHSA Board and PLWDG will consider ways to reduce barriers of participation in the annual conference and quarterly meetings related to securing substitutes
- 3) The WHSA Board and PLWDG will explore the use of phone/web based participation in quarterly meetings and the annual conference as a way to increase access to priority content.

### **Professional and Leadership Development Priority Aim 7-**

Create and share best practice briefs

#### **Indicator-**

Affiliates will have access to best practice briefs that draw from the wisdom and experience of multiple programs within one to two quarters of identifying a need for a best practice brief

#### **Next Steps-**

#### **Ongoing (June 2013-December 2016)**

- 1) If Affiliates identify areas of practice that would benefit from tip sheets or best practice briefs, they will work with PLWDG to develop and distribute best practice briefs.

## **PUBLIC POLICY, PUBLIC RELATIONS, & COLLABORATIONS**

**Current organizational resources include:**

- The Advocacy Work Group and WHSA members have a track record of positively impacting change at the national, regional, state, and local levels
- WHSA is a well-respected organization that is recognizable at the state and regional levels.
- WHSA has a legacy of Head Start and Early Head Start alumni and family of alumni

- Local, state, regional, and national professionals and organizations have collaborated with WHSA and WHSA members for decades
- Private stakeholders have a growing interest in and understanding of the importance of investing in high quality early care and education
- Many Head Start and Early Head Start programs have established respectful relationships with state and federal elected officials based on consistent legislative visits and local visits to programs when legislators are in district
- Parents have consistently been a key voice in advocacy efforts
- Participants in strategic planning could readily identify over 40 local, state, federal, and national allies in a short brainstorming process

**Weighing Priorities- A Snapshot of Public Policy, Public Relations and Collaboration:**

(1 is the most significant priority; the highest number is the lowest strategic priority in this category)

<b>Strategic Activity</b>	<b>Prune</b>	<b>Maintain</b>	<b>Grow</b>	<b>Reflect/ Question</b>	<b>Overall Ranking</b>
Organizing visits to legislators during WHSA Capitol Hill Days and throughout the year with significant parent involvement	0	13	(yes parent piece- 6)	0	1
Promote collaboration with other organizations and represent the interests of children and families served by Head Start and Early Head Start		17			2
Educate the community about the value of Head Start and Early Head Start			15	1	3a
Run successful programs, collect and share success stories, invite elected officials to HS/EHS center visits		11	4		3b
Engage the private sector to act as strong allies for Head Start and Early Head Start			7	1	4
Provide coordinated advocacy updates for Directors or their representatives via teleconferences		6		1	5
Support a functioning WHSA Advocacy Work Group	0	0	5		6
Plan and implement a statewide media outreach campaign with earned media	0	0	1	6	7
Drafting and vetting advocacy position papers for WHSA members to use in advocacy efforts	0	0	0	4	8

## **Public Policy, Public Relations, and Collaborations Priority Aim 1-**

Develop and maintain pro-active relationships with policy-makers to secure support for Head Start and Early Head Start.

### **Indicator-**

Increase the number of agencies actively participating in and reporting on relationship-building from 30% in 2013 to 60% by April 2016.

### **Next Steps-**

#### **Short term- (July 2014-December 2014)**

- 1) The Advocacy Work Group will review and update the advocacy training for parents/families, staff, and directors by February 2014.
- 2) The Advocacy Work group will deliver the training at the Winter Quarterly meeting or annual conference in preparation of Capitol Hill Day.
- 3) The Advocacy Work Group will review and update the Advocacy Tool Kit and make sure it is available on-line to parents/families, staff, and directors at least two weeks before Capitol Hill Day.
- 4) By March 1, 2014, the Advocacy Work Group and Affiliates will reach out to member agencies to ensure participation in Capitol Hill Day with priority given to supporting parents/families in sharing stories that reinforce Head Start/Early Head Start messages that stay connected to the unique, positive and powerful perspectives WHSA and members have related to the whole child and family systems.
- 5) The processes and representation of directors, staff, and families in visits to the Federal Congressional delegation in January of each year will be maintained with attention given to supporting new leaders in successfully participating.
- 6) Outcomes of Wisconsin and Federal level visits with policy makers will be shared back in general session updates at quarterly meetings or conference calls depending on the urgency of updates.

#### **Medium and Long term- (January 2015-December 2016)**

- 1) The Advocacy Work Group will review and update the advocacy training for parents/families, staff, and directors by February 2015.
- 2) The Advocacy Work group will deliver the training at the winter quarterly meeting or annual conference in preparation of Wisconsin State Capitol Visits.
- 3) The Advocacy Work Group will review and update the Advocacy Tool Kit and make sure it is available on-line to parents/families, staff, and directors at least two weeks before the Wisconsin State Capitol Visits.
- 4) By March 1, 2015, the Advocacy Work Group and Affiliates will reach out to member agencies to ensure participation in the Wisconsin State Capitol Visits with priority given to supporting parents/families in sharing stories that reinforce Head Start/Early Head Start messages that stay connected to the unique, positive and powerful perspectives WHSA and members have related to the whole child and family systems.

- 5) The processes and representation of directors, staff, and families in visits to the Federal Congressional delegation in January of each year will be maintained with attention given to supporting new leaders in successfully participating.
- 6) Outcomes of Wisconsin and Federal level visits with policy makers will be shared back in general session updates at quarterly meetings or conference calls depending on the urgency of updates.

### **Public Policy, Public Relations, and Collaborations Priority Aim 2-**

An inclusive and representative WHSA Advocacy Work Group will support the WHSA in representing the interests of children and families served by Wisconsin Head Start and Early Head Start programs at state level policy bodies.

#### **Indicator-**

Reports during quarterly meeting general sessions by representatives which demonstrate the following:

- 1) Regular attendance in prioritized initiatives by the WHSA ED or members who are appointed to represent WHSA;
- 2) opportunities for WHSA representatives to present information about Head Start and Early Head Start in statewide policy discussions to improve participants' understanding and value of Head Start and Early Head Start;
- 3) A role in shaping statewide agendas and initiative outcomes that is positive for Head Start and Early Head Start children, families, and organizations.

#### **Next Steps-**

##### **Short term- (Begin July 2013 and implement at fall 2013 Quarterly Meeting)**

- 1) Identify who is attending state level committees, councils, task forces and initiatives.
- 2) Prepare "short read" summary sheets to share out at state level general session meetings to accompany verbal reports and be included in minutes.
- 3) Verbal updates will include information, opportunity for input, or action items and representatives' assessment of the degree to which the statewide effort is aligning with and strengthening Head Start/Early Head Start priorities.
- 4) The WHSA Advocacy Work Group will monitor progress on indicators and next steps and report regularly to the Board and members at the quarterly general meetings.

##### **Medium term- (fall 2013-Fall 2014)**

- 1) The WHSA ED and representatives will continue representation and updates at quarterly meetings related to state level committees, councils, task forces, and initiatives and assess ongoing involvement based on alignment with WHSA goals.
- 2) The Advocacy Work Group in collaboration with the WHSA Board of Directors will appoint people to represent WHSA at statewide councils, committees, task forces, and initiatives if gaps in representation are

identified. The representatives will have knowledge, passion, and a commitment to provide leadership.

3) Annually, the Advocacy Work Group in collaboration with the WHSA ED will create, publish, and distribute a data-rich WHSA state annual report which can be used as an educational tool to support consistency in messaging at collaborative meetings.

4) The Advocacy Work Group will ensure that positive information, success stories, and outcomes data is collected and shared regularly via e-mail and meetings with state partners in a way that is framed by WHSA on a minimum of a quarterly basis.

5) The WHSA Advocacy Work Group will monitor progress on indicators and next steps and report regularly to the Board and members at the quarterly general meetings.

#### **Long term- (winter 2015-Fall 2016)**

1) The WHSA ED and representatives will continue representation and updates at quarterly meetings related to state level committees, councils, task forces, and initiatives and assess ongoing involvement based on alignment with WHSA goals.

2) The WHSA Advocacy Work Group will update WHSA annual reports and share them with other members.

3) The WHSA Advocacy Work Group will monitor progress on indicators and next steps and report regularly to the Board and members at the quarterly general meetings.

#### **Public Policy, Public Relations, and Collaborations Priority Aim 3-**

Continue to run successful Head Start and Early Head Start programs and educate communities about Head Start and Early Head Start to ensure that people understand the value of Head Start/Early Head Start in their community.

#### **Indicator-**

100% of WHSA members including directors, parents/families, and staff will participate in public education activities which emphasize the value of Head Start.

#### **Next Steps-**

#### **Short term- (October 2013-Spring 2014)**

1) The WHSA Advocacy Work Group will create a public education work plan/campaign for WHSA members and share it by March 2014.

Key components of the plan will include:

- The Board and Advocacy Work Group will develop messages that stay connected to the unique, positive and powerful perspectives WHSA and members have related to the whole child and family systems by Winter Quarterly 2014
- Reviewing and deciding on the timeline for Head Start Early Head Start Week/Month- April(Aligning with Week of the Young Child, Child Abuse and Neglect Prevention, Sexual Abuse Prevention) or October-(Aligning with NHTSA Head Start/Early Head Start Week)

- Getting the Wisconsin Congressional delegation to author a proclamation recognizing WHSA week/month
  - Using the collected success stories to communicate about HS/EHS
- 2) In 2014 all WHSA members will make or develop an existing friendship in their local media.
  - 3) During Fall 2014, the Advocacy Work Group will coordinate with Affiliates to plan a statewide week/day when legislators are in district to host legislator visits at Head Start/Early Head Start programs

#### **Medium term- (spring 2014-Summer 2015)**

- 1) Implement public education campaign that has been developed by the Advocacy Work Group.
- 2) Create and place TV and radio public service announcements promoting Head Start/Early Head Start.
- 3) Continue Week of the Young Child participation and collaboration with other early childhood partners in March and April 2015.
- 4) Continue with Head Start/Early Head Start Week/Month and Congressional Delegation support
- 5) Continue collaboration between the Advocacy Work Group and Affiliates to plan a statewide week/day when legislators are in district to host legislator visits at Head Start/Early Head Start programs
- 6) Consider placing bill boards with pro-Head Start/Early Head Start messages in key areas where support is needed.

#### **Long-term (summer 2015-Fall 2016)**

- 1) Implement public education campaign that has been developed by the Advocacy Work Group.
- 2) Create and place TV and radio public service announcements promoting Head Start/Early Head Start.
- 3) Continue Week of the Young Child participation and collaboration with other early childhood partners in March and April 2015.
- 4) Continue with Head Start/Early Head Start Week/Month and Congressional Delegation support
- 5) Continue collaboration between the Advocacy Work Group and Affiliates to plan a statewide week/day when legislators are in district to host legislator visits at Head Start/Early Head Start programs

#### **Public Policy, Public Relations, and Collaborations Priority Aim 4-**

Engage private partners in understanding and routinely advocating for Head Start and Early Head Start.

#### **Indicator-**

10% increase in 2014, 2015, and 2016 in the WHSA Futures Work Group from 2013.

#### **Next Steps-**

#### **Short term- (June 2013-December 2013)**

- 1) The WHSA Futures Work Group Chair and Board will make a strategic list of allies and potential allies
- 2) The WHSA Futures Work Group will develop a clear charter and potential roles for allies who choose to participate in the Futures Work Group
- 3) An agreed upon list of existing and potential allies will be contacted by the WHSA Futures Group to participate.

### Medium term- (January 2014-December 2015)

- 1) Futures Work Group Members will be invited to participate in WHSA events and WHSA Futures Work Group Members or others the Futures Work Group identifies will also participate in activities which they are invited to by Private corporations, organizations, foundations, hospitals, etc.
- 2) Agreements may be developed among Futures Work Group members and the WHSA as a whole about collaborative efforts.

### Long term- (January 2016-December 2016)

- 1) Short and medium term activities will continue to be refined as this is a newer work group.
- 2) Private support of the Annual Conference in the form of donations and sponsorships will increase to 12 private supporters in 2016 from 5 in 2013.

## WHSA ORGANIZATIONAL DEVELOPMENT

### Current organizational resources include:

- A well-used and well designed website
- Willingness by members to support one another's success
- A track-record of leveraging investment in WHSA technology upgrades
- Member willingness to invest in WHSA through dues, grant support, discretionary income via the annual conference

### Weighing Priorities- A Snapshot of WHSA Organizational Development:

(1 is the most significant priority; the highest number is the lowest strategic priority in this category)

Strategic Activity	Prune	Maintain	Grow	Reflect/ Question	Overall Ranking
Create a member-only resource area on the WHSA website	0	0	8	0	1
Retain current funding	0	1	3	1	2
Secure funding for technology upgrades	0	0	2	3	3
Facilitate Peer Mentoring Using Technology	0	0	0	8	4

### WHSA Organizational Development Priority Aim 1-

Create a well-used member-only resource area on the WHSA website

#### Indicator-

50% of members will use Buddy Press within the first year

#### **Next Steps-**

##### **Short term- (June 2013-December 2013)**

- 1) Work with Rick and Anna to roll out the Buddy Press at the fall 2013 quarterly meeting
- 2) Rick and Anna will work with the WHSA ED and WHSA Board to develop appropriate use policies for Buddy Press which may also be the basis for Facebook and other social media appropriate use.
- 3) Component areas for parents, staff, and directors, and everyone will be established with password protection. Directors will have access to all areas and will also be responsible for promoting use of Buddy Press.

##### **Medium term- (January 2014-January 2015)**

- 1) The WHSA Directors, Parent, and Staff Affiliates will plan ways to promote the increased number of people who use Buddy Press and the frequency of use by users.
- 2) All users will be encouraged to share timely and relevant content to support HS/EHS work or make appeals for information and resources.

##### **Long term- (February 2015- December 2016)**

- 1) The WHSA ED will work with the WHSA Board to survey members and evaluate the effectiveness of Buddy Press and make refinements as needed.

### **WHSA Organizational Development Priority Aim 2-**

Retain current levels of WHSA funding and explore other potential sources of support

#### **Indicator-**

Development of a high-functioning Futures Work Group that is made up of HS/EHS supporters from public and private organizations who are committed to understanding and supporting the needs and goals of HS/EHS and are willing to act as a think tank on issues including but not limited to sustainability.

#### **Next Steps-**

##### **Short term- (June 2013-December 2013)**

- 1) The first Futures Work Group met in June 2013
- 2) WHSA members will consider and make suggestions to the Futures Chair and WHSA ED about additional potential members to invite

##### **Medium and Long term- (January 2014-December 2016)**

- 1) The Futures Work Group will consider how to develop relationships with Philanthropists.
- 2) The Futures Work Group will look for opportunities to position WHSA strategically when opportunities such as Race to the Top and State Home Visiting come up so that HS/EHS families can benefit from these early childhood efforts
- 3) The Futures Work Group will develop a work plan to be approved by the WHSA Board

### **WHSA Organizational Development Priority Aim 3-**

Secure funding for technology upgrades

#### **Indicator-**

WHSA will have access to current technology to support effective communication and coordination throughout Head Start and Early Head Start in Wisconsin and nationally

#### **Next Steps-**

##### **Short term- (June 2013-December 2013)**

- 1) Monitor the success of recent technology investments
- 2) Make upgrades as necessary and within budget

##### **Medium and Long term- (January 2014-December 2016)**

- 1) Track technology needs of the WHSA and members
- 2) Research funding/grant opportunities to address growing and changing technology needs.

### **WHSA Organizational Development Priority Aim 4-**

Facilitate peer mentoring using technology

#### **Indicator-**

WHSA will develop a plan to use technology to support peer mentoring which fills technical assistance gaps that may exist or may be better addressed by peers

#### **Next Steps-**

##### **Short term- (June 2013-December 2014)**

- 1) PLDWG will research how other organizations are using technology to support peer mentoring and technical assistance.
- 2) Tools such as Skype, instant message, Google Docs, Box.net, Drop Box, and Survey Monkey will be researched to see how they might support peer mentoring

##### **Medium and Long-term (January 2015-December 2016)**

- 1) The Directors Affiliate will develop guidelines for peer mentoring within WHSA and pilot peer mentoring especially to new Directors.

# How to Use this Plan

The draft of this plan will be provided to WHSA members for review in July through August of 2013. Revisions will be made at the discretion of the WHSA Board with input from members. The WHSA Board will review and vote on the final draft strategic plan prior to the fall 2013 Quarterly meeting at the end of October. If the plan is adopted, the final draft will be shared with WHSA members electronically and via a briefing at the general session of the quarterly meeting as well as at Affiliate meetings if additional clarification or conversation is desired. If the plan is still waiting adoption by the WHSA Board, an update about the status will be made at the fall 2013 Quarterly meeting.

While the plan is focused primarily on 2014-2016, many strategic priorities have activities that begin in 2013. While timelines are ambitious, strategic planning participants expressed confidence in WHSA's capacity to achieve success in short, medium, and long-term goals. Success is most dependent on active participation in WHSA.

It is the intent of the strategic planning participants that WHSA Board meetings and Affiliate meetings will regularly be used as opportunities to conduct work related to the strategic plan and report on progress made between meetings. Given the specificity of this strategic plan, it can be used as a tool to inform annual work plans for work groups, Affiliates, and the WHSA staff and Board. WHSA members also recognize that Head Start and Early Head Start are subject to changes based on federal and state budgets and regulations. External changes may require shifts in the order of priorities and additions are deletions of goals. The WHSA Board and members will continue to rely on their best information and judgment to sustain and grow Head Start and Early Head Start in Wisconsin.