

Pre-K4SA

Strategic Plan







This document is the Pre-K 4 SA Strategic Plan for fiscal year 2016. This plan reflects the overall Pre-K 4 SA vision and strategic goals. The program goals aim to achieve the ultimate vision of the program which was developed by the Pre-K 4 SA Board of Directors in conjunction with Executive Staff from Pre-K 4 SA and the City of San Antonio.

The Overview section is dedicated to providing background information about the program as a whole and the development of the contents of this strategic plan. The Strategic Goals component outlines specific strategic goals, objectives, anticipated community impact, and performance measures. The Priorities and Timelines section includes specific activities for achieving goals and identifies a project lead within the program to maintain accountability for each activity. This section includes performance measures. Appendix A features visual aids which evidence the workflow of each goal.

This document is applicable to fiscal year 2016 which spans July 1, 2015 through June 30, 2016. Each year, Pre-K 4 SA staff will review and revise the strategic plan to update performance measure targets in anticipation for the upcoming fiscal year. An updated plan will be made available to in August of each year. During the fiscal year, Pre-K 4 SA will review the progress towards achieving targets on a quarterly basis and provide tracking information.

PRE-K 4 SA VISION

The Pre-K 4 SA initiative establishes a positive trajectory for educational attainment by providing four-year-olds with a complete experience that ensures academic excellence in school inspiring students to develop *ganas* for learning and to become contributing members of society.

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OVERVIEW

SA 2020 BRAINPOWER INITIATIVE TASK FORCE

In 2011, Former Mayor Julián Castro convened the SA 2020 Brainpower Initiative Task Force of business and education leaders to determine if a targeted, significant financial investment could fundamentally improve the educational trajectory of San Antonio. The group was co-chaired by USAA CEO Major General Joe Robles and H-E-B Chairman and CEO Charles Butt and was evenly split between business leaders and education experts including superintendents and college presidents. The group examined three areas: very early childhood education, dropout prevention, and college attainment.

Over a year of studying the topics, the Task Force clearly identified that when children enter kindergarten prepared to learn, they are more confident and apt to succeed throughout their academic career. Early on, it was also determined that 1 in 4 of San Antonio's approximately 20,000 four-year-olds who are eligible for state and federally funded prekindergarten are either unserved or receive only a half-day of early education. These children are otherwise eligible based on their household income, home language, parents' military participation, or time spent in the foster care system.

The Brainpower Initiative Task Force recommended that the best opportunity to improve education in San Antonio lies with early childhood education. They proposed the creation of a prekindergarten program to be funded with a 1/8-cent sales tax. San Antonio residents voted to approve the program on November 6, 2012.

PRE-K 4 SA ORGANIZATIONAL STRUCTURE

Pre-K 4 SA is accountable to the Mayor, City Council, and residents of San Antonio. The program is directed by Chief Executive Officer Kathy Bruck. Bruck reports directly to the City Manager and an eleven-member Board of Directors. Four Center Directors manage the program's Education Centers and a Director of Professional Development coordinates professional development efforts for the program.

The program is based upon formal partnerships with participating school districts: Northside ISD, North East ISD, San Antonio ISD, Harlandale ISD, Southwest ISD, Southside ISD, and Edgewood ISD.

STRATEGIC PLAN DEVELOPMENT

Together, the Board of Directors with Executive Staff from Pre-K 4 SA and the City of San Antonio created a vision and goals for the program that will best serve the needs of San Antonio. The Pre-K 4 SA Board of Directors met throughout 2014 to develop a vision and eight strategic goals to provide direction to the operations and direction of the program. Executive staff then created activities for the department to undertake in order to meet said objectives. Staff identified measurable outputs to track progression toward the outcomes and overall community impact.

REPORTING

Staff will review strategic plan objectives, activities, and performance measures to ensure accountability. The results will be made available to the Board of Directors and the public in a quarterly report. Staff will revise strategic plan activities and performance measures on an annual basis.

PRE-K 4 SA VISION

The Pre-K 4 SA initiative establishes a positive trajectory for educational attainment by providing four-year-olds with a complete experience that ensures academic excellence in school inspiring students to develop *ganas* for learning and to become contributing members of society.

PRE-K 4 SA STRATEGIC GOALS

- **Educational Programs:** Implement the highest quality education Pre-K program based on developmentally appropriate and culturally sensitive practices to achieve a continuing level of excellence and improvement.
- **Professional Development:** Provide early childhood educators in San Antonio with complementary best teaching skills and practices in pre-k through 3rd grade in order to exceed state mandated learning outcomes while focusing on the whole child.
- **Partnerships:** Identify, develop, and strengthen the business relationships with school districts and community partners.
- **Enrollment:** Adjust and implement enrollment strategies to fill schools to capacity each year.
- **Family Engagement and Support Services:** Deliver valuable support services empowering families' capacity to engage in educational endeavors to include the child's academic, social-emotional, health, and nutritional needs.
- **Innovation and Research:** Define and execute a plan to create and implement innovative strategies throughout the program that would be worthy of replication.
- **Communications:** Drive awareness, familiarity and affinity of Pre-K 4 SA among internal/external partners, San Antonio parents and voter constituents.
- **Governance and Administration:** Ensure effective governance and administration by establishing responsive administrative structures and clearly defining and enacting goals and responsibilities.

STRATEGIC GOALS

The following report will provide an overview of the following strategic goals along with their associated objectives, anticipated community impact, and performance measures for tracking progress. Appendix A includes visual aids to fully define each goal.

GOAL 1: EDUCATIONAL PROGRAMS

GOAL

Implement the highest quality education Pre-K program based on developmentally appropriate and culturally sensitive practices to achieve a continuing level of excellence and improvement.

OBJECTIVES

Objective 1: Educate all stakeholders about a research validated, developmentally appropriate, and academically supportive educational program

Objective 2: Promote a culture that embraces the diversity of students, families, staff, and the community

Objective 3: Implement and measure success of instructional program standards

ANTICIPATED COMMUNITY IMPACT

Pre-K 4 SA will serve as a model that provides the highest quality early childhood education

Pre-K 4 SA will develop the whole child for success in school and life

TRACKING PROGRESS

- Reflective survey given to staff to evaluate their understanding of program standards
- Individual professional development plans
- The written plan that outlines embedding diversity throughout the program
- The observation tools
- Evaluations

GOAL 2: PROFESSIONAL DEVELOPMENT

GOAL

Provide early childhood educators in San Antonio with complementary best teaching skills and practices in pre-k through 3rd grade in order to exceed state mandated learning outcomes while focusing on the whole child.

OBJECTIVES

Objective 1: Provide professional development for a variety of early childhood educators (pre-k through 3rd grade) through multiple means and focusing on research validated, best teaching skills/practices, and child development

Objective 2: Promote professional growth opportunities and benefits for early childhood educators (pre-k through 3rd grade) in the City of San Antonio

Objective 3: Provide ongoing professional development to Pre-K 4 SA staff that supports the educational programs through research validated best teaching skills/practices and child development

ANTICIPATED COMMUNITY IMPACT

Increase quality of teaching in early childhood education programs (pre-K through 3rd grade) throughout the City of San Antonio

TRACKING PROGRESS

- Externally-focused professional development offerings
- Collaborative partnerships
- Online tools
- Surveys for evaluation of training effectiveness
- Classroom observations

GOAL 3: PARTNERSHIPS

GOAL

Identify, develop, and strengthen the business relationships with school districts and community partners.

OBJECTIVES

Objective 1: Strengthen and maintain the existing business relationships with participating school districts and community partners

Objective 2: Develop, strengthen and maintain partnerships with non-participating school districts, community business leaders, religious leaders, early childhood community, military leadership and local, state and federal leaders

ANTICIPATED COMMUNITY IMPACT

Pre-K 4 SA is available to all four-year-olds within the San Antonio community

Pre-K 4 SA is strongly supported and represented by community leaders throughout the City of San Antonio

Pre-K 4 SA is regarded as a needed and beneficial program to the City of San Antonio and the initiative is supported by the voters

TRACKING PROGRESS

- Participating independent school districts
- Advocates for the program in the business community, religious organizations, early childhood community, military leadership and local, federal and state leaders
- Events attended and/or hosted
- Conferences and forums with Pre-K 4 SA representation and input

GOAL 4: ENROLLMENT

GOAL

Adjust and implement enrollment strategies to fill schools to capacity each year.

OBJECTIVES

Objective 1: Registration – Provide a registration process that is family-friendly and allows for maximum efficiency and effectiveness

Objective 2: Processing – Provide an enrollment process that monitors, manages, and reports the processing process of enrollment that includes coordination with ISDs

Objective 3: Reallocation – Reallocate numbers based on ISD, Center preference, and scholarship slots to meet demand annually

ANTICIPATED COMMUNITY IMPACT

To provide a family-friendly enrollment process that also meets the legal requirements for each participating school district

TRACKING PROGRESS

- Applications completed online by families and do not require staff support
- Families arriving at appointments with completed packets
- Parent satisfaction with process as evidenced through surveys
- Registration folders returned by districts
- Daily report with milestones, status, and age of process including folders to and from ISDs
- Weekly notification of ISD delivery

GOAL 5: FAMILY ENGAGEMENT AND FAMILY SUPPORT SERVICES

GOAL

Deliver valuable support services empowering families' capacity to engage in educational endeavors to include the child's academic, social-emotional, health, and nutritional needs.

OBJECTIVES

Objective 1: Create a positive and welcoming environment for parents and families to access resources, receive support and learn strategies to enhance their quality of life

Objective 2: Build parents' capacity for effective parenting through educational endeavors and opportunities to be involved in their child's educational career

Objective 3: Support teachers and families in developing and implementing effective intervention plans that support children's social and emotional development

Objective 4: Utilize the positions of Family Specialists to support social and emotional development of students individually and in the classroom

ANTICIPATED COMMUNITY IMPACT

Parents will develop the skills to become active and effective advocates for their children throughout their educational career

All students will demonstrate healthy social-emotional growth

Strong family/school partnerships will be built and will continue throughout their children's educational career as a result of positive experiences and opportunities for adult learning at each campus

TRACKING PROGRESS

- Bi-annual surveys from parents show evidence of positive and welcoming environment
- Parental information and/or parental feedback using Social Media
- Calendar of numerous, diverse activities and workshops; parent evaluations and high attendance reflect that needs are being met for a high percentage of families
- Parent as Partner Groups at each Center with a calendar of meetings, agendas, and minutes that reflect parent input, concerns and/or recommendations
- Staff will meet regularly to address student data and needs
- Clearly defined roles for Family Specialist
- Family Specialist schedules reflecting individual counseling for identified students and small group social stories that result in improvements in student behavior as identified by parents and teacher reports

GOAL 6: INNOVATION AND RESEARCH

GOAL

Define and execute a plan to create and implement innovative strategies throughout the program that would be worthy of replication.

OBJECTIVES

Objective 1: Develop Pre-K 4 SA as a nationally recognized model organization that measures and exemplifies the benefits and impact of early childhood best practices

Objective 2: Identify and implement innovative strategies throughout the program that would be worthy of replication

Objective 3: Develop Pre-K 4 SA as a national advocate and an influence for policy in early childhood education

ANTICIPATED COMMUNITY IMPACT

High staff morale, high degree of parent and community satisfaction with the program and high student performance

Public replication of Pre-K 4 SA program best practices including innovative strategies

Pre-K 4 SA becomes highly influential in decision making policies at the local, state and federal level

Consistency and fidelity across all facets of the organization

Pre-K 4 SA becomes a national model for early childhood education and a sustainable organization focused on innovation, research and policy

TRACKING PROGRESS

- Staff evaluations, topics covered in staff development, professional learning community topics and/or research discussed throughout the Pre-K 4 SA program to improve best practices throughout the organization
- Published studies in highly regarded early childhood publications and scholarly journals
- Educators visiting the Education Centers to observe early childhood best practices
- Board and community awareness of innovation strategies and excellence in best practices
- Research based innovation plan published in the Program Standards to stimulate innovation at all levels of the organization as evidenced by the number of mini grant applications per Education Center and diversity groups by job function submitting applications
- Meetings attended to discuss early childhood and the Pre-K 4 SA policy platform
- Projects completed with positive evaluations and recommended for Center or program-wide replication
- Events coordinated throughout the year and number in attendance
- Public awareness of Pre-K 4 SA's public policy platform
- Meetings attended to collaborate on early childhood legislation

GOAL 7: COMMUNICATION

GOAL

Drive awareness, familiarity and affinity of Pre-K 4 SA among internal/external partners, San Antonio parents and voter constituents.

OBJECTIVES

Objective 1: Design an external communication plan to build community support, identify future enrollees, and to promote national awareness of the program

Objective 2: Design and implement an internal communication plan to ensure effective implementation of the vision and strategic plan as well as synergistic and coordinated execution of programmatic external communication strategies

ANTICIPATED COMMUNITY IMPACT

Pre-K 4 SA perceived as an integral, sustainable component of the early childhood education network in San Antonio

Pre-K 4 SA exists as a model organization where staff feel well informed, and act with fidelity to the vision, strategic plan, and program standards

TRACKING PROGRESS

- Total brand awareness
- Advertisement recall
- Brand linkage
- Advocacy
- Intent to apply
- Voter intent to support
- Earned media hits
- Webpage engagement
- Social engagement
- San Antonio votes to renew Pre-K 4 SA
- Annual student enrollment
- Engagement of independent school districts
- Partner engagement of Pre-K 4 SA
- Community ambassadors for the program
- Staff positions calibrated to the needs of the program
- Satisfaction levels regarding communication of information
- Milestones achieved for departmental projects
- Achievement for Executive Staff to review strategic plans with staff
- CEO annual performance review by the Board of Directors

PRIORITIES AND TIMELINES

GOAL ACTIVITIES AND PERFORMANCE MEASURES

STRATEGIC GOAL 1 – EDUCATIONAL PROGRAM

Goal Lead:

Sandy Weser, North Education Center Director

Goal Support:

Objective 1 – Erin Burnett

Objective 2 – Denise Barrera-Tejeda

Objective 3 – Paul Kienlen

1.1: Educate all stakeholders about a research validated, developmentally appropriate, and academically supportive educational program

1.2: Promote a culture that embraces the diversity of students, families, staff, and the community

1.3: Implement and measure success of instructional program standards

| GOAL 1: EDUCATIONAL PROGRAM – ACTIVITIES | | | |
|--|---|-----------------|-----------------------|
| ID Number | Activity Description | Target Deadline | Activity Lead |
| 1.1.1 | Develop written program model describing program standards and method of delivery at all Pre-K 4 SA Education Centers | | Erin Burnett |
| 1.1.2 | Publish and disseminate literature describing program model | | Erin Burnett |
| 1.1.3 | Provide training to support understanding of program model to all Pre-K 4 SA staff | | Erin Burnett |
| 1.1.4 | Evaluate classroom practices to ensure accountability for fidelity to program model and program standards | | Erin Burnett |
| 1.1.5 | Refine implementation of program model | | Erin Burnett |
| 1.2.1 | Plan opportunities to train staff on Diversity Issues affecting our families (working with families in poverty, alternative families, cultural differences) | | Erin Burnett |
| 1.2.2 | Increase awareness of cultural diversity within all aspects of the program: curriculum, classroom practices, professional development, family services and nutrition. | | Denise Barrera-Tejeda |
| 1.2.3 | Develop a task force at each center for intentional implementation of the understanding of diversity | | Denise Barrera-Tejeda |
| 1.2.4 | Utilize the task force at each center that will analyze the diverse backgrounds, experiences and values of children and families served by the program | | Denise Barrera-Tejeda |
| 1.2.5 | Develop and implement a plan to actively honor diversity throughout all aspects of the program | | Denise Barrera-Tejeda |
| 1.3.1 | Develop and utilize classroom observation tools for evaluation and reflection on implementation of program standards | | Paul Kienlen |
| 1.3.2 | Utilize data to enhance fidelity to program design and implementation | | Paul Kienlen |

| GOAL 1: EDUCATIONAL PROGRAM – PERFORMANCE MEASURES | | |
|---|---|-----------------------|
| ID | Measure Description | Lead |
| 1.1.1-2,5 | Copy of written program model disseminated to all staff, revised as needed | Erin Burnett |
| 1.1.3 | Training on Program Model & components for all staff –agendas & sign –ins for all training sessions | Erin Burnett |
| 1.1.4 | Copy of observation tool & results of classroom observations re: program model implementation | Erin Burnett |
| 1.2.1.1-4 | 80% of Parents report feeling culturally valued at Pre-K 4 SA | Denise Barrera-Tejeda |
| 1.3.1.1 | Classroom observations as documented on Program Standards evaluation tool show 90% implementation of program standards. | Paul Kienlen |
| 1.3.1.2 | Observation tools are developed and utilized by campus administrators to support implementation of program standards | Paul Kienlen |

STRATEGIC GOAL 2 – PROFESSIONAL DEVELOPMENT

Goal Lead:

Linda Hamilton, Director of Professional Development

Goal Support:

Objective 1 – Sandra Reza

Objective 2 – Christine Bonilla

Objective 3 – Leticia Espinoza

2.1: Provide professional development for a variety of early childhood educators (pre-k through 3rd grade) through multiple means and focusing on research validated, best teaching skills/practices, and child development

2.2: Promote professional growth opportunities and benefits for early childhood educators (pre-k through 3rd grade) in the City of San Antonio

2.3: Provide ongoing professional development to Pre-K 4 SA staff that supports the educational programs through research validated best teaching skills/practices and child development

| GOAL 2: PROFESSIONAL DEVELOPMENT – ACTIVITIES | | | |
|---|---|-----------------|--|
| ID | Activity Description | Target Deadline | Activity Lead |
| 2.1.1 | Analyze district STAAR data for 3 rd grade to determine content of professional development offered | | Sandra Reza Christine Bonilla |
| 2.1.2 | Plan and deliver Saturday Academies or Series, and Summer Academies monthly throughout the City by offering sessions at all four Pre-K 4 SA locations | | Sandra Reza Christine Bonilla |
| 2.1.3 | Provide training in collaboration with community partners in early childhood education | | Sandra Reza Christine Bonilla |
| 2.1.4 | Collaborate with City partners in developing a master calendar of early childhood trainings | | Sandra Reza Christine Bonilla |
| 2.2.1 | Develop online tools for delivering information | | Sandra Reza Christine Bonilla |
| 2.2.2 | Evaluate effectiveness of training through surveys | | Sandra Reza Christine Bonilla |
| 2.0.1 | Conduct department evaluations of coaching portfolios | | Linda Hamilton |
| 2.2.3 | Develop web resources to publicize upcoming trainings, provide easy registration, and address educators' questions | | Sandra Reza Christine Bonilla Linda Hamilton |
| 2.1.5 | Collaborate with a variety of early childhood agencies to increase awareness of trainings offered | | Sandra Reza Christine Bonilla Linda Hamilton |
| 2.2.4 | Meet with educational leaders to increase awareness of coaching opportunities and impact of teaching and learning | | Linda Hamilton, Kathy Bruck |
| 2.3.1 | Perform needs assessment and classroom observations to determine growth areas for individual teachers | | Leticia Espinoza |
| 2.3.2 | Develop training and interventions to increase knowledge, practice and effectiveness of program standards and quality classroom practices | | Leticia Espinoza |
| 2.3.3 | Evaluate effectiveness of training through observations of Master Teachers in Pre-K 4 SA classrooms | | Leticia Espinoza |

| GOAL 2: PROFESSIONAL DEVELOPMENT – PERFORMANCE MEASURES | | |
|--|---|------------------|
| ID | Measure Description | Lead |
| 2.1.2 2.1.3 2.2.2 | Registration & evaluation data for externally-focused professional development offerings | |
| 2.1.3 2.1.4 2.1.5 | Collaboration with partners as indicated by collaborative professional development offerings, master calendar of EC trainings, samples of collaborative communication tools | |
| 2.2.1 | Evidence of online tools for educators and utilization data | |
| 2.2.2 | Training survey evaluation of content | |
| 2.2.2 | Training survey evaluation of presenters | |
| 2.2.2 | Training survey evaluation of applicability | |
| 2.3.1 2.3.2 2.3.3 | Observations of Pre-K 4 SA classrooms demonstrating effective implementation of program standards in at least 90 % of classrooms. | Leticia Espinoza |
| 2.0.1 | Evaluation of Coaching Portfolios indicate articulated needs of partners being met, balanced workloads for Coaches | Linda Hamilton |

STRATEGIC GOAL 3 – PARTNERSHIPS

Goal Lead:

Christina Reck-Guerra, West Education Center Director

Goal Support:

Objectives 1 and 2 – Lesley Balido McClellan

3.1: Strengthen and maintain the existing business relationships with participating school districts and community partners

3.2: Develop, strengthen and maintain partnerships with non-participating school districts, community business leaders, religious leaders, early childhood community, military leadership and local, state and federal leaders

| GOAL 3: PARTNERSHIPS – ACTIVITIES | | | |
|-----------------------------------|---|-----------------|---|
| ID | Activity Description | Target Deadline | Activity Lead |
| 3.1.1 | Regularly meet with key district stakeholders to include superintendents | | Kathy Bruck |
| 3.1.2 | Regularly meet with district liaisons and PEIMS coordinators | | Colleen Moore |
| 3.1.3 | Regularly meet with district special programs administrators | | Lesley Balido McClellan |
| 3.1.4 | Strengthen and maintain existing relationships/partnerships by coordinating events throughout the year such as annual tours, outreach events and an end of the year appreciation luncheon and/or event | | Christina Reck-Guerra |
| 3.2.1 | Maintain documentation including, but not limited to, an overall calendar, agendas, preparation, professional invitations and follow up memorandums that showcase the commitment and professionalism of Pre-K 4 SA to the early childhood community | | Kathy Bruck, Linda Hamilton |
| 3.2.2 | Regularly meet with key stakeholders and community leaders to coordinate services and support for families, children and program | | Family Specialists |
| 3.2.3 | Recruit additional non-participating school districts by actively meeting with superintendents and their Board of Trustees through the superintendent | | Kathy Bruck |
| 3.2.4 | Each Center will develop, strengthen and maintain partnerships with area civic/fraternal organizations & Council Districts by coordinating events throughout the year such as tours, coordinated outreach, use of facility for meetings | | Christina Reck-Guerra |
| 3.2.5 | Participate in community events to strengthen collaboration and knowledge of program | | Lesley Balido McClellan |
| 3.2.6 | Participate in early childhood organizations, forums and conferences | | Linda Hamilton, Kathy Bruck |
| 3.2.7 | Partner with Council Districts on community events | | Linda Hamilton Christina Reck-Guerra |

| GOAL 3: PARTNERSHIPS – PERFORMANCE MEASURES | | |
|--|---|---|
| ID | Measure Description | Lead |
| 3.2.3 | List of participating school districts showing increase | Kathy Bruck |
| 3.2.5 | List of advocates for the program and active partners in the business community, religious organizations, early childhood community, military leadership and local, federal and state leaders | Lesley Balido McClellan |
| 3.2.2-7 | Programs from events attended and/or hosted | Lesley Balido McClellan |
| 3.2.6 | Documentation of conferences and forums with Pre-K 4 SA representation and input | Lesley Balido McClellan |
| 3.1.1-.3 | Agendas, minutes of meetings, follow-up reports to attendees | Kathy Bruck Colleen Moore Lesley Balido-McClellan |

STRATEGIC GOAL 4 – ENROLLMENT

Goal Lead: Brad Davenport, Special Projects Manager

Goal Support:

Objectives 1 and 3 – Krista Solie

Objective 2 – Colleen Moore

4.1: Registration – Provide a registration process that is family-friendly and allows for maximum efficiency and effectiveness

4.2: Processing – Provide an enrollment process that monitors, manages, and reports the processing process of enrollment that includes coordination with ISDs

4.3: Reallocation – Reallocate numbers based on ISD, Center preference, and scholarship slots to meet demand annually

| GOAL 4: ENROLLMENT – ACTIVITIES | | | |
|---------------------------------|---|-----------------|----------------|
| ID | Activity Description | Target Deadline | Activity Lead |
| 4.1.1 | Continue to improve the online application that is intuitive and easy for interested families | | Krista Solie |
| 4.1.2 | Provide an “open-house” event where potential families can receive a seminar on the registration process and receive a registration packet in advance | | Krista Solie |
| 4.1.3 | Improve the face-to-face registration process by constantly evaluating the process for best practices through weekly meetings and observations | | Brad Davenport |
| 4.1.4 4.2.1 | Create an enrollment orientation for staff that provides information and tools to effectively register families, and process paperwork | | Colleen Moore |
| 4.2.2 | Create and implement a daily report tracking the stages of approval for each family | | Krista Solie |
| 4.2.3 | Coordinate training with the districts on their enrollment requirements | | Colleen Moore |
| 4.2.4 | Evaluate annually the effectiveness and efficiency of the enrollment plan, process, and outcome | | Brad Davenport |

| GOAL 4: ENROLLMENT – PERFORMANCE MEASURES | | |
|---|---|-------------------------------|
| ID | Measure Description | Lead |
| 4.1.1 | Percent of applications completed online by families independently without staff support | Krista Solie Colleen Moore |
| 4.1.2-4 | Percent of families arriving at appointments with completed packets | Krista Solie Colleen Moore |
| 4.1.3 | 80% Parent satisfaction with process as evidenced through surveys | Krista Solie Colleen Moore |
| 4.2.3 | Percent of registration folders returned by districts less than 20%. | Colleen Moore |
| All | Daily report with milestones, status, and stage of process including folders to and from ISDs | Krista Solie |
| 4.2.2-4 | Weekly notification of ISD delivery | Colleen Moore |

STRATEGIC GOAL 5 – FAMILY ENGAGEMENT AND FAMILY SUPPORT SERVICES

Goal Lead: Janice Hammonds, East Education Center Director

Goal Support:

Objective 1 – Denise Barrera-Tejeda

Objective 2 – Krista Solie

Objective 3 – Leticia Espinoza

Objective 4 – Bridget Maggard

5.1: Create a positive and welcoming environment for parents and families to access resources, receive support and learn strategies to enhance their quality of life

5.2: Build parents’ capacity for effective parenting through educational endeavors and opportunities to be involved in their child’s educational career

5.3: Support teachers and families in developing and implementing effective intervention plans that support children’s social and emotional development

5.4: Utilize the positions of Family Specialists to support social and emotional development of students individually and in the classroom

| GOAL 4: FAMILY ENGAGEMENT AND FAMILY SUPPORT SERVICES – ACTIVITIES | | | |
|---|--|------------------------|-----------------------|
| ID | Activity Description | Target Deadline | Activity Lead |
| 5.1.1 | Design and develop inviting Family Resource areas at each campus with access to computers, literature, and support from Family Specialists | | Denise Barrera-Tejeda |
| 5.1.2 | Honor and respect the diverse cultures that we serve by providing information to families in their native languages whenever possible | | Denise Barrera-Tejeda |
| 5.1.3 | Promote a culture at each campus that welcomes and invites parents to participate in volunteering, family activities, and parent interest groups | | Denise Barrera-Tejeda |
| 5.1.4 | Recognize the efforts of families who bring their children to school on a daily basis | | Denise Barrera-Tejeda |
| 5.2.1 | Provide opportunities for families to communicate as partners and give feedback about their interests, academic needs for their children, and training sessions to support their development as parents (via surveys, suggestion boxes, etc) | | Krista Solie |
| 5.2.2 | Provide opportunities for families and staff to engage together in meaningful learning experiences (ex: City Explorations, Fresh Produce Market, Literacy Nights, etc) | | Bridget Maggard |
| 5.1.5 5.2.3 | Establish a Volunteer Program at each Center and invite parents to participate at various Center events and in classrooms | | Bridget Maggard |
| 5.2.4 | Develop a manual of local agencies and resources to support the needs of families | | Krista Solie |
| 5.2.5 | Create a library and check-out system of resource materials that address young children’s social-emotional needs for families and/or teachers (Ex: Children’s Story Books, Parenting Audio/Video resources, etc.) | | Krista Solie |
| 5.3.1 | Develop and deliver trainings and informational materials to empower families to enhance their knowledge of their role in their child’s education and provide skills for self-advocacy | | Leticia Espinoza |

| | | | |
|-------|---|--|------------------|
| 5.3.2 | Establish a monthly open forum for parents "Parents as Partners" of to share feedback, concerns, and /or suggestions with the Center Director | | Leticia Espinoza |
| 5.3.3 | Work closely with parents to create collaborative intervention plans for children as needed | | Leticia Espinoza |
| 5.3.4 | Provide focused short-term counseling for children and individualized interventions using the Pre-K 4 SA RtI process | | Leticia Espinoza |
| 5.4.1 | Utilize partnerships with community agencies to provide direct services and to increase Families' knowledge related to health, academics, child development, financial, and nutritional needs | | Bridget Maggard |
| 5.4.2 | Collaborate with Partner Districts to provide two- way opportunities for Parents to attend select Parenting Trainings and/or events at their Center or local Partner Elementary schools if applicable | | Bridget Maggard |
| 5.4.3 | Coordinate end of year transition meetings for families with Partner School Districts | | Bridget Maggard |
| 5.4.4 | Establish an Alumni Group to help share positive experiences and information about the program to the community | | Krista Solie |

GOAL 4: FAMILY ENGAGEMENT AND FAMILY SUPPORT SERVICES – PERFORMANCE MEASURES

| ID | Measure Description | Lead |
|-------------------------------------|---|--|
| 5.1.1-3 | Bi-annual surveys from parents which evidence positive and welcoming environment (90%) | Denise Barrera-Tejeda |
| 5.2.1 | Incidence of parental information and/or parental feedback using Social Media | Krista Solie |
| 5.2.1 5.3.1 5.4.1-2 | Schedule of parenting, literacy, health and financial wellness classes, attendance & evaluation reports indicating 90% parent satisfaction | Krista Solie Leticia Espinoza Bridget Maggard Denise Barrera-Tejeda |
| 5.1.3, 5.2.1-2, 5.4.1-2 | Documentation of opportunities for in class, in school, and after school participation for families at every Center | Bridget Maggard |
| 5.1.3 5.2.5 | Documentation of opportunities for parents to engage in Center activities from their home at every Center | Bridget Maggard |
| 5.1.3, 5.2.1-2, 5.3.1-3, 5.4.1-3 | Calendar of numerous, diverse activities and workshops; parent evaluations and high attendance reflect that needs are being met for a at least 85% of families | Krista Solie |
| 5.3.2 | Parent as Partner Groups at each Center with a calendar of meetings, agendas, and minutes that reflect parent input, concerns and/or recommendations | Leticia Espinoza |
| 5.3.3-4 | Appropriate Professional Development for staff on Developmentally Appropriate Practices in social- emotional domain documented by attendance, agenda, evaluations | Leticia Espinoza |
| 5.3.3-4 | Student data is reviewed by Administrator and every Master Teacher to identify strengths and areas of need for students and their families after each GOLD assessment. (Objective 3) | Janice Hammonds |
| 5.3.3-4 | Staffing meetings conducted to address student and family needs. (Administration, CMT, Family Specialist) documented by individual intervention plans. | Leticia Espinoza |
| 5.3.3-4 | Collaborative meetings held with staff and families to create individual intervention plans as needed using the developed program Response to Intervention process (RtI) (documented with copies of intervention plans) | Leticia Espinoza |
| All | Clearly defined roles for Family Specialist documented in revised job description. | Krista Solie |
| 5.2.5, 5.3.4 | Family Specialist schedules reflecting individual counseling for identified students and small group social stories that result in improvements in student behavior as identified by parents and teacher reports | Krista Solie |

STRATEGIC GOAL 6 – INNOVATION AND RESEARCH

Goal Lead: Belinda Gonzalez

Goal Support:

Objectives 1 and 2 – Adriana Becerra, Patricia DeSaro

Objectives 3 – Lesley Balido McClellan, Paul Kienlen

6.1: Develop Pre-K 4 SA as a nationally recognized model organization that measures and exemplifies the benefits and impact of early childhood best practices

6.2: Identify and implement innovative strategies throughout the program that would be worthy of replication

6.3: Develop Pre-K 4 SA as a national advocate and an influence for policy in early childhood education

| GOAL 6: INNOVATION AND RESEARCH – ACTIVITIES | | | |
|--|---|-----------------|---|
| Objective | Activity Description | Target Deadline | Activity Lead |
| 6.1.1 | Develop a system of accountability to ensure that Pre-K 4 SA incorporates, continuously reflects and remains current in a consistent manner on early childhood best practices along with ensuring that the logic model and strategic plan remain aligned. | | Belinda Gonzalez |
| 6.1.2 6.2.1 | Create a committee dedicated to overseeing research, innovation and policy. | | Adriana Becerra Patricia DeSaro Lesley Balido McClellan Paul Kienlen |
| 6.1.3 | Develop a plan to articulate innovation and excellence in educational best practices to staff, board and community at large. | | Adriana Becerra Patricia DeSaro Lesley Balido McClellan Paul Kienlen |
| 6.2.2 | Establish Pre-K 4 SA Education Centers as LAB schools for the community at large. | | Linda Hamilton |
| 6.2.3 | Develop definition of innovation that is included in written program standards | | Adriana Becerra Patricia DeSaro Lesley Balido McClellan Paul Kienlen |
| 6.1.4 6.2.4 | Research strategies that companies, agencies, and schools have used to stimulate innovation effectively. | | Lesley Balido McClellan Paul Kienlen |
| 6.2.5 | Develop and implement a plan and model for innovation by establishing a mini-grant program to solicit innovative strategies from all Pre-K 4 SA staff members. This program will include an Innovation Committee to select top innovative strategies, award winners with strategy funding, and communication to the Board, and implementation at each of the Education Centers. | | Adriana Becerra Patricia DeSaro Lesley Balido McClellan Paul Kienlen |
| 6.3.1 | Develop a plan to establish, develop and maintain relationships with local, state and federal leaders to advocate for early childhood. | | Adriana Becerra Patricia DeSaro |
| 6.3.2 | Collaborate with policy makers to formulate early childhood legislation at the local, national and federal level. | | Lesley Balido McClellan Paul Kienlen Kathy Bruck |

| GOAL 6: INNOVATION AND RESEARCH – PERFORMANCE MEASURES | | |
|---|--|--|
| ID | Measure Description | Lead |
| 6.1.1 | Staff evaluations, topics covered in staff development, professional learning community topics and/or research discussed throughout the Pre-K 4 SA program indicate emphasis on improving best practices throughout the organization | Belinda Gonzalez |
| 6.1.1 | Independent Evaluation reflects higher average scores on classroom performance | Belinda Gonzalez, Kathy Bruck |
| 6.1.3 | Published studies by Pre-K 4 SA staff in highly regarded early childhood publications and scholarly journals | Adriana Becerra Patricia DeSaro |
| 6.2.2 | Number of educators visiting the Education Centers to observe early childhood best practices | Adriana Becerra Patricia DeSaro |
| 6.1.3 | Board and community awareness of innovation strategies and excellence in best practices at Pre-K 4 SA as evidenced by Board agendas, newsletters, etc. | Adriana Becerra Patricia DeSaro |
| 6.2.5 6.2.3 6.1.4 6.2.4 | Research based innovation plan including definition of innovation published in the Program Standards to stimulate innovation at all levels of the organization as evidenced by the number of mini grant applications per Education Center and diversity groups by job function submitting applications. Plan reflects research on strategies used by companies, organizations to stimulate innovation. | Adriana Becerra Patricia DeSaro Lesley Balido McClellan Paul Kienlen |
| 6.3.1 6.3.2 | Meetings attended to discuss early childhood and the Pre-K 4 SA policy platform | Adriana Becerra Patricia DeSaro Lesley Balido McClellan Paul Kienlen |
| 6.2.5 | Description and evaluation reports of projects completed with positive evaluations and recommended for Center or program-wide replication | Adriana Becerra Patricia DeSaro Lesley Balido McClellan Paul Kienlen |
| 6.1.2 6.2.1 | Establishment of a committee as documented by list of committee members, description of Committee responsibilities, agendas & minutes of meetings | Adriana Becerra Patricia DeSaro Lesley Balido McClellan Paul Kienlen |
| 6.1.3 | Public awareness of Pre-K 4 SA's public policy platform as evidenced by comments on social media | Lesley Balido McClellan Paul Kienlen |
| 6.3.2 | Agendas of meetings attended to collaborate on early childhood legislation | Lesley Balido McClellan Paul Kienlen |

STRATEGIC GOAL 7 – COMMUNICATION

Goal Lead: Paul Chapman, Communications Manager

Goal Support:

Objectives 1 and 2 – Andrea De La Garza

7.1: Design an external communication plan to build community support, identify future enrollees, and to promote national awareness of the program

7.2: Design and implement an internal communication plan to ensure effective implementation of the vision and strategic plan as well as synergistic and coordinated execution of programmatic external communication strategies

| GOAL 7: COMMUNICATION – ACTIVITIES | | | |
|---|---|------------------------|-----------------------------------|
| ID | Activity Description | Target Deadline | Activity Lead |
| 7.1.1 | Conduct needs assessment to inform develop on short/long-term marketing strategies | | Paul Chapman |
| 7.1.2 | Develop annual and multi-year marketing plan | | Paul Chapman |
| 7.1.3 | Implement marketing plan | | Paul Chapman |
| 7.1.4 | Maintain communication with partnering and non-partnering independent school districts | | Kathy Bruck Andrea De La Garza |
| 7.1.5 | Maintain communication with community leaders and organizations | | Kathy Bruck Andrea De La Garza |
| 7.1.6 | Maintain communication with childcare centers in the community | | Linda Hamilton |
| 7.1.7 | Conduct needs assessment of organizational structure and positions | | Kathy Bruck |
| 7.2.1 | Establish and annually evaluate a communication system that allows the flow of information throughout the organization | | Kathy Bruck Paul Chapman |
| 7.2.2 | Maintain communication between the CEO and Pre-K 4 SA staff regarding regular program updates | | Kathy Bruck Andrea De La Garza |
| 7.2.3 | CEO ensures department projects are updated and delegated regularly and appropriately | | Kathy Bruck Andrea De La Garza |
| 7.2.4 | Disseminate and ensure integration of Pre-K 4 SA vision, strategic plan, and program standards so that all members of the organization are aware and actively seek to implement | | Kathy Bruck Andrea De La Garza |
| 7.2.5 | Communicate operational updates to the Board on a quarterly basis | | Andrea De La Garza |

| GOAL 7: COMMUNICATION – PERFORMANCE MEASURES | | |
|---|---|---------------------------------|
| ID | Measure Description | Lead |
| 7.1.1-3 | Total Brand Awareness (aided and unaided) (equity tracker metric) | Paul Chapman |
| 7.1.1-3 | Advertisement recall (equity tracker metric) | Paul Chapman |
| 7.1.1-3 | Brand Linkage (equity tracker metric) | Paul Chapman |
| 7.1.1-3 | Advocacy (recommend program) (equity tracker metric) | Paul Chapman |
| 7.1.1-3 | Intent to apply (equity tracker metric) | Paul Chapman |
| 7.1.1-3 | Voter intent to support (equity tracker metric) | Paul Chapman |
| 7.1.1-3 | Earned (pr) Media Hits (media metric) | Paul Chapman |
| 7.1.1-3 | Webpage engagement (media metric) | Paul Chapman |
| 7.1.1-3 | Social Engagement (media metric) | Paul Chapman |
| 7.1.1-3 | San Antonio votes to renew Pre-K 4 SA (performance metric) | Kathy Bruck |
| 7.1.1-3 | Annual Student enrollment (performance metric) | Admin. Team |
| 7.1.4 | Engagement of independent school districts (use of Pre-K 4 SA resources) (partner metrics) | Linda Hamilton |
| 7.1.4 | Partner Engagement of Pre-K 4 SA (increase usage to partner resources (partner metric) | Krista Solie |
| 7.1.5 | List of community ambassadors for the program | Paul Chapman |
| 7.1.7 | Staff positions calibrated to the needs of the program (job postings & personnel budget for 2015-16) | Kathy Bruck, Christine Franklin |
| 7.2.1-2 | Satisfaction levels regarding communication of information as evidenced by quarterly internal surveys reflecting 90% overall satisfaction | Paul Chapman, Kathy Bruck |
| 7.2.3 | Milestones achieved for departmental projects | Kathy Bruck |
| 7.2.4 | Executive Staff review of strategic plans with staff indicating achievement of 90% of activities for each goal. | Kathy Bruck |
| 7.2.1-5 | CEO annual performance review by the Board of Directors reflecting at least satisfactory performance in all areas. | Kathy Bruck |