

OUR STRATEGIC COMMUNICATIONS PLAN

OUR MISSION STATEMENT

“Free to Grow” will assist in the creation of caring communities for children and families free from substance abuse and other high risk behaviors. This will result in increased opportunities for personal and family success.

OUR 20-WORD ORGANIZATIONAL DESCRIPTION

Neighbors working together to strengthen families free of drug and alcohol abuse, promoting communities in which children are Free to Grow.

Organization: **Umatilla Morrow County Head Start, Inc**
“Free to Grow”

Submitted **Shannon Jackson**

by:

Date: **July 24, 2002**

STRATEGIC COMMUNICATIONS PLAN

TABLE OF CONTENTS

STEP ONE: ENVIRONMENTAL ANALYSIS

A. EXAMINING THE EXTERNAL ENVIRONMENT.....	3-4
B. EXAMINING THE INTERNAL ENVIRONMENT.....	5-6
C. STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS.....	7
D. FORMING A CAT.....	8

STEP TWO: TARGET YOUR AUDIENCE

A. AUDIENCE IDENTIFICATION.....	9
B. AUDIENCE SELECTION.....	10-11
C. AUDIENCE IDENTIFICATION PROFILE.....	12-14

STEP THREE: COMMUNICATIONS OBJECTIVES..... 15-16

STEP FOUR: PERSUASIVE MESSAGES..... 17-19

STEP FIVE: STRATEGIES AND VEHICLES..... 20-21

STEP SIX: CREATING A TIMELINE AND BUDGET

A. DEVELOP A CALENDAR.....	22
B. COMMUNICATIONS BUDGET SHEET.....	23

STEP SEVEN: EVALUATION

A. STRATEGY FOR EVALUATION.....	24
B. MEASURING THE IMPACT OF YOUR COMMUNICATIONS.....	25-26

STEP ONE: THE ENVIRONMENTAL ANALYSIS

A. EXAMINING THE EXTERNAL ENVIRONMENT

Demographics: *Has there been a shift or change in the populations or the makeup of the communities you serve? If yes, what does that mean? If no, is that cause for alarm?*

In the last 10 years there has been a population growth, both Hispanic and Anglo. The Hispanic population has grown larger in proportion to the Anglo population. There has been an increase in live births, and an increase in children identified with disabilities at a pre-school age.

There is a division of cultures, and thus of individuals within those cultures, increasing mental health issues and related high risk behaviors such as child maltreatment. Increase population is also in increase in population of poverty level and working poor, thus increase the need and unmet need for services.

Economic: *How do donors perceive the economy and what does that mean for our financial future? Will the economy impact the funding available from private foundations? Is the economy shifting in ways that will cause a growth or a decline in demand for services from the populations we serve?*

Lower unemployment rate than the rest of the state, however the majority of jobs are not living wage, and we have in increasing population of working poor and 28% poverty level.

Increased demand for services, decrease in available funding from national and local foundations. State and federal governments are lowering resources, and increasing outcomes expectations. There is an increasing competition for resources, and decreasing services available.

There is a disproportionate cost of housing per working wage, and cost of transportation is high in Hermiston.

Technological developments: *What are the latest trends in business technology that we might use to become more cost-effective? What are the latest products or trends in technology that could impact our program areas of interest - health delivery, social services, job training, education, etc? How will these trends impact our organization? Can we afford to apply this technology to create a better product, provide improved services, and conduct more cost-effective advocacy efforts? Are we on the Internet?*

We do have internet access for all centers and staff. Most interagency communication is done via e-mail.

There is a growing increase in electronic forms both within and without the agency. There is new software available for WIC (TWIST) and will be implemented. Increase resources for distance learning, video conferencing.

We are providing some software, and are increasing our staff knowledge of technological developments, and how to utilize the more advanced systems.

We cannot utilize our federally funded systems to advocate.

We want to develop a plan to increase the access to internet for Head Start families.

Political: *What do we expect to be on the national, local, and state political agenda this year? Could it affect our organization or the populations we serve? If the winds blow our way, what can we expect? If they go against us, what's the worst that can happen? Is there something we're not seeing?*

National: Political agenda is to focus funding on military and security issues. There is debate that the president will move Head Start out of Dept. of Social Services to Educational Services. This will impact the agency by decreasing our social services portion, and by changing the curriculum and qualifications for funding and implementation of classroom curriculum. It is possible that Head Start's will be merged with the K-12 system, and thus lose essential funding for pre-K development.

Federal Government has issued a list of unfunded mandates. These mandates decrease funding by shifting current funding to cover the cost of the new outcomes.

State—A new governor will be elected this year. This will change the state agenda for health care and early child development (our current governor is a physician).

Tax debates—efforts in the state to increase substance abuse specific spending by implementing a "use" tax for beer could increase availability of substance treatment and prevention efforts, which are greatly needed.

State and federal funding has decrease for childcare, and increased the need for child care by increasing the hours of work for parents returning to workforce.

Overall, there is a decrease in state and federal funding for social services, including Head Start

Social: *What social or cultural trends are we seeing in the community, in the state, in the nation? What does this mean for our organization and its work? What social or cultural values do our constituents subscribe to? Have these values changed recently? If so, why? Does that impact our relationship to our constituents? What is the "mood" of the nation? Our community? What's the latest fear in society? What's the latest demand? What's the latest "hope" or "solution" being talked about? How could these fears, demands, and hopes impact our work?*

Health trends: Increases in obesity and related health problems, substance abuse—and related problems, (I.e., mental Health issues, criminal behavior, std's, etc.)

Increase in both parents working outside the home

Increase of patriotism (fear of loss, increasing push for family and neighborhood interactions).

Increasing health care costs

Values: Sense of family, maintaining culture, patriotism

Changes in Values: Patriotism—increasing sense of fear and need to community and national protection—see a shift in funding priorities

Decrease of Professional and work ethics—recent financial crisis in corporations focusing attention on accountability.

Conflict in work-life values creating stress and anxiety—Increase of work hours, decrease in family/home hours.

B. EXAMINING THE INTERNAL ENVIRONMENT

Management Objectives: *Are there clear management objectives? Is staff aware of the management objectives of the organization? How do they relate to program objectives? Have we defined what each management objective means and why it is important for the organization's success? Is there input or feedback from the staff?*

Yes, clear management objectives, staff is aware of objectives, and how they relate to program objectives. We know what each management objectives means, and why it is important for the organizations success.

Need to increase staff awareness and involvement in objectives.

Human Resources: *What expertise does our staff have? What knowledge base resides in our staff? Do we provide training for our staff? Do we have staff expertise in all the areas on which our organization is focused? Do we have too many or not enough volunteers for the programs that require volunteer involvement? What additional staffing do we require?*

We have staff expertise in education health nutrition, business, community, special education, social work, information systems, fiscal, cultural (Mexican/American), parenting, and literacy.

Lacking: political science expertise

We offer internal and external trainings for staff and partner agency staff.

We have a need to improve our volunteer pool, and to increase the quality of volunteers.

Staffing: We need male involvement staff, youth involvement staff, bilingual staff and increased clerical support. We need to work on maintaining current staff.

Financial Resources: Are our financial resources covering our existing activities? Do we pay our expenses in a timely manner? Do we have a reserve fund? Do we have a core group of supporters and donors? Does this base need to be expanded?

We have adjusted our spending to meet current program needs. We pay our expenses in a timely manner. Federal money cannot be put into a reserve fund.

We need to develop a core group of supporters and donors, which will allow us to have a reserve fund, and to finance additional programs.

Physical Infrastructure: *Does the organization have enough workspace for staff, consultants and temporary workers? Is the space conducive to teamwork? Are there adequate light, air and heat? Can people have a private conversation if they need to? Is the neighborhood safe for staff working odd hours? Is there room to expand if we take on new programs?*

We do not have enough workspace for consultants and temporary workers, the space is not conducive to team work, although it has adequate light, heat and air. We do have space for private conversations, and we are located in safe neighborhoods.

Expanding would necessitate developing additional space.

Technology Infrastructure: *Do people have adequate computers and software to perform their jobs? Are there an adequate number of phone lines so that callers don't experience a busy signal? Are we maximizing the use of our printers? Our telephone system? Do we have access to a VCR and monitor? To a video camcorder? Does staff do a lot of conference calling? Is it worth buying a phone made especially for conference calls?*

Main office has adequate computers, but there is a need for additional computers at some of the centers.

We have a need to increase existing phone lines—incoming calls are limited to three lines utilized by 24 people.

We have video camcorders, digital cameras, VCR's, TV's. We maximize the use of most of our printers, and have a professional color printer which minimizes the cost of out-printing.

How will these factors influence the implementation of our strategic communications plan?

These factors help us to better focus on which audiences we need to address, and to script messages for our audiences.

Additional phone lines are necessary for better communications, and for building partnerships with the community.

Additional meeting space will facilitate teamwork and communications within the agency.

C. SUMMARIZE YOUR ORGANIZATION'S STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS OVER THE NEXT 18 MONTHS

What are our strengths?
Committed, creative, flexible staff, with needed expertise. WE are a multi-purpose agency with strong leadership and community partners.

What are our weaknesses?
We are spread out over a large (7 county) geographic region—makes communication And training difficult. Lack of adequate phone lines, space and bilingual services. Need to improve outreach and volunteers, donors and funding resources. We need to Increase the technological competency of our staff. We need to change our "new staff" orientation.

What opportunities exist in the next 18 months?
Working with Hermiston SD to develop after school programming. Early Head Start Expansion possibilities. Increase male and youth involvement through the new HS Mandates. Increase our community partners and our funding and programming options. Consolidate programs within geographic regions, or in same facility. Increased And better communications.

What threats exist in the next 18 months?
Possible loss of funding. Change in program direction from national level. Loss of Staff. Increased competition with ESD and Migrant Head Start . Possible cuts In Oregon Health plan will negatively impact our clients. Loss of childcare money.

D. FORMING A COMMUNICATIONS ACTION TEAM

- 1. What skills or expertise do we need on our Communications Action Team?
Media, visionaries, people with community connections (chamber of commerce).

Marketing/communications skills, knowledge of programs to be communicated. Bi-cultural, (Mexican), Bi-lingual (Spanish), technology, public relations, school connections,

2. What internal representation do we want from our organization?

Executive Director, Family Services Director, Free to Grow Manager, Information systems manager.

3. Should we include external stakeholders (who and how many)?

Media

Chamber of Commerce

NAMES OF INDIVIDUALS FOR ACTION TEAM	WHAT THEY BRING TO THE TEAM
Eddy, Toni	Writing and editing skills, knowledge of program Client Services, self-motivated, committed, administrative, Bilingual
Mike Snyder	Technology Specialist, Degree in Marketing and Communications,
Cathy Wamsley	Administration, writing skills, good communications, committed, meets deadlines
Shannon Jackson	Committed, coordination, public relations, clients
Toni Eddy	Client Services, self-motivated, committed, visionary, administrative, Bilingual
Hal McCune	Regional Newspaper editor, journalistic insight, good writing, visionary, meets deadlines
Liz Marvin	Chamber of Commerce, business and school connections, government connections, task oriented, meets deadlines

GUIDING QUESTIONS:

- CAN HE OR SHE COMMIT SUFFICIENT TIME AND ATTENTION FOR AT LEAST SIX MONTHS?
- IS HE OR SHE COMFORTABLE AS A TEAM PLAYER?
- CAN HE OR SHE TAKE CHARGE OF A TASK AND GET IT DONE WITHOUT SUPERVISION?
- DOES HE OR SHE USUALLY MEET DEADLINES?
- IS HE OR SHE INTERESTED IN LEARNING MORE ABOUT COMMUNICATIONS TOOLS, TECHNIQUES AND STRATEGIES?

STEP TWO: TARGET YOUR AUDIENCE

A. AUDIENCE IDENTIFICATION

Review the following list of categories of organizations, groups and individuals and think about whether or not they are important to your work. Consider if they are somewhat important, critically important or not applicable. Then consider whether or not you have been effective or not effective at reaching out to them. Place a check in the appropriate boxes.

Category	N/A	Somewhat Important	Critically Important	Effective to date	Not Effective to date
Colleagues at other organizations			✓	✓	
Organizations with similar program interests and values or with whom we partner		✓		✓	✓
Organizations that oppose our work	✓				
Clients			✓		✓
Activists/advocates (for us)			✓	✓	
Activists/advocates (against us)	✓				
Board members			✓	✓	
Volunteers			✓		✓
Staff			✓		✓
Private foundations		✓			✓
Corporate foundations	✓				
Donors	✓				
Community leaders			✓	✓	
Community groups			✓		✓
Church groups		✓		✓	
Reporters, editors, media outlets, specific programs			✓	✓	
Government officials/policy makers			✓		✓
Non-government policy makers	✓				
Parents			✓		✓
Educators/teachers			✓		✓
Corporations - senior managers	✓				
Small business owners		✓			✓
Youth		✓			✓
Health care providers	✓				
Social service agencies		✓		✓	

B. AUDIENCE SELECTION

Review the previous list and select five groups that you will focus on for your strategic communications plan. Write 2-3 sentences about why they are important to the work of your organization. Give 2 examples of how this audience can support your work.

EXAMPLE:

Audience:	National Program Office
Importance:	Provides coordination with similar projects around our mission. Identifies resource needs and develops standard language on our issue.
Supports us by:	A. We are branded with a national program office with recognized organizational support. B. All of the projects in this national program do not have the same needs. We need support in figuring out how to work together and when to work alone.

1. Audience 1: UMCHS Staff

Importance:

Staff are needed to educate families in the need for family strengthening and for community substance abuse prevention. Overall, the recruitment of Head Start families into Free to Grow activities, is dependent upon the center based staff's participation.

Supports us by:

- A. Acting as conduits from families to Free to Grow staff
- B. Encouraging Families to engage in family and community strengthening activities.

2. Audience 2: UMCHS FAMILIES

Importance: Head Start families are the key to Free to Grow. Community and Family strengthening strategies are built around Head Start Family participation.

Supports us by:

- A. Participating in, and achieving family strengthening goals.
- B. Connecting with the community and becoming active participants in the Community strengthening aspect of FTG.

3. Audience 3: Hermiston City Government (To include City Council and Key City Management Staff).

Importance: City Government has oversight for policy and planning and thus are key for community based efforts to change/implement policies pertaining to civic concerns that are identified as affecting Substance Abuse.

Supports us by:

A. Being knowledgeable about Substance Abuse Prevention, Free to Grow strategies for prevention, and utilizing this knowledge when assessing/implementing community policy and planning efforts

B. Having a member of City Council participating on Free to Grow Advisory Board, and acting as liaison with City Government.

4. Audience 4: Hermiston Area Educators and Support Staff

Importance: The Schools experience the most one-on-one contact with children and families, making them potential key partners and communicators of Free to Grow Family and Community Strengthening Activities. Additionally, new and innovative family and community strengthening strategies can be gleaned from school staff.

Supports us by:

A. Participating in Free to Grow Community outreach and activities, and generating new ideas and strategies to enhance FTG family and community strengthening.

B. Encouraging families to participate in Community and family strengthening activities

C. AUDIENCE IDENTIFICATION PROFILE

AUDIENCE: UMCHS STAFF

1. Describe your audience: what are their concerns? What characteristics of your audience are important to your organization (e.g. their education levels; income levels; family size; health issues, etc.)?

They are a group of people with a wide range of differing experiences and backgrounds. This diversity includes socio-economic, cultural, ethnic and a wide range of educational experience. Additionally, staff vary in specialties (family services, child development and education, special education, health resources, adult education, etc).

Primarily they are concerned about the health and safety of the families with which they work. They are committed to the positive development of children and families and toward increasing "their" family's educational and social skills.

They are also concerned about the work load, and the feasibility of continuing to do good work if their workload is increased. And to receiving the support of the agency.

2. Why are they important to you?

All UMCHS staff participation is important to the FTG goals. Without active staff buy-in Free to Grow will not work.

3. Why should your audience care about your organization and its issues?

FTG will give them the opportunity to work at a deeper level with families, helping them to work on difficult issues, such as substance abuse, child maltreatment, domestic violence, criminal behavior, etc. Staff will be more able to assist families in working toward goals that will increase the self-sufficiency and long-term safety and health of the family.

Additionally, both staff and families will be introduced to, and give the opportunity to develop their leadership potentials, both within the agency, and out in the community.

4. What do you want from this audience?

Buy-in to the Free to Grow strategies that will enable them to assist high risk families into treatment, and out of dangerous situations. Staff will have the knowledge of, and skills to assist families to identify issues that hold them back from participating a safe and healthy, economically sound lifestyle.

Staff will be committed to motivating families to participate in community leadership, and other safe and healthy community family activities.

5. How will you know if you have successfully reached this audience?

Staff will Attend Leadership training, and will take an active role in leadership in their local communities.

The Prevention Specialist will be utilized, and high risk Head Start families referred for additional services will be engaged in treatment and other counseling and prevention programs.

Head Start Families will be participating in leadership and in their FTG community activities.

TIPS: REMEMBER, THE GENERAL PUBLIC IS NOT AN AUDIENCE. DON'T ASSUME THAT YOU KNOW THE AUDIENCE, EVEN IF YOU HAVE WORKED WITH THEM FOR A WHILE. PUT YOURSELF IN THEIR SHOES AND THINK ABOUT WHAT THEY NEED AND WANT FROM YOUR ORGANIZATION.

AUDIENCE IDENTIFICATION PROFILE

AUDIENCE Head Start Parents

1. *Describe your audience: what are their concerns? What characteristics of your audience are important to your organization (e.g. their education levels; income levels; family size; health issues, etc.)?*

Head Start Parents have differing cultural and ethnic backgrounds, family sizes, and education levels

Head Start parents are concerned with attaining self sufficiency, maintaining livable homes, keeping their children safe and healthy, and assisting their children to become educated. Their low-income status means they must struggle more to provide daily necessities for their children. They are expert problem solvers, and strive to be good role models.

2. *Why are they important to you?*

Parents are the heart and soul of Head Start. Free to Grow, as a substance abuse prevention program will not work without the active involvement of Head Start families. We need parents to be actively involved in parenting courses, treatment (where appropriate), develop new family problems solving skills, work in classrooms and with teachers, and develop family resiliency. We need parents to become active leaders, be involved in community action groups, attend community events, and develop neighborhood alliances and support groups.

3. *Why should your audience care about your organization and its issues?*

Free to Grow can assist families in recognizing their own high risk behaviors, assessing the high risk behaviors prevalent in their community and gaining the skills to make significant changes in their families and communities

4. *What do you want from this audience?*

Active participation in Free to Grow Leadership or Action groups. Attendance at community events, participation in Free to Grow prevention activities, and support through word of mouth. Develop knowledge of risk and protective factors in the community, and how to develop the protective factors that influence their children.

5. *How will you know if you have successfully reached this audience?*

We will have 25% of Head Start parents actively involved with Free to Grow community activities. Parents will be able to communicate clear understanding of substance abuse issues, and related risk factors in Hermiston.

TIPS: REMEMBER, THE GENERAL PUBLIC IS NOT AN AUDIENCE. DON'T ASSUME THAT YOU KNOW THE AUDIENCE, EVEN IF YOU HAVE WORKED WITH THEM FOR A WHILE. PUT YOURSELF IN THEIR SHOES AND THINK ABOUT WHAT THEY NEED AND WANT FROM YOUR ORGANIZATION.

AUDIENCE IDENTIFICATION PROFILE

AUDIENCE: City Government

1. Describe your audience: what are their concerns? What characteristics of your audience are important to your organization (e.g. their education levels; income levels; family size; health issues, etc.)?

Elected Officials, middle aged to retirement aged, long-time Hermiston Residents. Last election, 5 members ran unopposed. A number of them are property owners. Concerned about Quality of life Issues: such as traffic, substance abuse, safe neighborhoods, lower crime, higher employment rates, economic development.

Interested in Grass roots efforts and long-term benefits to the community at low cost.

2. Why are they important to you?

Policy makers and city planners—help to implement policies and practices that enhance healthy, substance free communities.

3. Why should your audience care about your organization and its issues?

We offer grassroots outreach and are seeking to improve quality of life issues in Hermiston at low to no financial cost to the city.

4. What do you want from this audience?

We want them to be knowledgeable about FTG strategies, and to think pro-actively about substance abuse prevention and associated high risk behaviors, when designing policy and community development plans. Additionally, we want one member of city council as an active participant on FTG Advisory Board.

5. How will you know if you have successfully reached this audience?

We will have one member participating on FTG Advisory board. We will see a different focus in city planning and policy efforts, these efforts will include input from grassroots groups.

TIPS: REMEMBER, THE GENERAL PUBLIC IS NOT AN AUDIENCE. DON'T ASSUME THAT YOU KNOW THE AUDIENCE, EVEN IF YOU HAVE WORKED WITH THEM FOR A WHILE. PUT YOURSELF IN THEIR SHOES AND THINK ABOUT WHAT THEY NEED AND WANT FROM YOUR ORGANIZATION.

STEP THREE: COMMUNICATIONS OBJECTIVES

TARGET AUDIENCE:	All UMCHS staff				
DESIRED AUDIENCE ACTION:	Educated in FTG strategies				
SELECT ONE:	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 5px;"> <table border="1" style="text-align: center; width: 100%;"> <tr> <td style="width: 50%;">INFORM</td> <td style="width: 50%;">ENGAGE</td> </tr> <tr> <td style="width: 50%;">MAINTAIN</td> <td style="width: 50%;">MOTIVATE</td> </tr> </table> </div> <div style="text-align: right;"> <p>TARGET DATE: Oct. 1, 2002</p> </div> </div>	INFORM	ENGAGE	MAINTAIN	MOTIVATE
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STATE OBJECTIVE:	80% of staff will be educated in the 7 major strategies of Free to Grow by October 1, 2002, and they will be able to knowledgably discuss ATOD use and abuse and related high risk behaviors				

TARGET AUDIENCE:	All UMCHS staff				
DESIRED AUDIENCE ACTION:	Promote Free to Grow strategies with all Head Start Parents				
SELECT ONE:	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 5px;"> <table border="1" style="text-align: center; width: 100%;"> <tr> <td style="width: 50%;">INFORM</td> <td style="width: 50%;">ENGAGE</td> </tr> <tr> <td style="width: 50%;">MAINTAIN</td> <td style="width: 50%;">MOTIVATE</td> </tr> </table> </div> <div style="text-align: right;"> <p>TARGET DATE: January 1, 2003</p> </div> </div>	INFORM	ENGAGE	MAINTAIN	MOTIVATE
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STATE OBJECTIVE:	The Staff at each Center will present Free to Grow strategies at 100% of Head Start Centers in Hermiston. and convince at least 2 parents from each Hermiston center to participate in FTG community action by January 1, 2003.				

TARGET AUDIENCE:	Head Start Parents				
DESIRED AUDIENCE ACTION:	100% of Head Start Parents will be informed of "Incredible Years" Parenting courses				
SELECT ONE:	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 5px;"> <table border="1" style="text-align: center; width: 100%;"> <tr> <td style="width: 50%;">INFORM</td> <td style="width: 50%;">ENGAGE</td> </tr> <tr> <td style="width: 50%;">MAINTAIN</td> <td style="width: 50%;">MOTIVATE</td> </tr> </table> </div> <div style="text-align: right;"> <p>TARGET DATE: Dec. 2002</p> </div> </div>	INFORM	ENGAGE	MAINTAIN	MOTIVATE
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STATE OBJECTIVE:	100% of Head Start Parents will be encouraged to enroll in the "Incredible Years Parenting courses, by December 2002.				

TARGET AUDIENCE:	Parents				
DESIRED AUDIENCE ACTION:	Head Start parent's Complete Incredible Years Parenting Courses				
SELECT ONE:	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 5px;"> <table border="1" style="text-align: center; width: 100%;"> <tr> <td style="width: 50%;">INFORM</td> <td style="width: 50%;">ENGAGE</td> </tr> <tr> <td style="width: 50%;">MAINTAIN</td> <td style="width: 50%;">MOTIVATE</td> </tr> </table> </div> <div style="text-align: right;">TARGET DATE: May., 2003</div> </div>	INFORM	ENGAGE	MAINTAIN	MOTIVATE
INFORM	ENGAGE				
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STATE OBJECTIVE:	We will motivate 25% of Head Start Parents to complete the Incredible Years training by May 2003.				

TARGET AUDIENCE:	Hermiston area Head Start Parents				
DESIRED AUDIENCE ACTION:	Educate Hermiston Head Start Parents in the FTG strategies and ATOD and related high risk behaviors in Hermiston area				
SELECT ONE:	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 5px;"> <table border="1" style="text-align: center; width: 100%;"> <tr> <td style="width: 50%;">INFORM</td> <td style="width: 50%;">ENGAGE</td> </tr> <tr> <td style="width: 50%;">MAINTAIN</td> <td style="width: 50%;">MOTIVATE</td> </tr> </table> </div> <div style="text-align: right;">TARGET DATE: November 2002</div> </div>	INFORM	ENGAGE	MAINTAIN	MOTIVATE
INFORM	ENGAGE				
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STATE OBJECTIVE:	20 Head Start Parents in the Hermiston community will promote ATOD prevention and related FTG strategies by November, 2002				

TARGET AUDIENCE:	Hermiston area Head Start Parents				
DESIRED AUDIENCE ACTION:	Head Start Parents to participate in community action or community leadership				
SELECT ONE:	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 5px;"> <table border="1" style="text-align: center; width: 100%;"> <tr> <td style="width: 50%;">INFORM</td> <td style="width: 50%;">ENGAGE</td> </tr> <tr> <td style="width: 50%;">MAINTAIN</td> <td style="width: 50%;">MOTIVATE</td> </tr> </table> </div> <div style="text-align: right;">TARGET DATE: June 2003</div> </div>	INFORM	ENGAGE	MAINTAIN	MOTIVATE
INFORM	ENGAGE				
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STATE OBJECTIVE:	20 Head Start Parents will participate in community action groups, or in community leadership training by June , 2003				

TARGET AUDIENCE:	City Council				
DESIRED AUDIENCE ACTION:	City Council members will be informed and engage in discussion of Free to Grow and related high risk behaviors and Free to Grow Strategies				
SELECT ONE:	<div style="text-align: right;">TARGET DATE: August 31, 2002</div> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">INFORM</td> <td style="text-align: center;">ENGAGE</td> </tr> <tr> <td style="text-align: center;">MAINTAIN</td> <td style="text-align: center;">MOTIVATE</td> </tr> </table>	INFORM	ENGAGE	MAINTAIN	MOTIVATE
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STATE OBJECTIVE:	We will motivate 70% City Council members to verbally, and actively support FTG activities in the community by August 31, 2002.				

TARGET AUDIENCE:	City Council Members				
DESIRED AUDIENCE ACTION:	One City Council member will be a member of FTG board				
SELECT ONE:	<div style="text-align: right;">TARGET DATE: May 2003</div> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">INFORM</td> <td style="text-align: center;">ENGAGE</td> </tr> <tr> <td style="text-align: center;">MAINTAIN</td> <td style="text-align: center;">MOTIVATE</td> </tr> </table>	INFORM	ENGAGE	MAINTAIN	MOTIVATE
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STATE OBJECTIVE:	We will Motivate 50% City Council to think strategically about and promote FTG objectives when designing policy by May 2003.				

TARGET AUDIENCE:	Community Groups in Hermiston (Lions, Elks, Rotary, etc.)				
DESIRED AUDIENCE ACTION:	To educate group members regarding FTG, and ATOD use and abuse and related high risk behaviors in Hermiston.				
SELECT ONE:	<div style="text-align: right;">TARGET DATE: January 2003</div> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">INFORM</td> <td style="text-align: center;">ENGAGE</td> </tr> <tr> <td style="text-align: center;">MAINTAIN</td> <td style="text-align: center;">MOTIVATE</td> </tr> </table>	INFORM	ENGAGE	MAINTAIN	MOTIVATE
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MAINTAIN	MOTIVATE				
STATE OBJECTIVE:	Promote awareness of ATOD and related high risk behaviors in Hermiston, in 10 area community groups, and to engage at least 2 group members from each group who will Support and participate in FTG community actions by January 2003.				

TARGET AUDIENCE:	Community Groups				
DESIRED AUDIENCE ACTION:	Community groups will support Free to Grow family and community strengthening activities through volunteerism, and financially.				
SELECT ONE:	<div style="text-align: right;">TARGET DATE: May 31,2003</div> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">INFORM</td> <td style="text-align: center;">ENGAGE</td> </tr> <tr> <td style="text-align: center;">MAINTAIN</td> <td style="text-align: center;">MOTIVATE</td> </tr> </table>	INFORM	ENGAGE	MAINTAIN	MOTIVATE
INFORM	ENGAGE				
MAINTAIN	MOTIVATE				
STATE OBJECTIVE:	Four Community groups will provide volunteer and financial support to FTG activities, and will promote Free to Grow in Hermiston and encourage other community groups to promote Free to Grow family and community strengthening activities by May 31, 2003				

TARGET AUDIENCE:	Hermiston School District Teachers				
DESIRED AUDIENCE ACTION:	Inform 80% of Hermiston School District teachers of Free to Grow strategies				
SELECT ONE:	<div style="text-align: right;">TARGET DATE: June 1, 2003</div> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">INFORM</td> <td style="text-align: center;">ENGAGE</td> </tr> <tr> <td style="text-align: center;">MAINTAIN</td> <td style="text-align: center;">MOTIVATE</td> </tr> </table>	INFORM	ENGAGE	MAINTAIN	MOTIVATE
INFORM	ENGAGE				
MAINTAIN	MOTIVATE				
STATE OBJECTIVE:	Create Awareness among Hermiston Teachers of the high ATOD use and abuse in Hermiston area, and to encourage teachers to engage all their students and parents in conversations about ATOD and associated high risk behaviors, and to convince 25% of their students and parents to participate in community prevention activities by June 1, 2003.				

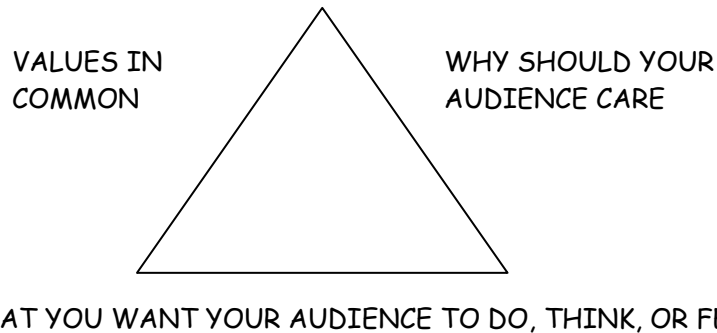
TARGET AUDIENCE:	Hermiston Teachers				
DESIRED AUDIENCE ACTION:	Teachers will promote and participate in Community Activities				
SELECT ONE:	<div style="text-align: right;">TARGET DATE: June 2003</div> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">INFORM</td> <td style="text-align: center;">ENGAGE</td> </tr> <tr> <td style="text-align: center;">MAINTAIN</td> <td style="text-align: center;">MOTIVATE</td> </tr> </table>	INFORM	ENGAGE	MAINTAIN	MOTIVATE
INFORM	ENGAGE				
MAINTAIN	MOTIVATE				
STATE OBJECTIVE:	10% of Hermiston Teachers will participate in community action or leadership activities by June 1, 2003.				

STEP FOUR: PERSUASIVE MESSAGES

Create a message for each of your priority audiences. It should have three parts. It should identify the issue and desired change, make it relevant to the audience and provide an action step that they can take. Your message should be written as a complete sentence or two. Try to use the most persuasive language and use the word "you" at least once.

TARGET AUDIENCE: Head Start Parents

DESIRED CHANGE: Parents will be knowledgeable about Substance Abuse and actively involved in leadership or community prevention activities.



PART 1. (VALUES IN COMMON) concern about their families and their children. Wanting to keep children healthy, and to assist in child development, want to see their child succeed in school and beyond.

PART 2. (WHY SHOULD YOUR AUDIENCE CARE) Success of their child is dependent upon healthy interactions—at home, school, neighborhood. Substance abuse is high in our community, and their involvement will make a positive impact on the issues.

PART 3. (WHAT YOU WANT YOUR AUDIENCE TO DO, THINK, OR FEEL) To engage in conversations and education about community development, and substance abuse prevention, and prevention of child abuse and neglect. To be actively involved in their community in leadership or other activities that promote healthy communities.

NOW, WRITE A MESSAGE COMBINING ALL 3 PARTS AS IF YOU ARE TALKING TO THE AUDIENCE.

You want your children to have a successful experience in Head Start and beyond. Your participation in your child's learning and development is the key to your child's progress. A child's education begins at home, and your participation in Head Starts parenting classes will increase your abilities to aid your child's success.

Outside the classroom, the community in which you live and raise your child has great impact on the choices and experiences your family will have throughout life.

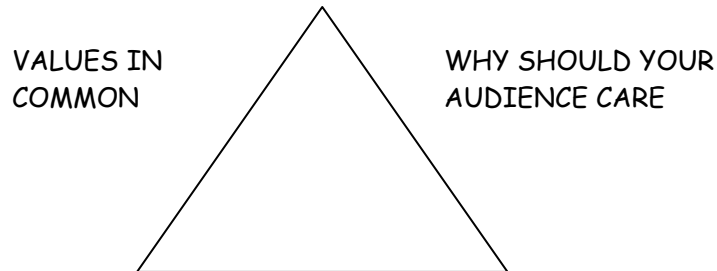
You have the opportunity to become actively involved in shaping the community in which you live. With Free to Grow, we can help you to become partners and effective leaders within the community.

STEP FOUR: PERSUASIVE MESSAGES

Create a message for each of your priority audiences. It should have three parts. It should identify the issue and desired change, make it relevant to the audience and provide an action step that they can take. Your message should be written as a complete sentence or two. Try to use the most persuasive language and use the word "you" at least once.

TARGET AUDIENCE Hermiston Teachers

DESIRED CHANGE: Informed and active involvement in FTG community activities



WHAT YOU WANT YOUR AUDIENCE TO DO, THINK, OR FEEL

PART 1. (VALUES IN COMMON) Children to be successful in school, children able to reach potential, care about children's health and ability to positively interact within the school environment.

PART 2. (WHY SHOULD YOUR AUDIENCE CARE) FTG helps break down barriers to children's success. Involvement in FTG will increase family involvement in child's learning.

PART 3. (WHAT YOU WANT YOUR AUDIENCE TO DO, THINK, OR FEEL) FTG will help them partner with parents. They make a "real" difference in a child's life. They can help the families become better able to support their child, and make a difference in a families involvement.

NOW, WRITE A MESSAGE COMBINING ALL 3 PARTS AS IF YOU ARE TALKING TO THE AUDIENCE.

We know you are concerned about children, and want them to be successful and able to reach their potential. Head Start's Free to Grow shares with you a desire to positively impact all areas of a child's life—from school to family and community. Head Start shares with you the knowledge that parents are the primary teachers of their children.

As teachers you work to help parents become involved in the day to day learning of their children. At Head Start, we also work to develop parent's strengths and skills to assist them in their ongoing efforts to support the education and development of their child.

Parents who partner with teachers and are actively involved in their child's education, greatly increases success.

With the Free to Grow approach, our Head Start families are joining with other members of their neighborhoods to create long lasting changes and support networks that will both decrease substance use, and increase positive parent involvement.

Outside the classroom, the community in which you live has great impact on the choices and experiences all of our families will have throughout life.

We are asking you to join us in shaping the community in which you live.

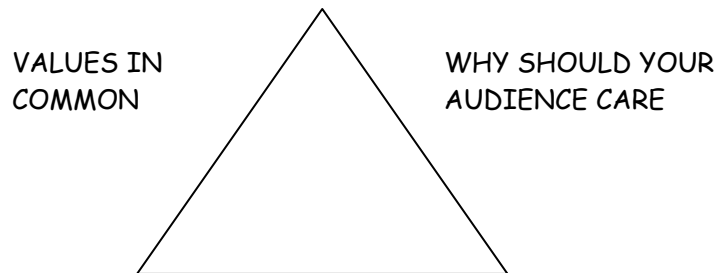
We are excited about Hermiston's teachers catching the Free to Grow vision, and partnering with us to actively make the Free to Grow vision a reality

STEP FOUR: PERSUASIVE MESSAGES

Create a message for each of your priority audiences. It should have three parts. It should identify the issue and desired change, make it relevant to the audience and provide an action step that they can take. Your message should be written as a complete sentence or two. Try to use the most persuasive language and use the word "you" at least once.

TARGET AUDIENCE: UMCHS STAFF

DESIRED CHANGE: Staff will be knowledgeable of the 7 major FTG strategies.



WHAT YOU WANT YOUR AUDIENCE TO DO, THINK, OR FEEL

PART 1. (VALUES IN COMMON) children develop in a safe environment, children are safe and healthy, parents are involved in a healthy manner with their children, children are ready to learn when they leave Head Start.

PART 2. (WHY SHOULD YOUR AUDIENCE CARE) FTG gives opportunity to work at a deeper level with families, helping them to work on the difficult issues, substance abuse, child maltreatment, domestic violence, criminal behavior, etc. Increases ability to positively impact family for the long-term

PART 3. (WHAT YOU WANT YOUR AUDIENCE TO DO, THINK, OR FEEL) Buy-into and believe that the FTG strategies, if applied will make a difference in the lives of the families with whom they work. Feel that they are a vital part of making that difference. Actively engage parents in the FTG leadership and other prevention activities.

NOW, WRITE A MESSAGE COMBINING ALL 3 PARTS AS IF YOU ARE TALKING TO THE AUDIENCE.

You are dedicated to the health and welfare of not only your children, but you also know that the families you work with need to be healthy, for the ongoing developmental and educational well being of your children.

Free to grow will give you the opportunity to work at a deeper level with families, helping them to work on the difficult issues, substance abuse, child maltreatment, domestic violence, criminal behavior, etc., that seriously impacts the child and the classroom environment. With FTG you will be introduced to, and given the opportunity to develop your knowledge and skills in areas that will enable you to assist families to self-identify issues that prevent them from participating in a safe, healthy, and economically sound lifestyle.

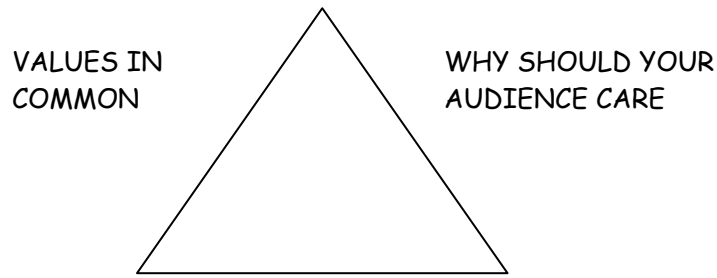
With FTG you will also be given the opportunity to develop your individual leadership potential, both within the agency, and out in the community. Your active involvement will result in better behaved children, increased parent participation, higher levels of parent self-sufficiently, and safer communities in which you work and live.

STEP FOUR: PERSUASIVE MESSAGES

Create a message for each of your priority audiences. It should have three parts. It should identify the issue and desired change, make it relevant to the audience and provide an action step that they can take. Your message should be written as a complete sentence or two. Try to use the most persuasive language and use the word "you" at least once.

TARGET AUDIENCE: City Council/Government

DESIRED CHANGE: Informed and Engaged



WHAT YOU WANT YOUR AUDIENCE TO DO, THINK, OR FEEL

PART 1. (VALUES IN COMMON) Quality of Life Issues: traffic, substance abuse prevention, lower crime, lower poverty, Increase family self-sufficiency, increase civic participation by residents

PART 2. (WHY SHOULD YOUR AUDIENCE CARE) Stronger families make leaders who work to create positive change and become active civic members

PART 3. (WHAT YOU WANT YOUR AUDIENCE TO DO, THINK, OR FEEL)

Envision the potential of positive change and actively work w/partners to make that vision a reality.

NOW, WRITE A MESSAGE COMBINING ALL 3 PARTS AS IF YOU ARE TALKING TO THE AUDIENCE.

We know you are concerned about quality of life issues, such as traffic and substance abuse, in Hermiston. Head Start's Free to Grow shares with you a desire to positively impact all areas of community and family life in Hermiston. With the Free to Grow approach, our Head Start families are joining with other members of their neighborhoods to find solutions to these issues and create long lasting changes that will both decrease substance use, and increase public health and safety as well as civic involvement. We are excited about the city government catching the Free to Grow vision, and partnering with us to actively make the Free to Grow vision a reality.

STEP FIVE: STRATEGIES AND VEHICLES

BRIEF DESCRIPTION OF ACTIVITY (DATE, TIME, PLACE, ETC.)

Head Start will have an interactive session at the pre service August 21, 2002 from 8:30-10:00 AM at Riverfront Hotel in Umatilla.

AUDIENCE	DESIRED OUTCOMES	ACTION PLAN	VEHICLES
Head Start Staff	90% of staff will be educated in the 7 major strategies of FTG by October 1, 2002. They will be able to knowledgably discuss ATOD use and abuse and related high risk behaviors.	Develop a game, based upon a fairy tale "jack & the Beanstalk" that includes all the 7 strategies—the participant receives bonus pts for correct answers (remembering the strategies) bonus points can be redeemed at the end of game for a prize	Face to face--interactive print
	10% of staff will participate in leadership training by June 1, 2003	Staff will learn that the leadership strategy is available and beneficial to them.	Face to face—interactive print

STEP FIVE: STRATEGIES AND VEHICLES

BRIEF DESCRIPTION OF ACTIVITY (DATE, TIME, PLACE, ETC.)

Teacher kick-off at the beginning of school year, and monthly follow-ups to targeted teachers, attend at least one staff meeting to make FTG presentation w/video

AUDIENCE	DESIRED OUTCOMES	ACTION PLAN	VEHICLES
Hermiston Teachers	5% of Hermiston Teachers involved in community action with FTG	Find volunteers to bake cookies Develop print brochures geared toward teachers	e-mail face to face print-media Video
		Deliver goodie plates to schools with propaganda	

BRIEF DESCRIPTION OF ACTIVITY (DATE, TIME, PLACE, ETC.)

Head Start staff will educate parents about Incredible Years parenting curriculum, and will work with parents to enroll them in the classes by October 31, 2002 at each individual center.

AUDIENCE	DESIRED OUTCOMES	ACTION PLAN	VEHICLES
Head Start Parents	25% of Head Start Parents will complete the "Incredible Years parent education series.	. Staff will individually invite parents, and survey them as to the best date and times to attend.	Face to face print
		Additional inducements, such as child care, food and transportation will be offered.	Face to face print

BRIEF DESCRIPTION OF ACTIVITY (DATE, TIME, PLACE, ETC.)

An overview of Leadership training will be presented to Policy Council members at their Orientation September 24, 2002 and to Parents at the October parent meetings..

AUDIENCE	DESIRED OUTCOMES	ACTION PLAN	VEHICLES
Head Start parents	50% of Policy Council Members will want to participate in Leadership training in their community or as a group, by October 2002.	Interactive "Jack and the Beanstalk" game to learn 7 strategies	Face to face Print
	PC members will be able to engage at least one other parent at their center to attend leadership training, by October, 2002	PC members will assist in conducting game with parents at parent meetings in October, 2002	Face to Face Print Video
	50% of Policy Council members and 10 % of other parents will become involved in community action groups to promote ATOD prevention by May 2003	PC members and other parents who attend Leadership training will identify a project to complete in their community.	Face to Face Print Video

STEP FIVE: STRATEGIES AND VEHICLES

BRIEF DESCRIPTION OF ACTIVITY (DATE, TIME, PLACE, ETC.)

Develop a video of Free to Grow community—showing both positive and negative aspects of the FTG target community by Sept 31, 2002

AUDIENCE	DESIRED OUTCOMES	ACTION PLAN	VEHICLES
Head Start Staff	Head Start staff will be knowledgeable about the 7 FTG strategies	Identify partners capable of developing video Identify main theme of video	Face to face e-mail
Head Start Parents	Head Start parents will engage in Leadership or community activities	Identify and get releases for showing children/families in video	Face to face
Teachers—service groups	70% of Hermiston Teachers will be aware of Free to Grow, 10% will engage in community prevention activities.	Identify areas in which to shoot video Input from FTG advisory board on Video footage Edit Video	Face to Face Video E-mail

STEP FIVE: STRATEGIES AND VEHICLES

BRIEF DESCRIPTION OF ACTIVITY (DATE, TIME, PLACE, ETC.)

Host Luncheon for City council members and key City Government employees on July 30, 2002 at the Brandt home, from 12:00-1:00 pm

AUDIENCE	DESIRED OUTCOMES	ACTION PLAN	VEHICLES
City Government	50 % of city council will be informed about Free to Grow,	Present FTG strategies to government, and target the community "quality of life" issues that we have in common.	Print Face to Face
City Government	50% of City Government will participate in the FTG community Picnic August 25, 2002	Invite city officials to participate in some activity at the picnic	Face to Face--interaction
City Government	one member of city council will participate on FTG advisory board	During presentation, motivate council to appoint one member to FTRG board.	Face to Face--interactions
City Government	Mayor will declare August 25, 2002 "Free to Grow Day"	Make presentation to mayor and write "proclamation"	Face to face--interactions

STEP FIVE: STRATEGIES AND VEHICLES

BRIEF DESCRIPTION OF ACTIVITY (DATE, TIME, PLACE, ETC.)

FTG will host a "Community Picnic in the Park" on August 25, 2002, at Victory Square Park from 4pm to 7 pm

AUDIENCE	DESIRED OUTCOMES	ACTION PLAN	VEHICLES
West park neighborhood parents and children	Inform community of Free to Grow substance abuse prevention. Motivate 5% of families to participate in further Free to Grow Community activities. Conduct community assessment Motivate families to meet "one new neighbor."	Promote event Provide fun family activities—one of which will be a "fun assessment" game. Provide promotional items Provide prizes	Media—paper Media—audio Media—flyers, door to door Face to Face
City Government	City officials will support Free to Grow community event	City officials will actively participate in FTG community activities	Face to face
Head Start Staff	10% of Head Start staff will be active in community event	Invite Head Start staff to participate in planning and execution of activities	Face to face e-mail
Head Start parents	25% of Hermiston area Head Start Parents will participate in Community picnic	Invite Head Start parents to participate in planning and execution of activities	Face to Face Media--newsletter

STEP FIVE: STRATEGIES AND VEHICLES

BRIEF DESCRIPTION OF ACTIVITY (DATE, TIME, PLACE, ETC.)

Hermiston area Head Start families and other community families will design and paint a "neighbors together" substance abuse prevention Mural, by November 1, 2002

AUDIENCE	DESIRED OUTCOMES	ACTION PLAN	VEHICLES
Head Start Families	25% of Hermiston Head Start families will engage in community prevention activities	Solicit volunteer artists and the Desert Arts Council to assist in the design and execution of Mural.	Face to Face
		Promote Mural painting participation	Face to Face Media--newsletter
		Solicit funds/donations to cover cost of Mural	Face to Face
		Identify Walls City permission for Murals in public space	Face to Face

STEP FIVE: STRATEGIES AND VEHICLES

Indicate how these vehicles support your strategy for each audience.

AUDIENCE	PRINT	AUDIO	VIDEO	COMPUTER	FACE TO FACE
1. Head Start staff	Effective for conveying data Using for Literate population Reference and survey	Radio for informing and promoting events	Attention getting to create High impact communication., engage both seeing and hearing, convey emotion, drama, sense of urgency	e-mail and power point presentations for planning and informing	Interactive, creative, promotes opportunities to ask many questions and further information transfer
2. Head Start Parents	Visual impact Printed - retainable data	Radio for informing and promoting events	Attention getting to create High impact communication., engage both seeing and hearing, convey emotion, drama, sense of urgency		Immediacy Interactive: can get immediate results and can problem solve and exchange information Accomplish multiple strategies at a single event

3. City Government	Conveying complex data and info to a literate audience and provides reference	Radio for informing and promoting events	Attention getting to create High impact communication., engage both seeing and hearing, convey emotion, drama, sense of urgency	e-mail for information updates	Immediacy, question and answer for additional info. Building community and resolving conflict. Multiple strategies at one event.
4. Service Groups-- Teachers	Conveying complex data and info to a literate audience and provides reference	Radio for informing and promoting events	Attention getting to create High impact communication., engage both seeing and hearing, convey emotion, drama, sense of urgency.	e-mail and power point presentations for planning and informing	Immediacy, question and answer for additional info. Building community and resolving conflict. Multiple strategies at one event.

STEP SIX: CREATING A TIMELINE AND BUDGET

A. DEVELOP A CALENDAR

USING YOUR STRATEGY WORKSHEET, WRITE MONTH, DATE, ACTIVITY AND PERSON RESPONSIBLE FOR EACH TASK INVOLVED IN IMPLEMENTING EACH STRATEGY. NOTE EVENTS, HOLIDAYS, LAUNCH DATES, ETC.

DUE DATE	ACTION/TASK/EVENT/HOLIDAY, ETC.	PERSON RESPONSIBLE
July 15, 2002	Make presentation to Altrusa for involvement in Picnic	Shannon Jackson
July 25, 2002	Conduct follow-up to invitations for Community partners and City Government luncheon—RSVP's	Shannon Jackson Liz Marvin Cathy Wamsley
July 25, 2002	Contact Caterers for final preparation and count for luncheon	Shannon Jackson
July 25, 2002	Contact the Brandt's for info regarding set-up of Luncheon	Cathy Wamsley
July 25, 2002	Contact Liz Marvin with Final Count, and need for Place Settings, etc. for luncheon	Cathy Wamsley
July 25, 2002	Contact Teachers to have children design individualized place mats for luncheon	Shannon Jackson Carol Edwards
July 25, 2002	Organize visuals and table arrangements for luncheon	Cathy Wamsley
July 25, 2002	Develop a Video committee	FTG board and CAT
July 29, 2002	Collect placemats and Laminate placemats for luncheon	Shannon and Georgia
July 29, 2002	Finalize message and order of presentation and times, etc. and print formal data and info for luncheon	Shannon, Cathy, Tara, Jim

July 30, 2002	Set-up arrangements, visuals, placings, printed messages for luncheon	Shannon, Cathy, Tara, Toni, Caterers, Liz
July 30, 2002	Conduct presentation and table conversations around FTG, and ask for participation in board and community event. (Evaluation)	FTG board
July 31, 2002	Assess park for electrical hook-up, and get general lay-out of the park for planning events	Shannon and FTG board
July 31, 2002	Order promotional items, and prizes	Cathy
Aug. 1-5, 2002	Video committee will develop ideas for Video, gather permission signatures (where needed) and begin to shoot footage	Video committee Mike Snyder
August 5 2002	Finalized arrangements for entertainment, for Picnic	Shannon and FTG board
Aug 5, 2002	Permits secured for food and park and arrange for tables and chairs from city for picnic	Shannon and Dan Coulombe
August 6, 2002	Print picnic entertainment event format—with flyer. Mail flyer, and start to distribute door to door in target neighborhood.	Shannon and Susie, and FTG Leadership
Aug. 15, 2002	Make presentation to Rotary	Shannon Jackson
Aug. 15 2002	Presentation completed to Rotary, to Kiwanis and Altrusa, and other community groups for involvement in FTG picnic	Shannon
Aug. 15, 2002	Fix prices and delivery of food for event for picnic	Cathy Wamsley
Aug. 16, 2002	Edit Video	Video Comittee
Aug 15-20, 2002`	Leadership group working the neighborhood to invite people to the picnic	Leadership Group, Shannon
Aug 12,	Develop Assessment questions for "I'm a Neighbor" game	Shannon Jackson
Aug 15	Interview with Hermiston Herald re: Picnic	Shannon Jackson

		FTG Board
Aug 15, 2002	Section "leaders" identified and committed for each event/activity to coordinate and supervise volunteers for their area--finalized	Shannon and FTG board
Aug., 15, 2002	Presentation to Teachers Union regarding teacher involvement in FTG	Shannon and Darcy
Aug 20, 2002	Finalized list of Volunteers and activities finalized for picnic	Shannon Jackson
Aug 20, 2002	Finalized list of Volunteers organized to make salads for picnic	Shannon Jackson
Aug 20, 2002	Agenda w/time and place of activities and coordinating volunteers finalized for picnic	Shannon Jackson
Aug 20, 2002	Contact all volunteers to remind them of event, see if they need anything, finalize time, place and team leader with volunteer for picnic	Shannon Jackson
Aug. 20, 2002	Coordinate w/city--clean-up garbage from park after the picnic.	Shannon and FTG board
Aug 20, 2000	Ascertain prizes for games	
Aug., 22, 2002	Show Video to FTG board for comment and approval	Mike Snyder
Aug 24, 2002	Assess that Tables, booths, BBQ, bandstand, etc are all set up or ready for early morning set-up for picnic	Shannon , Toni, Cathy, FTG board
Aug 25, 2002	Check-in volunteers--direct them to each section and team leader for their event	
Aug 25, 2002	Have Event--trouble shoot	Shannon, Cathy and FTG Board
Aug 25, 2002	Section leaders--organize clean-up for their section	Shannon and section leaders
Aug 26 2002	Compile evaluation data--numbers served, and compile assessment info, and compile address and numbers for future contact	Shannon Jackson, Susie Ortega, Maria Arroyo
Aug. 26, 2002	Compile list of family names that people have signed up for further contact with leadership	Shannon Jackson, Susie Ortega, Maria Arroyo
Aug. 26, 2002	Compile list of family names for people who want to be involved in the follow-up "Mural" events	Shannon Jackson, Susie, Maria

Aug. 16, 2002	Compile list of volunteers to bake cookies for "Teacher's" outreach on Aug. 28	Shannon and Cathy
Aug., 16, 2002	Develop message for Teachers event	CAT team
Aug. 16, 2002	Talk w/ school principles to gain permission to access teachers through staff meeting and staff room	Tammy Ashbeck
Aug 27	Bake goodies—compile platters and messages for teachers/staff rooms and assign a school to different staff members for delivery early on the 28 th .	Shannon, Cathy, Toni, Darcy, Tammy
Aug., 28, 2002	Deliver goodies and messages to each staff room in Hermiston	Shannon—various staff members
Aug. 28, 2002	Contact Desert Arts Council for ideas and input and volunteers re; the Mural Project	Shannon Jackson and FTG board
Sept, 2002	Identify walls to be painted for mural Project	
Sept. 10, 2002	Begin solicitation for finances for Mural project	Shannon and FTG board
Sept. 12, 2002	Follow-up presentation to Rotary—w/Video for Service participation in Mural project	Shannon Jackson
Sept. 15, 2002	Follow-up presentation w/Teachers	Shannon and Darcy
Sept., 15, 2002	Follow-up letters to those participating in survey and wanted to be contacted again—information about Murals	Shannon and Susie
Sept. 30, '02	List of families interested in Mural painting	Shannon and Susie
Oct., 1, 2002	Identify date and time for Mural paintings—set meetings for planning	Shannon and FTG board

B. COMMUNICATIONS BUDGET SHEET

STRATEGY/TASKS	TARGET DATE	COST
Head Start staff Pre service interactive game-7 strategies	August 21, 2002	\$50.00
Head Start Parents and Policy council Presentation and game for incredible years and Free to Grow	By Oct 31, 2002	\$50.00
City Government luncheon	July	\$350.00
Video	October 31, 2002	\$100.00
Teachers—good plates and materials	Sept-may, 2003	\$500.00
Community Murals	November, 2003	\$1,500.00
Community Picnic	August 25,2002	\$8,500.00

STEP SEVEN: EVALUATION

A. STRATEGY FOR EVALUATION—Head Start Staff--game

<p>Define the purpose of the evaluation. What activities are you planning to evaluate? Will you be measuring communication activities or communication impact? Who is the target audience?</p> <p>Pre test and post test for staff participating Measuring impact of game Head Start Staff are the target audience Measure implementation of key staff knowledge--monitoring</p>	
<p>Who will be on the evaluation team?</p> <p>Game: Toni Eddy, Shannon Jackson, one Family Advocate</p> <p>Measure implementation: Toni Eddy, and Operations Directors</p>	
<p>Please list the measurable aspects of your communications objectives in the first column and indicate how you intend to measure those aspects in the second column.</p>	
<p>Knowledge retention</p> <p>Implementation</p>	<p>Pre and post tests for knowledge</p> <p>Staff monitoring and evaluations</p>

STEP SEVEN: EVALUATION

B. STRATEGY FOR EVALUATION

Define the purpose of the evaluation. What activities are you planning to evaluate? Will you be measuring communication activities or communication impact? Who is the target audience?

Head Start Parents—pre and post test

Number of parents actually engaged in leadership, community activities or parent training.

Who will be on the evaluation team?

Team leaders at centers, Shannon Jackson and Toni Eddy

Family Advocates, CFA's and Shannon Jackson

Please list the measurable aspects of your communications objectives in the first column and indicate how you intend to measure those aspects in the second column.

Knowledge

Pre and post

Participation

Numbers of parents attending events

STEP SEVEN: EVALUATION

C. STRATEGY FOR EVALUATION

<p>Define the purpose of the evaluation. What activities are you planning to evaluate? Will you be measuring communication activities or communication impact? Who is the target audience?</p> <p>City Council</p> <p>Participation in events and on board</p>	
<p>Who will be on the evaluation team?</p> <p>Cathy Wamsley</p>	
<p>Please list the measurable aspects of your communications objectives in the first column and indicate how you intend to measure those aspects in the second column.</p>	
<p>Attendance-</p>	<p>Number of members attending events</p> <p>Member participating on Free to Grow</p>

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STEP SEVEN: EVALUATION

D. STRATEGY FOR EVALUATION

<p>Define the purpose of the evaluation. What activities are you planning to evaluate? Will you be measuring communication activities or communication impact? Who is the target audience?</p> <p>Teachers</p> <p>Number of teachers participating in community events</p>	
<p>Who will be on the evaluation team?</p> <p>Tammy Ashbeck, Becky Stearns</p>	
<p>Please list the measurable aspects of your communications objectives in the first column and indicate how you intend to measure those aspects in the second column.</p>	
<p>Attendance</p> <p>Call for more information</p>	<p>Number of teachers involved in community events.</p> <p>FTG manager will track calls related to information given to teachers</p>

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STEP SEVEN: EVALUATION

E. STRATEGY FOR EVALUATION

<p>Define the purpose of the evaluation. What activities are you planning to evaluate? Will you be measuring communication activities or communication impact? Who is the target audience?</p>	
<p>Video</p>	
<p>Follow up calls after presentation--impact Number of participants in leadership and Incredible years</p>	
<p>Who will be on the evaluation team?</p>	
<p>Shannon Jackson, Family Advocates</p>	
<p>Please list the measurable aspects of your communications objectives in the first column and indicate how you intend to measure those aspects in the second column.</p>	
<p>Follow up calls</p>	<p>Number of calls that mention video when asked</p>
<p>participation</p>	<p>Number of participants attending that mention video in the intake as a means of involvement</p>

STEP SEVEN: EVALUATION

F. STRATEGY FOR EVALUATION

Define the purpose of the evaluation. What activities are you planning to evaluate? Will you be measuring communication activities or communication impact? Who is the target audience?

Community Event

Evaluation game—measure number of participants
Number of meals served--attendance

Follow-up calls of interest

Who will be on the evaluation team?

Shelley Ena, Tammy Ashbeck, Dan Coloumbe, Stan Stradley, Shannon Jackson

Please list the measurable aspects of your communications objectives in the first column and indicate how you intend to measure those aspects in the second column.

Number of participants

Evaluation assessment

Follow up calls

Meals served--tracked

Sheets turned in from the game

Track where people heard of FTG when they
call

**G. EVALUATING YOUR COMMUNICATIONS ACTIVITIES
MEASURING THE IMPACT OF YOUR COMMUNICATIONS OBJECTIVES**

COMMUNICATIONS OBJECTIVE #1

Targeted Audience:

Target Date achieved: YES NO

State the Objective:

Actions/Activities to be Measured:

- 1.
- 2.
- 3.

Outcome/Impact Measures Achieved:

- 1.
- 2.
- 3.

Was it successful? YES NO

Define Next Steps:

COMMUNICATIONS OBJECTIVE #2

Targeted Audience:

Target Date achieved: YES NO

State the Objective:

Actions/Activities to be Measured:

- 1.
- 2.
- 3.

Outcome/Impact Measures Achieved:

- 1.
- 2.
- 3.

Was it successful? YES NO

Define Next Steps:

COMMUNICATIONS OBJECTIVE #3

Targeted Audience:

Target Date achieved: YES NO

State the Objective:

Actions/Activities to be Measured:

- 1.
- 2.
- 3.

Outcome/Impact Measures Achieved:

- 1.
- 2.
- 3.

Was it successful? YES NO

Define Next Steps:

LESSONS LEARNED:

A. WHAT WORKED:

B. WHAT NEEDS IMPROVEMENT:

