



UMATILLA MORROW HEAD START, INC.

5-Year Strategic Plan

2014—2019

FY 2018-2019

Our Mission Statement

Umatilla-Morrow Head Start, Inc. is a caring, innovative network of quality individuals working in partnership with others to strengthen families and communities.

Our Vision:

We are committed to providing a quality comprehensive educational program to all families and children through the communities we serve.

- We believe the educational process begins at home and we will assist parents in working with their children to understand developmentally appropriate practices.
- We are neighbors working together to strengthen families free of drug and alcohol abuse, promoting communities in which children are Free to Grow.
- We will empower staff and families to identify needs and develop strengths, values and dreams by building confidence and respect.

Umatilla-Morrow Head Start, Inc. has identified the following Goals:

- Effective Management Systems & Leadership
- School Readiness
- Parent, Family and Community Well-Being

Our vision is that all agencies, service providers and community organizations will work toward a common goal of assuring that all our children arrive at kindergarten healthy, happy and ready to learn. Programs work to insure we equip children and those who care for them for lifelong learning, health and success. All services for children and families are aligned to create one coordinated, seamless support system that assures that all receive the culturally and linguistically appropriate support and services that enables them to be successful. Goals are set with objectives adjusted annually, and supported by layered measurable targets across program domains. Evaluation and periodic review serves to monitor results. Through this we will build:

Stronger Families – Better Communities – Brighter Futures

Goal #1: Effective Management, Systems & Leadership

UMCHS' governance, leadership and employees will provide effective systems of support and guidance for the organization, its clients & partners in a visionary, ethical and committed manner resulting in effective long range planning and leadership development.

2014-15	2015-16	2016-17	2017-18	2018-19
Objective 1.1: Uplift the work and workers				
N/A	<ul style="list-style-type: none"> All staff will have access to information technology and the skills to use it. Build relationships and raise morale. 	<ul style="list-style-type: none"> Enhanced systems for seeking reimbursement to make it easier for all staff. More time and investment in training as a group and one-on-one. Improved/lessened requirements and ratios that reduce staff load in accord with best practices for staff/clients. Orientation plan recreated for intensity and welcoming atmosphere that builds esprit de corp. Overhauled Performance Evaluation and introduced a tool that will uplift employees and their supervisors. Evaluation and data study of attendance patterns for decision and policy shifts that create solutions. 	<ul style="list-style-type: none"> Evaluate results of new appraisal system with increased employee input and supervisor tools. Continue to build relationships and raise morale through targeted monthly efforts and joint training. Evaluation and data study of attendance patterns for decision and policy shifts that create solutions. Continue innovative ads, creating a more mission-focused appeal. New interview questions, pathway to review more intent and focused reference questions. Orientation plans developed by position as position changes occur. Evaluation of policies and supports for background checks. Given growth alone, recruiting qualified staff 	<ul style="list-style-type: none"> Continue to evaluate results of new appraisal system with increased employee/ supervisor input as evidenced by timely and complete evaluations that align with KRAs (Key Result Areas) and scores and number of comments by both supervisor and staff. <i>HR Director</i>. By 5/31/2019. Evaluation and data study of attendance patterns for decision and policy shifts by A) gathering leave use information via Paycom and B) creating solutions to lower use of sick leave, less leave without pay. <i>HR Director, Deputy Director</i>. 5/31/18. Expand use of position orientation checklists by submission by Director of Orientation Plans by 12.31.18 and positional checklists as position changes occur, distributing to new staff. <i>HR Director and Coordinator</i>. By 6/30/2019. <i>HR Director in conjunction with HR Assistant and Deputy Director</i> will review effectiveness of ads, 12.31.18. More applicants identifying ads as the reason for applying for a position, Data from Applications via <i>HR Director</i>, by October, 2018.

		<ul style="list-style-type: none"> • Numerous strategy implementation for staff recruitment and retention including innovative ads, creating a more mission-focused appeal. • New interview questions, pathway to review more intent and focused reference questions. • Exempt status determination and minimum wage laws implemented. • New payroll position blends benefits added capacity for HR/Volunteer coordination, redrafting of Volunteer database, • Implement \$3 background checks for volunteers. 	in the climate where growth contends with uniform expectations.	<ul style="list-style-type: none"> • Utilize All Staff convenings, strategic planning sessions, Happiness Project, SHIP and environmental enhancements like visuals to bolster a culture of support & care, <i>ED, SLT</i>, 6.30.19.
Objective 1.2: Create places of welcome and hospitality				
N/A	<ul style="list-style-type: none"> • Staff will always welcome everyone warmly. • Every site will have a least one Spanish speaking person. • Have simple paperwork to provide more time with families. • All clients/families feel secure in asking for 	<ul style="list-style-type: none"> • Redrafted our website to welcome all in the community to participate and learn. • Created new committees (Cultural Effectiveness & Family Engagement) and focused on existing ones, making sure our membership could be 	<ul style="list-style-type: none"> • Proceed with reconstruction of two new facilities and playgrounds with engaging gathering spaces. • Continue to insure website is welcoming site with C5 addition for culture and messaging of monthly themes unite, educate and inspire. 	<ul style="list-style-type: none"> • Make a twice yearly effort by all staff to ‘facelift’ personal workspaces & cars to display welcome, clean & organized environments that showcase our values, <i>Sups, Mgrs, Directors</i>, November 2018 & April 2019. • Insure Equity is a consistent ideal expressed in the images and environments, practice, data analysis and trainings agency-wide, <i>ED, SLT</i>, 5.31.19.

	<p>help, referrals to friends.</p>	<p>expanded and felt welcome.</p> <ul style="list-style-type: none"> • Reduce bureaucracy where possible and remove barriers, i.e. fees to become a volunteer, so that lack of income is not a barrier • Improve engaging environments including pictures that dramatize our mission. 	<ul style="list-style-type: none"> • Use of Social media for outreach and invitation and celebration of accomplishments. • Emphasize in Summer Institute environmental enhancements as tool to engage and inform parents and children alike; Increase resources for each site to innovate their environments. • Explore creating physical space that invites parents to socialize as a strategy to reduce isolation and increase socializations. 	<ul style="list-style-type: none"> • Airport Way Installation for Facility Depot and ECE Center will be in place and ready for Operation. <i>Associate Director/Operations Director</i> in conjunction with Port of Morrow for installation of final elements. Fall, 2018. • Identification of new location option in John Day for HS/OPK and other staff, La Grande for CCP & other staff, and Hermiston for EHS, licensed operations, supply storage and expanding staff as evidenced by Contract options . • Identify Disposition Plan for Boardman Site utilization. Report and applications as required. By 5.31.18. • Ensure carryover grant funds are expended by May 31st, 2018. <i>Aforementioned by Associate Director/Operations Director, HS Director, Executive Director.</i> • Increase time dedicated to Social media activities by staff assigned as evidenced by increased posts and number of visitors to all social media platforms. <i>Comm. Coord., FED, IT DIR.</i> By 12.31.18.
<p>Objective 1.3: Identify new resources and partnerships for community development and philanthropy, including increased use of volunteers.</p>				
<ul style="list-style-type: none"> • Revise Volunteer Manual. • On-site technical assistance. • Analyze in-kind data. 	<ul style="list-style-type: none"> • Develop a brand for the agency. • Sponsor and interact at community events in our counties. • Establish an annual outreach event that unifies the agency. 	<ul style="list-style-type: none"> • New staffing of Community Development & Oversight Director coupled with an Associate Director identifying space options for growth and 	<ul style="list-style-type: none"> • Identify space options for growth and regionally specific support. • Continue outreach to media outlets. • Implement research design and data analysis 	<ul style="list-style-type: none"> • Identify, secure / maintain potential and existing facilities in partnership for enhanced duration and service needs. Number of partnership & MOUs for space & slots. <i>Associate Director/HS Director.</i> By 5.31.19. (See also Obj. 1.2)

<ul style="list-style-type: none"> • 5 volunteers for Morrow County CASA. • 2 “fund raising” projects. • .5 FTE CASA Coordinator. • CASA Data Tracking Manager Program. • Create a CASA Advisory Board which includes 1 governing board member. • Clear background checks. • Bylaws, social media policy, succession plan & risk management plan. • Reserve endowment fund. 	<ul style="list-style-type: none"> • Developing philanthropy, relationships and using donations. • Train new staff on using volunteers. • Volunteer media campaign • Volunteer Coordinator position. • Data tracking software for all programs. 	<p>regionally specific support.</p> <ul style="list-style-type: none"> • Implemented a new In-Kind and Cash Match policy. One that identifies our partners and uplifts them through recognition included end-of-year identification. • Increase outreach to media outlets yielding additional CASA’s, increase capacity to serve DHS families through support group context. • Add support mechanism through increased staff support to volunteers. • Identifying and securing potential facilities was grounded in significant outreach in anticipation of long range planning. • Locations were underway and significant to include Morrow County, Umatilla, Hermiston, La Grande and small frontier communities and school districts. • Created an In-Kind and cash match policy that will allow all programs in the agency to benefit. 	<p>of enhanced duration and quality outcomes.</p> <ul style="list-style-type: none"> • Community development – Participation in the No Wrong Door and Coordinated Entry Program and a Family Friendly Business initiative. • Increase utilization of volunteers in classrooms with a SMART reading program expansion. • Increase the number of CASAs identified and retained. • Increase the number of volunteers in all programs and the number of volunteer hours. • Establish community building event(s) with philanthropic appeal. 	<ul style="list-style-type: none"> • Establish corporate partners for our agency and support the development of programs as seen in partner Database, Systems Navigation tools, and Family Friendly Businesses lists. <i>Comm. Dev Coord. And Hub Director.</i> By 6.30.19. • Identified, strong network established by sharing our mission and services with companies through on-site or online presentations, tours of our facilities, and strong written materials. This sharing of information will allow us to provide opportunities for companies to “invest” in our organization, with <i>IT DIR, IT Mgr, Comm Dev. Coord., Vol. Mgr, Deputy Director,</i> By 5.31.19. • Continue community outreach and opportunities to partner thru ECPTs, CCOs, Shared Staffings and Staff Health Improvement Plan as evidenced by minutes, attendance at shared activities and use of shared materials. <i>HND, Hub Dir.</i> By 5.31.19. • Promote increased community and parent involvement in opportunities for education and services using Social Media, School Partnerships and Parent Ed Opportunities in OPEC and at Parent Meetings as evidenced by attendance and Parent Skills Ladders, Social media posts/likes/shares with <i>FED & FESD</i> by 5.31.19. • Continue to participate in No Wrong Door and Systems Navigation increasing utilization patterns of resource and number of identified navigators, reevaluate the format of the hand off process between Hub and partners including UMCHS. <i>Hub Dir,</i>
---	--	--	--	--

				<p><i>ED/CoLead, FSAD, Vision-identified steps: May 2018, Website development: Aug 2018, Training of system navigators: Sept 2018</i></p> <ul style="list-style-type: none"> • Improve accuracy of database and Draw a baseline for past Volunteer participation by 10.31.18, increasing the number of general volunteers trained while retaining current volunteers achieving 5% over the baseline and in accord with field standards. <i>Vol. Mgr/Coord, DD., 3.31.19</i> • The <i>Volunteer Manager in conjunction with Volunteers Assistant</i> will continue to refine smart reader onboarding and increase the number of SMART reading volunteers in UMCHS, Inc. classrooms by 10% 3.30.19. • Continue to look for opportunities to build the CASA program through fundraiser and private foundation sponsorships. <i>Casa Team & Community Dev. Coord. By 6.30.19.</i>
<p>Objective 1.4: The Board & Policy Council will conduct efficient and effective meetings and make quality decisions.</p>				
<ul style="list-style-type: none"> • Review Strategic Plan on a regular basis. • Devote 50% of meetings to planning for the future. • Program manager presentations at meetings. 	<ul style="list-style-type: none"> • Use technology for remote participation. • Additional Board members from service areas and expertise. • Consent agendas. • Prepare for federal review. • Remodel Strategic Planning Retreat to <i>Cast a Vision, Anchor A</i> 	<ul style="list-style-type: none"> • Improve financial literacy of PC and SLT. • Modification of Guiding Principles for PC, including clear roles in Board representation and for officers. • Regional Board representation. 	<ul style="list-style-type: none"> • Migrate to use of Financial Edge as primary reporting mechanism. • Insure Fiscal Director and Deputy Director supports and strengthens the fiscal team's performance and that the HR Director will provide support and added supervision over Payroll/Benefits. 	<ul style="list-style-type: none"> • Implement migration to more electronic format with laptops stored onsite for use in Board & Policy Council Meetings and upload of e-format by due dates, <i>ED, Ex Asst., ITD, Sept. 2018.</i> • Regular attendance at meetings with votes cast in written or Ex. Session format documented in the following month's minutes for approval, <i>Board, PC, Ex Asst, HSD, ED, 5.31.19.</i>

<ul style="list-style-type: none"> • Annual training regarding federal and state activities. • Board orientation, manuals • Review bylaws. • Board training for the Policy Council representative. • Complete audit webinar. • Approve a Business Plan. • Self-evaluation. 	<p><i>Plan</i>, engaging all staff, and inviting Board and PC.</p>	<ul style="list-style-type: none"> • Contract Blackbaud training. • Establish an efficient and competent fiscal department with strong personnel and systems through the following methods: <ul style="list-style-type: none"> • Analyze workflow systems and structure of our finance department through a consulting firm; • Review recommendations to improve efficiency and effectiveness & maintain internal controls; • Assess roles and skills of current staff; • Share findings with the Board of Directors; • Create Community Development & Oversight position; • Hire & Train new Fiscal Director to ensure that Board reports are accurate and timely, federal reporting requirements are met, and day to day operations occur. 	<ul style="list-style-type: none"> • Increase Director level engagement in reviews of financial statements. • Create reasonable budget projections and forecasts and policies and procedures that support agency goals. 	<ul style="list-style-type: none"> • Utilize monthly written report submittal to packets by due date, quarterly more in depth reports in tandem with weekly KRA /SWOT/TOWS report formats for information sharing and Liberating Structures (LS) to reduce time spent in meetings while garnering effective input., <i>ED, SLT</i>, 10.1.19 • Conduct software analysis for Financial Sector as primary reporting mechanism with periodic review of Paycom functionality and options and alignment between systems. <i>DD., ED FD. HR Dir., Payroll Mgr.</i> 2.28.19. • Continued Financial Training Deputy/Oversight Director involvement will ensure continued support, <i>FD, DD, OD.</i> May 31.19 • Create reasonable budget spenddown projections and forecasts, policies and procedures that support agency goals. <i>FD</i>, Aug. 1, Feb. 1, 19. • Timely Financial statements and snapshots monthly and reciprocal queries, reviews by Directors and answers, evidenced by report dates and responses and Cjes approved, <i>FD, OD, SLT</i>, 5.31.19
<p>Objective 1.5: Board, staff, parents and partners will achieve a 10% improvement in effectiveness of communication</p>				

<ul style="list-style-type: none"> • Identify available data. • Categorize data. • Staff survey on communication. • Community partner survey. 	<ul style="list-style-type: none"> • Develop a feedback tool. • Provide training on Communication and Team Dynamics. • Implement a Strategic Planning retreat. • General Community Survey. • Institute weekly SLT meetings. • Launch Site Spotlights to highlight accomplishments and local teams. • Developed Finance meeting monthly. • Perform a Communication Audit. 	<ul style="list-style-type: none"> • Full complement of bilingual team to serve and translate effectively. • Create reader board and web presence around themes that unite service and communicate our goals. • Employ new technology in team trainings that allows for group real time feedback. • Increase Board Meeting from every other month to every month. • Continue to utilize Focus Group, Team leaders Meetings, Management Meetings to communicate important information. • Insure All staff trainings and Orientations for Policy council are engaging, unifying and equip teams to achieve their goals • Develop PSAs on a monthly basis. 	<ul style="list-style-type: none"> • Marketing/promotion plan. • Emphasize Core Story development. • Continue reader board and web presence around themes that unite service and communicate our goals. • Insure All-Staff trainings and Orientations for Policy council are engaging, unifying and equip teams to achieve their goals. • Implement communication strategy to continue to inform and mitigate challenges. • Explore continued use of focus groups on defined topics. • Continue PSAs. 	<ul style="list-style-type: none"> • Establish Fiscal & HR structured monthly meetings with quarterly Administrative Assts team debrief for improved communication & collegiality <i>DD. FD. HR Dir. Ex Asst.</i> • Create periodic survey 3 x per year at August (baseline), January, and May assessing familiarity with communications on key topics, satisfaction and suggestions. <i>ED, IT Dir. Aug, Jan, May, 2018/19.</i> • Ensure that monthly theme topics that are assigned are carried out with reader board and web presence around themes that unite service and communicate our goals with 12 PSAs, banners and publicity tracker as measures. <i>ED, SLT. 6.30.19.</i> • Create program highlights using social media and web site spotlights that provides info related to Child Care Providers, their accomplishments, availability of opportunities, incentive and consider online newsletter format for efficiency. <i>Comm. Dev. Coord. IT Mgr, Dir, SLT, PC, by 5.31.19.</i> • Continue to invest in Parent Portal and Little Red Wagon; populate and keep current the online, web-based platform for parents & increase parent usage using https://umchs.com/parent/ <i>SLT, IT Mgr, Dir Comm Dev Coord.</i> by 15th of each month. <ul style="list-style-type: none"> • Review reporting requirements for incidents and practice standards & utilize a multiple choice survey distributed to staff to test and measure understanding and recall on said
---	--	--	--	--

				practices. <i>SLT, Operations Dir.</i> , by 12.31.18
Objective 1.6: Identify staff for our "Grow Your Own" effort to transition high potential staff into exceptional early childhood leaders.				
<ul style="list-style-type: none"> • Identify staff with potential. • Budget. • Summer Institute, teacher orientation, health education track. • Collect data on turnover. • Promote benefits of early childhood and health education careers. • Develop policies, procedures, processes and criteria. • BMCC, EOU, PSU Partnerships. • Leadership Training Curriculum from DHS. • Re-assess SSCBT and other training. 	<ul style="list-style-type: none"> • Enroll 7 staff in program. • Coaching/mentoring. 	<ul style="list-style-type: none"> • Focused attention on customized training and supervision for service to this population as distinct from Preschoolers for Teachers and FA's. • Baby Doll Circle tine intervention with CD planned. • More exclusive support of ED Managers for this region/population. • Certification if infant Mental Health for Ed Managers is underway. • Enhanced supports and training for Home Visitors serving 0-3. • Completed staffing for programs serving this population with intensive training. 	<ul style="list-style-type: none"> • Create context and tools for coaching and mentoring for Ed managers as distinct from supervision. • We will develop, motivate, and engage staff to deliver on our purpose and equip them through unified cross training as well as discipline specific education. • Add days of employment at year's start so the teachers start date and that of the bus drivers and cooks allows enhanced preparation, training, home visits and so classroom, kitchen and transportation route readiness is insured creating a less stressful school year start. • Insure that teachers and caregivers have the education, training, and professional learning they need. • Create and evaluate Integrated Education Manager developmental 	<ul style="list-style-type: none"> • Identify staff for Developmental, participation in Leadership Series or in PLT Cohort and document their pathway to growth, and data to demonstrate effectiveness using Success Plans, <i>HRD, DD, ED</i>, May 31.19. • Develop Individualized Professional Plans for CCRR and other program staff that identifies career advancement plans, using Success plans, RRD & SLT, ,5.31.19 . • Develop New Director, Mgr/Supervisor Training to orient to policies & procedures and effective staff management principles, via training logs, HRD, ED, DD, 12.31.18. • Insure Training Plan identifies days on the calendar for teachers and caregivers that contribute to necessary skill & hour acquisition as well as a whole agency for creation of effective networks, common values and practice, per agendas and agency calendar and training logs, <i>ED, DD, SLT</i>, 5.31.19. • Define process of ongoing assessment and refine the job descriptions and track components of EM & Instructional Mgr. /Coaches & Coordinators for program and staff onboarding, using PDP, Training Plan & Annual Training Calendar as evidence of educators who are

			<p>roles for rural and urban education managers, creating a guide for onboarding new education managers.</p>	<p>qualified and meet deadlines as well as demonstration of support to achieve staff objectives and requirements, program tools for documenting support, <i>HSD, EDD, HRD, DD, IM</i>, March 1, 19.</p> <ul style="list-style-type: none"> • Effective monitoring and scheduled gathering of outcome and output data, <i>EDD, Hub Dir., SLT, 5.31.19.</i>
--	--	--	--	--

Goal #2: School Readiness

UMCHS will develop and implement an agency-wide school readiness program that integrates and aligns curriculum and assessment, state standards, parent, family, community engagement framework, and child development and early learning framework.

2014-15	2015-16	2016-17	2017-18	2018-19
Objective 2.1: Teach and support children and families in classrooms and other educational settings				
N/A	<ul style="list-style-type: none"> • Increase child and family outcomes. • Moved the funding freeze so classroom purchases are stable year round. 	<ul style="list-style-type: none"> • Add staff to insure support structures for coaching of Education Managers and caregivers. • Emphasize staff training with CLASS results. • Increase the number of children receiving preschool opportunities. • Expand OPK with additional enhanced day classrooms. • Increase the numbers of families experiencing parent education opportunities. • Added new EBP offerings including Nurturing Fathers. • Successfully implemented <i>Children-in-the-Middle</i>. • Increase Home Visiting modalities. 	<ul style="list-style-type: none"> • Emphasize staff training and tips with positive CLASS results. • Provide EBP content under different themes and headers per parent feedback. • Expand parent education offerings. • Promote <i>No Wrong Door Initiative</i> – a coordinated entry program region wide. • Implement new Integrated Manager roles and responsibilities. • Expand public preschools hours of duration and movement of classroom. • Continue to create a platform and foundation for expanded duration in the next four years. • Reassessment of needs in Umatilla given the three small communities and significant poverty and potential need for an engagement-community center concept. • Assess utilization of current sites in Boardman and open new Early Learning Center. 	<ul style="list-style-type: none"> • Training Plan development that integrates and prioritizes data-driven identification of highest areas of need relative to CLASS <ul style="list-style-type: none"> *Instructional Support *Classroom Organization as evidenced by monitoring CLASS data with EMs who have all achieved reliability, EDD, by 5.3119. • Continue to provide CCR and other Staff with Educational Tools that can be used with Child Care Providers and parents or CASAS in advancing PK / School Readiness, <i>Hub Dir.SLT</i>, May 31, 2019. • Provide ongoing TS Gold Trainings, resources and tools- Pre-Service, ongoing-<i>Education Director, Integrated Regional Managers, Education Managers</i>. • Comprehensive Staffing to aide high quality classroom supports thru continued recruitment of highly skilled teaching staff and retention for high quality classroom service delivery. HSD, <i>Ed Dir., HR Dir. Int. ED Mgr</i>, by 10.30.18.

		<ul style="list-style-type: none"> • Took initiative to train communities of Infant Massage across the region. as an effort to more effectively engage parents. • Launched <i>No Wrong Door Initiative</i> – a coordinated entry program region wide. • Decreased the ratio of education managers to teachers. • Collaboration and partnership with Eastern Oregon University and their local Head Start which serves the preschool population around opportunity to construct a shared facility with bond resources. 	<ul style="list-style-type: none"> • Facilitate construction of Regency, Eagles and Transportation Facility locations for expanded duration. 	<ul style="list-style-type: none"> • Establish capacity for delivery methods to Implement Coach Models to support ongoing staff development through all-staff training and individual professional development goals, including CLASS goals, PLTs, Teacher Learning Collaborations (TLC) external hubs, as seen in participation logs, Outcomes data, observation scores, survey results, coaching logs, TLC Resources by 5.31.19. • Maintain trained staff incl. at least one person in a teen parent specific curriculum. • Expand menu of Parent Education options with a marketing plan based on family survey at the beginning of the year on topics of interest and align with ELOF & Oregon Guidelines. Implement workshops/EBPs that match the needs/wants of families as seen in # of workshops offered,# of EBPs offered,# of facilitators trained, <i>FE Cmt</i>, <i>Family Education & Support Director</i>, <i>Family Engagement Director</i>, <i>Parent Education , Coordinator</i>, <i>T/TA w/HS & Opec</i> , by 3.30.19. • Emphasize continued Conscious Discipline training and tips for staff and parents. Emphasize staff training regarding TS Gold & Outcomes. • Evaluate the data related to duration of instruction and outcomes and synchronize a strategy for equitable staff prep/cut
--	--	---	---	--

				out time for use in planning and staffing. <i>SLT</i> , by 12.31.18.
Objective 2.2: Make infants and toddlers a priority.				
N/A	<ul style="list-style-type: none"> • Serve all infants and toddlers. • Education on brain development and the importance of early learning. • Promote culture throughout the program. 	<ul style="list-style-type: none"> • Health Families grant expansion. • Increase quality capacity for EHS CCP. • More outreach to moms and dads of infants and toddlers. • Continue support of the <i>No Wrong Door</i> insuring infant services referrals are rapidly linked to providers. 	<ul style="list-style-type: none"> • Explore PLT framework for Home Visitors. • Insure fidelity metrics are met with Morrow County provision of Healthy Families. • Establish early learning center relationship with BMCC, convert classrooms to one location dedicated to infants & toddlers. • Identify Oregon clients with deliveries outside of the state for NBQs and program inclusion for WIC, HF, EHS, EHS-CCP, and MIECHV. 	<ul style="list-style-type: none"> • Identify priorities for enhanced B-5 strategy with Infant Toddler focused EM Role; providing EHS level CLASS training and HOVRS trainings for infant/toddler staff, monitoring HOVRS, and reviewing attendance, parent engagement, and outcomes data for results and sharing results w/other <i>Infant Toddler serving programs/Directors/Managers</i>. • Create goals, mission, and agenda for I/T PLT: April 2018 Designate PLT facilitators and locations: April 2018; Market and promotion to all programs serving I/T in classrooms or HV programs, <i>Hub/P-3 Director w/FSED</i>, Aug 2018;PLT Implementation: Sept 2018; Follow up reports and data tracking: Monthly 18/19 year, • Continue creative outreach strategies to engage parents of infants & Toddlers in services like WIC, HF, EHS, CCRR, IT Program Mgrs, 3.30.19.

				<ul style="list-style-type: none"> • Conduct Roundtables for early educators that address school readiness, <i>Hub Dir in concert with HSD, EDD.AD, partners, 3.31.19.</i>
Objective 2.3: Provide education and family services staff with training in recordkeeping, curriculum and assessment, and family engagement practices.				
<ul style="list-style-type: none"> • Teacher Toolboxes. • Align School Readiness Goals with program goals and PFCE Framework. • 5 webinar trainings. • Attendance and parent education data. • Child outcomes data and staff observations. • Family needs, risks, goals data. 	<ul style="list-style-type: none"> • Attendance, child outcomes, family needs resources. 	<ul style="list-style-type: none"> • Attendance, child outcomes, family goals impact data. • More focused attention on teen engagement, attendance in EHS classrooms. • Coordinated referral process initiated. • NBQ’s regionally completed and shared. • Contract for the development of a new family partnering curriculum to replace SSCBT based on needs assessment and efficacy to date with the old system. • Create an online, web-based platform for parents. • Transition VIDA program to new leadership. • We will increase attendance of the 	<ul style="list-style-type: none"> • More focused attention on teen engagement, attendance in EHS classrooms. • Revise parent and family screening tool to be engaging and assistive. • Populate the online, web-based platform for parents & increase parent usage. • Expand and insure certification of new family partnering curriculum and expand invitation to family serving programs. • Increase resources for parent education and support internally and externally that mirror parent requests for fun, social, opportunities to learn at convenient times. • Stabilize VIDA and consider expansion in future years. 	<ul style="list-style-type: none"> • Involve parents in creating information for parents such as videos, add useful information around attendance, family time, nutrition, safety, etc.; • Ensure its user friendly for staff and parents to easily print materials for home visits# of website hits to the parent resource page <i>Family Engagement Director, IT Manager, Policy Council Parents</i>, By September 2018. • Expand Teachers and program staff proficiency at teaching the curriculum and teaching school readiness skills within daily activities in a manner that is developmentally appropriate, meaningful to children and promotes skill acquisition and positive outcomes, <i>EDD, 3.31.19.</i> • Expand continuing education, credentialing and professional development of early educators to improve the quality of care insuring Teachers are trained use of the Creative Curriculum

		<p>children attending programs to meet the established targets by program.</p> <ul style="list-style-type: none"> We will inform and support parents to participate in their child's local school activities and/or participate in our agency's activities. 		<p>method for teaching school readiness skills. Teachers set up the environment and then interact with children through play to promote skill acquisition and positive outcomes, <i>EDD, HSD</i>, 3.31.19.</p> <ul style="list-style-type: none"> Develop Teen specific outreach to identify youth in need and provide staff training on engagement /support strategies, per #of staff trained,# attendance percentage improvement,# of families attending center meeting improvement, <i>FED/FESD</i>, 12.31.18.
Objective 2.4: Systematic approach to school readiness that aligns policies and procedures, PFCE framework, and child outcomes.				
<ul style="list-style-type: none"> School Readiness magnets. Align school readiness goals, child outcomes, PFCE framework, and Common Core Standards. Professional Learning Communities (PLCs). 	<ul style="list-style-type: none"> 3 pilot opportunities for PLCs. Onboard public preschool for 80 children in Hermiston. 	<ul style="list-style-type: none"> 50% PLC opportunities. Onboard public preschool for 80 children in Morrow County. Increases alignment between early childhood education, Head Start/OPK, and K-12 system through hub activities, EOCCO and OPEC. 	<ul style="list-style-type: none"> 60% PLC opportunities. Evaluate school readiness goals, child outcomes, PFCE framework, and Common Core Standards. Maintain and foster high-quality early learning opportunities, including public preschools, as essential tactic to assist low-income children and increase school readiness. Lend support and guidance to Kindergarten Support Team through enhanced transition activities in concert with the Blue Mountain Early Learning Hub. Increase the awareness of CLASS and improve scores by the end of the school year with a target of 80%. 	<ul style="list-style-type: none"> Evaluate school readiness goals, child outcomes, PFCE framework, and Common Core Standards. Train education staff in revised school readiness tools in coordination with UMCHS and ELD essential guides: ELOF, Oregon Guidelines, Creative Curr., etc. Monitoring of lesson plans, documentation, and outcomes to demonstrate connection with SR Evaluation of process for staff to participate in PLT: <i>Erin, Julie, Traci</i>: June 2018, Share with Ed Manager and Teachers opportunities for PLT's: Aug 2018.

				<ul style="list-style-type: none"> • Provide Parents revised version of aligned School Readiness Goals to include birth-5 alignment to new Head Start Early Learning Outcomes Framework and Oregon Early Learning Standards. • Implement a revised kindergarten transition plan that creates a “bridge” to schools, classes, and families. Successful coordination of placement meetings resulting in greater Outcomes transitioning successfully Children from PreK to K. • Implementation of a K Assessment in the spring, sharing of a K Transition Tool with parents at February Conferences, Driven by <i>Dir of E&D in partnership with IRMs</i> , 5.31.19. • Emphasize staff’s coherent understanding of the program’s School Readiness Goals as discussed at staff meetings, measured by Staffs ability to articulate purpose of goals- Pre-Service, All Staff Training, Ongoing, individually <i>Dir of E&D in partnership with IRM, 3.31.19.</i> • Emphasize teachers’ use of TS Gold to view individual child results around school readiness goals by providing ongoing TS
--	--	--	--	---

				<p>Gold Trainings, resources and tools- Pre-Service, ongoing- Education Director, Integrated Regional Managers, Education Managers TS Gold Alignments/ Outcomes Metric, Snapshot Reports, checkpoints. Outcomes data, observation scores, Child individual records/planning logs. Information is shared with staff individually after checkpoints (three times/year). by <i>Education Managers, Integrated Regional Manager, External Trainers, Region 10</i></p> <ul style="list-style-type: none"> • Program implementation review via focus group and survey with <i>Directors & managers</i> to identify strategies for embedding the ELOF, Oregon Guidelines, and related curriculums like GGK, CC, EA into day to day work & practice, <i>ED w/ SLT</i>, 3.30.19.
Objective 2.5: Coaching, mentoring, and monitoring of direct service staff to improve child and family school readiness				
<ul style="list-style-type: none"> • Collect data on child outcomes, classroom observations, and parent satisfaction ratings. 	<ul style="list-style-type: none"> • Analyze data. 	<ul style="list-style-type: none"> • Pilot a coach/mentor model. 	<ul style="list-style-type: none"> • Implement a coach/mentor model. • Create early learning lesson plans that can be utilized and shared. • Develop coaching strategies and training for the lowest scoring teachers on the Classroom Assessment Scoring System (CLASS) instrument or as identified through supervision, 	<ul style="list-style-type: none"> • Educate families throughout the program year to assist with their transition process by supporting the parent/guardian's role as their child's first and most important teacher. Parents can set transition goals in areas they want to work on.

			<p>performance appraisals and consultations.</p>	<p><i>Head Start Staff, i.e. CFA'S, Integrated Regional Managers, Education Managers</i></p> <ul style="list-style-type: none"> • During intake, parent conferences, home visits parents set school readiness goals for their child during through family partnership process. Throughout the year, teacher/family advocates track child progress. Parents set new goals for their child as previous goals are met. <p><i>Head Start Staff, i.e. CFA'S, Integrated Regional Managers, Education Managers</i></p> <p>Emphasize families are informed of the school readiness focus and plan, and are asked to provide feedback to support their child's school readiness by engaging with their child in lifelong learning, see Home Visit Metrics. <i>Head Start Staff, i.e. CFA'S, Integrated Regional Managers, Education Managers.</i></p> <ul style="list-style-type: none"> • Emphasize Head Start staff and parents co-create ways to support the child's learning at home visits and conferences. At parent child activity days and parent meetings, teachers model how to engage children in
--	--	--	--	--

				<p>everyday learning. Parent Conference Metrics, <i>Head Start Staff, i.e. CFA'S, Integrated Regional Managers, Education Managers.</i></p> <p>Increase implementation foundational coaching Policy. Provide ongoing Assessment for CQI. Support processes with Added .5 coaching coordination. Performance progress for teachers identified to have a need for higher level Coaching. Higher CLASS, Scores and HOVRS Scores. <i>Head Start Staff, i.e. CFA'S, Integrated Regional Managers, Education Managers.</i></p> <ul style="list-style-type: none"> • CCRR Staff will provide guidance and training related to school readiness including exposure of Oregon's Early Learning Framework to each Child Care Provider, and training/resources for creating enhanced environments , curriculum & engagement, <i>RRD, 12.31.18.</i>
--	--	--	--	--

Goal #3: Child, Family & Community Well-Being

UMCHS and partners will build a collaborative system and services to increase access to a variety of options for child, family and community well-being throughout the programs of UMCHS.

2014-15	2015-16	2016-17	2017-18	2018-19
Objective 3.1 Support and engage childcare providers and build quality capacity for care outside the home; meet targets for the QRIS Program				
<ul style="list-style-type: none"> • IQT training sessions. • Help providers to achieve Commitment to Quality level. • Assist providers in achieving a Star Rating. • 10% increase in each of the Star Levels. 	<ul style="list-style-type: none"> • Educate parents. • Educate providers. • Educate community. • IQT training sessions. • 10% increase in each of the Star Levels. • Educate parents on the benefits of using a Star Rated Provider. 	<ul style="list-style-type: none"> • Review data and establish QRIS baseline across all counties served. • Align “language” used within program of UMCHS. • Ensure coordination of services for positive outcome and growth for providers. • 10% increase in each of the Star Levels. • Increase training and practice of Inclusive Child Care, stabilized and enhance services in 8 counties. • Licensing of all our sites, new and old, with 5 star rating. • EHS CCP on-boarding and support for partners and participated in joint assessment for capacity building. • Increased bilingual capacity to help child care providers, increased engagement in inclusive child care resources. • Organized Lending Library 	<ul style="list-style-type: none"> • Educate community on QRIS/SPARK participating providers and the benefits they offer. • Assist parents who work, increasing family and economic well-being by increasing capacity and stability of childcare providers and improves child outcomes. • Develop new strategies to identify and support child care providers. • Continue training to parents, providers and community. 	<ul style="list-style-type: none"> • Develop training calendar that identifies Informational sessions, classes, trainings, opportunities, incentives, etc for Child Care Providers; provide training calendar on a Quarterly basis via Newsletter and on CCRR Facebook page/section, <i>RRD, Mgr</i>, 5.31.19. • Increase identification & outreach to Family, Friends & Neighbors caregivers as way to invite them to begin to participate in QRIS., CCRR Dir., by 5.31.19. • CCRR Staff will conduct monthly home visits with increased by 10% the use and distribution and turnover of Lending Library materials in concert with Technical Assistance for the purpose of mentoring Child Care Providers and improving child environment, <i>RRD</i>, 12.31.18

Objective 3.2: Be responsive to child welfare-involved children and families, and their advocates and systems

<p>N/A</p>	<ul style="list-style-type: none"> • Educate, advocate for parents regarding child abuse and neglect. • Community awareness event on safety, permanency and well-being of children. • Educate UMCHS staff on DHS child welfare procedures. 	<ul style="list-style-type: none"> • Our PSA and volunteer outreach increased the number of CASA's, especially in Pendleton where there were no adequate resources. • Developed meaningful safety goals in the hub work plan so that parent/caregiver education and child abuse prevention is the anchor element to reduce child welfare involvement. • Overhaul mental health component by contracting with Chastain and Associates for a more diverse licensed team steeped in Conscious Discipline as a practice. • Commitment to employ conscious discipline techniques alongside PBIS and Second Step and procure more materials to support social emotional well-being. 	<ul style="list-style-type: none"> • Trauma-informed care keeps children (ages 0-5) safe from abuse and neglect, out of foster care, and maintains family stability through wraparound efforts. • Provide enhanced trauma informed support and hone in on unique features of the home visiting practice. • Customize referral platform by leveraging community based tool that allows for online, self-sufficient access and Systems navigation, linking to the coordinated entry process. 	<ul style="list-style-type: none"> • Insure efficacy of CANS training (online & in person) and mandated as well as internal reporting practice, providing supports while staff make reports and connecting to resources, <i>FESD, FED, related MGr.s.</i>, 12.21.18. • Monitor open cases, CW reports, children removed from parents and staff such cases monthly and wraparound or Intensive Case Staffing meeting as needed, <i>FESD, FED, CW Liaison, # of cases</i>, 5.31.19. • Increase service delivery of Mental Health services to all agency programs as child abuse & neglect prevention strategy. <i>FSED, Mgrs</i>, 6.30.19. • Monitoring & sharing of trend data related to CW community-wide and provide linkage, training & supports to local efforts at prevention, intervention, advocacy for the safe & equitable reduction of abuse & neglect, <i>ED, DD, FED, FESD, Hub Dir, Casa Mgr</i>, 6.30.19,
------------	---	---	---	--

Objective 3.3: Build the capacities and confidence of parents and families by increasing access and variety of caregiver education and supports

<ul style="list-style-type: none"> • Build opportunities in Union County. • Train 5 Union County facilitators. • Train 3-5 Umatilla-Morrow County facilitators. • Coordinate workshops. • Improve web based training calendar. • School readiness- parent child component. • Parent Skills Ladders data. • Train Union County Abriendo Puertas facilitators. • Evidence based curricula series. • Parent Tool Kit/Union County. • “Literacy Resource” booklet for toolkit. • OPEC web page. 	<ul style="list-style-type: none"> • All parent education opportunities planned prior to program year, on parent calendars, training calendars and other appropriate areas. • New leadership role with Family Education and Support Director. • Train 2-4 parents to facilitate a parent education opportunity they successfully completed themselves. • Parent education series: Union County- 3, Umatilla County – 6, Morrow County- 2. • Monitor training calendar. 	<ul style="list-style-type: none"> • Review data. • Created new Family Engagement Committee. • Family Engagement Director ensuring Head Start practices are effective; families in need are identified, enrolled, receiving subsidy and served well. • Build an aligned continuum of care and an expanding menu of services for our communities and parents. • Rolled out new leadership plan for parents in Policy Council. 	<ul style="list-style-type: none"> • Pursue equity work plan in a way that is foundational to the agency and community. • Culturally specific learning focus will demonstrate intimate knowledge of lived experience of communities of color to eliminate structural barriers to learning to improve child outcomes. • Improves family self-sufficiency, school readiness, health outcomes, family stability by offering expanded menu of classes that align with parent feedback. 	<ul style="list-style-type: none"> • Ensure and oversee implementation of competencies to guarantee home visitors are safe and providing families with strength based services as evidenced by FAP curriculum/attendance roster, program/ accreditation metrics that demonstrate home visitors are empowered with tools to ensure success with families, survey data, with three semi-annual cafe checkpoints, <i>FESD, with Mgrs, 2018/19.</i> • Focus and promotion of home visiting as a profession with evidence of unified UMCHS practice regardless of funding stream and collaborative engagement metrics through PLT, shared training and data trends, checkpoints. <i>FESD & Mgrs, 5.31.19.</i> • Implement a Holiday and Special Events Policy that welcomes and uplifts the diverse traditions and cultures of all families. Assess parent engagement and support through parent center involvement and survey feedback, <i>HSD, Equity Cmte, 12.31.18.</i> • Regular engagement of management at operational level to ensure fidelity of agency’s goals, and mission. ,
---	---	---	---	---

				<p><i>FESD, with Mgrs, Quarterly, 2019.</i></p> <ul style="list-style-type: none"> • Diversify & expand parent education menu along with use of newly developed electronic Parent Skills Ladder format Ensure program fidelity. , <i>FESD, FED, 3.31.19.</i> • Ensure best practice and evidence based curriculum are being offered and facilitators and attendees are well supported. <i>FESD, FED, 3.31.19.</i>
Objective 3.4: Build a culture focused on health and safety				
N/A	<ul style="list-style-type: none"> • Distribute 125 car seats and 50 bike helmets in Umatilla, Morrow Counties this program year. • Personal health for staff and families. • Determine if bleach is most effective sanitizing option. 	<ul style="list-style-type: none"> • New sanitation systems. • Lead Testing of all facilities launched with overall success. • Storm response to ensure safety was exceptional. • Procurement of Fitbits to encourage increased healthy physical activity correlated with staff training on health, nutrition and fitness. • Conscious Discipline and Trauma informed topics rolled out. • Train five staff across disciplines in <i>Love Them, Protect Them</i> safety curriculum. 	<ul style="list-style-type: none"> • Use <i>'What to Do' series & Love Them, Protect Them</i> safety curriculum in home visiting contexts. • Insure car seat distribution and training efforts still well-planned and executed. 	<ul style="list-style-type: none"> • Based on data from staff survey, operationalize EOU/SHIP for improved health and well-being of staff & community with ACES training, wellness resource stations at sites, mh first aid training/resources, fitbit/walking courses for break and other ideas based on CDC report, <i>HRD, HND, ED, EOU partners, GOHBI, FESD, MH Coord's</i>5.31.19. • Will initiate home visit health and safety parent education program wide with home visitors when the dosage and duration transition is complete. Number of Parents trained on the HS Month end

				<p><i>Amy Hendrix, Health and Nutrition Service Director, October 2018.</i></p> <ul style="list-style-type: none"> • UMCHS Car Seat Program will work with ODOT and other local technicians to offer car seat specific training Certified Child <i>Passenger Safety Technicians</i> September 2018. • Participation in EOCCO LCAC to ensure up-to-date information around Mental health service offerings and to ensure trauma informed integration within agency policies and culture. <i>FSED, 6.30.19.</i> • Offer monthly Mental Health submissions to newsletter, <i>FSED, 6.30.19.</i> • Continue to set new targets for <i>Love Them- Protect Them</i> implementation with CCPs, in parent settings like classes and home visits, parent meetings, Trained Staff, HND, FSED, RR Dir., 3.30.19. • Identify & operationalize a Volunteer Badge protocol that distinguishes volunteers who are fit for ratio, parents with & without background checks for easy identification. <i>Vol. Mgr. with input by HRD and Operations Dir. by 9.1.18</i>
--	--	--	--	---

Objective 3.5: Make nutrition a centerpiece of healthy living, which will result in a health insurance experience rating decrease of 15%				
<ul style="list-style-type: none"> • Fruit and veggie log policy to incorporate incentive for recruiting new members. • Gardening as choice along with Wellness Walks. • Monthly health tip and Fruit and Veggie log reminder in staff newsletter. • Train team leaders to use fruit and veggie log and ask them to train their staff. • Staff survey to determine wellness needs. • Increase completion rate of fruit and veggie log to 20% of staff. • Record cooks preparing healthy dishes. 	<ul style="list-style-type: none"> • UMCHS will promote and support healthy lifestyle choices to children and families we serve. • Address wellness needs using staff survey. • Admin team reviews wellness strategies. • Edit recording of cooks preparing healthy dishes for training. • Additional wellness strategy to address needs. • Increase completion rate of fruit and veggie log to 25% of staff. 	<ul style="list-style-type: none"> • Increase completion rate of fruit and veggie log to 30% of staff. • “Color Me Healthy” obesity prevention curriculum. rolling out and expanding • Successful Cooking Matters program continues to be a gatekeeper to parent education and ongoing engagement by families. 	<ul style="list-style-type: none"> • Additional wellness strategy to address needs. • Increase completion rate of fruit and veggie log to 35% of staff. • Healthy recipe book utilizing staff recipes. 	<ul style="list-style-type: none"> • UMCHS will continue to partner on a Wellness Campaign that intersects Health, Mental Wellness for clients, staff & community, survey data from EOU, CDC, Referrals for observations and participation in wellness avenues like fitbits and Number of completed logs Tracking and promoting the log, <i>Amy Hendrix, Health & Nutrition Service Director, FESD, 5.31.19. HR Coordinator</i> by 4/2019. • UMCHS will utilize resources from the Building Healthy Communities Project Data collected by <i>EOU students in concert with ED, Norma Jaime, Human Resource Director, HND</i> and implement Initiatives guided by Eastern Oregon University, 6.30.19. • UMCHS will complete Worksite Health Scorecard June 2018 September 2018
Objective 3.6 Utilize produce from local farmers or agency gardens for food service and nutrition education at least 4 months out of the year.				
<ul style="list-style-type: none"> • Communicate availability of greenhouse. • Gardening as choice along with Wellness Walks. 	<ul style="list-style-type: none"> • 10% of center garden plans use greenhouse. • Nutrition education using agency grown produce at least 3 times per year. 	<ul style="list-style-type: none"> • USDA summer food program at one site. • Feasibility of adding greenhouses in 1-2 communities. 	<ul style="list-style-type: none"> • Summer food program to at least two sites. • WIC nutrition education using agency grown 	<ul style="list-style-type: none"> • UMCHS will work with community partners to improve access to local produce for WIC clients (ie, access to farmers markets).

<ul style="list-style-type: none"> • Include planning of classroom nutrition activities in Health Monitor. • Add Nutrition education/activities to teacher's month end report. • Feasibility of USDA summer food program at Hermiston main office. • Minimum of 9 nutrition activities per classroom, per year. 	<ul style="list-style-type: none"> • Send recipes and produce home with children consistent with nutrition education for at least 2 classrooms. • Assess health insurance experience rating. 	<ul style="list-style-type: none"> • WIC nutrition education using agency grown produce at least 4 times per year. • Send recipes and produce home with children consistent with nutrition education for at least 4 classrooms. • Summer Food Program doubled in growth with a major increase and support by parents and volunteers. • Community Garden continued by leveraging former manager who served in the capacity of a volunteer. • Overcame unexpected obstacle of USDA workforce difficulty with transportation. 	<p>produce at least 5 times per year.</p> <ul style="list-style-type: none"> • Utilize agency garden produce at least 3 months. • WIC nutrition education using agency grown produce at least 6 times per year. • Maintain and consider expanding summer food program for children 0-17. • Work with Capstone students at EOU for nutrition education. 	<ul style="list-style-type: none"> • Utilize local farmers or agency garden produce at least 4 months of the year; launch collective staff effort to help weed & glean, <i>USDA Mgr, Comm Dev Coord.</i> October.31.18. • With added capacity, send recipes/ produce home with children with BMI greater than 85%. <i>USDA Mgr,</i> November.30.18. • Summer food program to at least three sites, assessing success & will Partner with OSU Extension –SNAP Ed to provide food tastings within the agency UMCHS will partner with OSU Snap Ed to offer cooking classes, HND, 5.31.19.
<p>Objective 3.7 WIC will serve at least 97% of their assigned caseload</p>				
<ul style="list-style-type: none"> • Outreach plan to meet 97% of state assigned caseload. • Appointment reminder calls to WIC clients. • Use “No Appointment” and “No Food Instruments” report. • WIC outreach materials to partners. • Train Family Advocates. 	<ul style="list-style-type: none"> • Pendleton Early Learning Center WIC to meet 98% of state assigned caseload. • Work with partners to provide Nutrition Education. • 2nd Nutrition education opportunities. • 2nd Nutrition Education staff training. 	<ul style="list-style-type: none"> • Maintain state assigned caseload at 97-103%. • Review data. • Combine positions of Clerks/Certifiers create gains for program and clients alike. • Breastfeeding outreach and peer counselor efforts are showing steady process. • Implementation of the WIC EBT card. 	<ul style="list-style-type: none"> • Serve 80% of the eligible population. • Cross train staff to be certifiers and clerks for enhanced service. • WIC will use all means possible with social media. • Continue breastfeeding outreach and peer counselor efforts. 	<ul style="list-style-type: none"> • Maintain state assigned caseload, <i>WIC Mgr, Monthly.</i> • UMCHS will cross train OHP staff to become certifiers & will use all means possible with social media to increase engagement. . <i>Amy Hendrix, Health & Nutrition Service Director Mary Ann McCune, WIC Manager</i> • Continue breastfeeding outreach and peer counselor efforts, State WIC Data. <i>WIC MGR, 5.31.19.</i>

		<ul style="list-style-type: none"> • Opening clinics in Umatilla, Irrigon & Milton-Freewater. 		
Objective 3.8: Percentage of overweight and obese Head Start/WIC children will decrease to less than 30% of participating children.				
<ul style="list-style-type: none"> • Weights, heights and BMIs on children at beginning and end of school year. • Train WIC, FAs and Health Staff on Eat Healthy, Be Active curriculum. • Meet with staff at PELC, Milton-Freewater and Victory Square to review Eat Healthy, Be Active curriculum and schedule training. • Eat Healthy, Be Active training at PELC, Milton Freewater and Victory Square parent meetings. 	<ul style="list-style-type: none"> • Analyze BMI change from previous school year for overweight children whose parents attend Eat Healthy, Be Active trainings versus non-attending parents. • Eat Healthy, Be Active training to at least two more sites if it is an effective tool in reducing obesity. • Review data and adjust goals. 	<ul style="list-style-type: none"> • Feasibility of a specific curriculum and increased requirement for daily physical activity in classrooms. 	<ul style="list-style-type: none"> • Implement specific curriculum and increased requirement for daily physical activity in classrooms. • Assess feasibility of WIC staff offering weekly family physical activity classes as part of nutrition education. 	<ul style="list-style-type: none"> • UMCHS Managers will work closely with teachers to track implementation so data can be collected on effectiveness; Snap-Ed will provide training to new staff on curriculum usage, <i>Amy Hendrix, Health & Nutrition Service Director</i> <i>Mary Ann McCune, WIC Manager</i>, Monthly via Month End Reports. • UMCHS will partner with other programs to enhance nutrition education, <i>HND, H/WIC/USDA Mgrs</i>, October 2018