



Long-Range Goal & Short-Term Program Objectives

2016 – 2017 Program Year

The primary goal of the Latin American Community Center's ECAP program is to provide the opportunity for children and families to obtain success developmentally, academically, economically, and socially. This goal will be addressed by the following long-range goals:

- Enhance children's growth and development.
- Strengthen families as the primary nurturers of their children.
- Provide children and families with educational, health and nutritional services.
- Link children and their families to needed community services.
- Ensure well-managed programs that involve parents in decision making.
- Ensure our approach to education is developmentally and linguistically appropriate in order to prepare children for school readiness.
- Ensure program spends funds in an allocable, reasonable, and allowable method according to the Head Start Performance Standards.

Short-term program objectives were identified based on the ECAP program's 2015-2016 Program year's Self-Assessment. The goals and objectives have been reviewed by the teachers and staff, approved by the Policy Council and the LACC's Board of Directors for the 2016-2017 program year and are as follows:

- Board of Directors will be involved in the Grant Application Process
- Written policies / procedures on meetings for staff as well as for communication for staff / EDC Leadership, especially Family Service workers and Teachers, must be developed
- Need to collect evidence of individual student comparative reports for child outcomes that provides information on progress (beginning of school year to middle of school year)
- Teacher recruitment process needs to be developed
- Recruit / hire licensed mental health consultant
- Develop checklist to ensure consistent follow up with families so children's needs are met and action is taken to meet these needs.
- Greater engagement of families in their child's education - provide tools for teachers to share with families
- Offer workshops/education on Trauma/violence and how it affects children
- Write out comprehensive procedures for Disabilities referral process / follow up
- Parent and/or staff training on topics relevant to the special education process and to children with complex needs.
- Increase involvement of parents in curriculum decisions and classroom expeditions.

- Family Service Coordinator needs to familiarize with FPA's Seven Component Areas and implement with Family Goals
- Encourage and invite fathers to be actively involved in their child's education in our Program. Establish specific goals and give ideas for how to participate.
- Training or technical assistance on the value and utility of father involvement and the important role that fathers play in child development.
- Parents' participation on decision-making (for example when hiring new teachers).
- Obtain Mental Health consultant for: (1) Mental health screenings & interpreting results, (2) Provide written observations and strengths-based feedback to classrooms on an annual basis, and (3) Meet with classroom teams to review classroom observations and develop and implement plans as needed.
- Create a stronger support plan for parents as students' transition to elementary school.
- Create a more comprehensive recruitment plan to ensure that both seats are filled and students from the community are on a waiting list for services once our seats are full.
- Develop purchasing process for EDC and determine best way to obtain materials in a timely manner.
- Write out comprehensive procedures for reviewing data and identifying trends - more comprehensive analysis of data (turning the qualitative into quantitative, etc.)

Governing Board Approval:

Policy Council Approval: