



Strategic Organizational Plan 2019

Crossroads Youth & Family
Services, Inc.



*All roads
lead to home*

Vision

We are committed to promoting achievement and success for the children and families whose lives we touch and who touch ours.



*All roads
lead to home*

Mission

The mission of Crossroads Youth & Family Services, Inc. is to support the healthy lifestyles and emotional well-being of children, youth, and families through the provision of effective, community-based programs.



Major Goals for FY 2019

- Learning how to implement the new OJA contract
- Implementation issues surrounding the Youth Services program
- Employee recruitment/retention
- Initiate Succession Planning
- Appropriate and robust training
- Develop a plan to address the need for classroom space in Moore
- Planning surrounding the need for additional fundraising



SWOTS Analysis

- What are the strengths of Crossroads YFS?*
- What are the weaknesses of Crossroads YFS?*
- What are the opportunities in 2019 for Crossroads YFS?*
- What are the threats in 2019 for Crossroads YFS?*

The logo consists of the letters S, W, O, and T in a large, bold, sans-serif font. Each letter is a different color: S is red, W is green, O is blue, and T is purple. The letters are slightly overlapping.

Strengths Weaknesses Opportunities Threats

Strengths

- Committed Staff meeting kids' and families' needs
- Strength and experience of agency leadership
- Integrity
- Financially sound and good financial decisions
- Long-term experience and commitment of the agency, as exemplified by upcoming 50 Year Anniversary
- Ability to manage change and flexibility
- High quality programming
- Staff and governing board diversity
- Parent support



Weaknesses

- Funding is uncertain
- Environment regarding support for social services and education
- Lack of public and legislative perception of the value of Prevention
- Rapidity of change
- Head Start staff turnover
- Challenging environment in which to recruit staff, due to staff qualifications and salary demands
- Children have more severe problems
- Inability to hire all the staff we need



Opportunities

- Increase Parent Participation
- Training and curriculum in-services
- Conscious Discipline
- Online Parent Training
- Crossroads App
- HS/EHS funding opportunities
- Facilities
- Expand different types of Programs
- Lifespan programming
- Ways to provide leadership in infant MH
- Pending retirement of long-time CEO



Threats

- Increased use of Personal Technology
- State funding (and other government funding)
- Higher Competition for Funding
- State OJA contract language
- Our ability to learn how to do the new contract
- Loss of institutional knowledge and experience
- Lack of Training on new rates
- OAYS-Vacuum of leadership
- Pending retirement of long-time CEO



On-Going Corporate Goals

Cultural Competence & Diversity

Goal: To ensure employees are knowledgeable of the issues surrounding serving culturally-diverse populations.

Objective: To provide professional development for staff on issues of cultural competence/diversity as part of professional continuing education requirements.

Accessibility

Goal: To address and remove any barrier to accessing services (architectural, environmental, attitudinal, financial, or employment related).

- Objectives: (1) Ensure annual inspection of elevator at Main Street location; (2) Post notice of ADA compliance in all reception areas at a height and location accessible to those using mobility devices and in large print type; (3) Develop an accessibility plan for any Crossroads center or building that is not accessible.



Corporate Goals (cont.)

Risk Assessment & Management

Goal: To assess, prevent, or resolve potential & actual risks to persons served, to the staff, and to the public.

- Objective: (1) To make available to persons served, to staff, and to the public Health & Safety Handbooks outlining all health & safety procedures; (2) Conduct regular practice drills for fires and workplace threats, including those related to active shooters, utility failures, medical emergencies, evacuations, & natural disasters; (3) Conduct regular health & safety inspections of all facilities of the organization, in order to identify areas for improvement; (4) Provide a written analysis of all critical incidents that identifies causes, trends, and actions for improvement to reduce the health & safety risk to staff, persons served, and the public.



Program & Fiscal Goals for FY 2019

Please see the next section for 2019

Program Goals:

- Youth Services Goals
- Head Start Five Year Goals
- School Readiness Goals
- Financial Goals



COMMUNITY-BASED YOUTH SERVICES PROGRAMS

BEHAVIORAL HEALTH OUTPATIENT

OBJECTIVE	INDICATOR	APPLICATION	TARGET PERFORMANCE
GOAL 1: Provide individual screening, evaluation and assessment to consumers who seek behavioral health services from Crossroads YFS.			
To provide a minimum of 250 consumers with screening, assessment and intake sessions by June 30, 2019	Consumers will receive a two-hour screening, assessment or intake evaluation.	250 consumers will be screened, assessed and/or evaluated for counseling services by June 30, 2019	At least 500 hours of screening, assessment and intake will be tracked by number and type of client referrals
GOAL 2: Provide at-risk youth opportunities for experiential learning through an outdoor adventure program.			
50 youth will participate in experimental learning groups from one day up to six weeks by June 30, 2019.	Youth will increase trust, team-building, leadership and decision-making skills.	50 youth will participate in a series of day long experiential learning activities for at least one day up to six weeks	Participants will demonstrate an increased level of skills as measured by a pre- and post-test for each group
GOAL 3: Write a Treatment Plan for each client who receives behavioral health services from Crossroads YFS.			
To provide a minimum of 165 treatment planning hours by June 30, 2019	Consumers will work with their counselor to write a Treatment Plan for identified problem behaviors	Staff will provide consumers with 165 hours of Treatment Planning to develop goals to address identified problem behaviors by June 30, 2019	165 Treatment Plan hours will be provided to consumers who receive Crossroads YFS behavioral health services as documented in client files
GOAL 4: Increase the level of individual and family functioning, stability and communication through behavioral health services.			
To provide 100 consumers with family counseling by June 30, 2019	Consumers will receive as many family counseling sessions as indicated in their Treatment Plan.	100 consumers will receive family counseling services as indicated in their Treatment Plans by June 30, 2019	Families will show an increase of at least 1 point on the Progress Toward Treatment ten-point Likert Scale ranging from “-3” (“Significant Deterioration”) to “+3” (Significant Improvement)
To provide 250 children, youth and adults with individual counseling sessions for by June 30, 2019	Consumers will receive as many individual counseling sessions as indicated in each Treatment Plan	250 children, youth and adults will receive individual counseling services as indicated in their Treatment Plans by June 30, 2019	Individual consumers will show an increase of at least 1 point on the Progress Toward Treatment ten-point Likert Scale ranging from “-3” (“Significant Deterioration”) to “+3” (Significant Improvement)
To provide case management services (linkage and advocacy) to 250 clients by June 30, 2019	Consumers will receive as many case management services as indicated in each Treatment Plan	250 children, youth and adults will receive case management services as indicated in their Treatment Plans by June 30, 2019	Case management services will be documented and data collected monthly
To provide a minimum of 6 truancy education groups by June 30, 2019	Each Consumer will complete the 8 hours of truancy prevention education.	A minimum of 6 truancy groups will be conducted as needed by June 30, 2019	Each client who completes Truancy Education will show an average rating of “4” (Useful) on a Likert Scale of “1” (Not useful at all) to “5” (Very useful) across five (5) skill areas by June 30, 2019

OBJECTIVE	INDICATOR	APPLICATION	TARGET PERFORMANCE
To provide 20 consumers with truancy education by June 30, 2019	Each Consumer will complete the 8 hours of truancy prevention education.	A minimum 20 consumers with truancy education by June 30, 2019	Number of consumers served groups sessions will be documented.
To provide 1000 consumers with counseling, Education, Skill Building groups by June 30, 2019	Consumers will receive as many group counseling services as indicated in their treatment plan.	1000 consumers will receive group counseling services as indicated in their treatment plans by June 30, 2019	Number of consumers served in group sessions will be documented weekly
100 youth will receive individual and group rehab services, paraprofessional services by June 30, 2019	Consumers will receive rehabilitative services based on their individual needs.	100 youth will receive individual and/or group rehab services to address skill development.	Number of clients receiving rehab services and total number of rehab hours will be documented monthly.
To recruit and train 100 volunteers to support the agencies services by June 30, 2019	100 volunteers will be recruited from the community to assist with agency programming	Agency programs will benefit from 100 community volunteers	Number of volunteers and volunteer hours will be documented on a monthly basis.
GOAL 5: Provide information and referral services on a 24-four hour basis to Cleveland County residents			
To provide 400 hours of information and referral services to youth & families by June 30, 2019	Individuals and families will receive information and referral services when requested.	A minimum of 400 hours of information and referral services will be provided to individuals and families	Number of information and referral services will be documented weekly and reported quarterly
To refer 600 individuals to appropriate social services agencies for assistance by June 30, 2019	Individuals and families will receive information and referral services when requested	A minimum of 600 individuals, families, and/or agencies will be referred to appropriate social services	Number of information and referrals services will be documented weekly and reported quarterly
GOAL 6: Provide community education and community development activities to Cleveland County residents			
To provide 800 community education and development hours by June 30, 2019	Community residents or social services agencies will receive community education and community development activities when requested	A minimum of 800 community education and development hours will be provided to community residents or social service agencies	Number of community education and development hours will be documented monthly and reported quarterly

FIRST-TIME OFFENDER PROGRAM AND COMMUNITY AT-RISK SERVICES (CARS)

OBJECTIVE	INDICATOR	APPLICATION	TARGET PERFORMANCE
GOAL 1: Decrease continued risk for juvenile delinquency in pre-delinquent youth or first-time offenders in Cleveland County			
To provide at least 70 family assessments for adolescents and their parents referred to FTOP by June 30, 2019	Consumers will receive family assessments upon referral to FTOP or when necessary	At least 70 family assessments will be conducted for referred consumers by June 30, 2019	Each family who completes FTOP will show an average rating of "2" (Useful) on a Likert Scale of "1" (Very Useful) to "5" (Not At All Useful) across six (6) skill areas by June 30, 2019
To provide 7 pro-social skills training groups for adolescents and their parents by June 30, 2019	Families will complete pro-social skills training groups	7 pro-social skills training groups will be conducted by June 30, 2019	Number of participants and number of pro-social training groups will be documented quarterly by June 30, 2019
To achieve an 85%			85% of all enrolled FTOP adolescents

OBJECTIVE	INDICATOR	APPLICATION	TARGET PERFORMANCE
successful completion rate of all enrolled adolescents and their parents in FTOP by June 30, 2019			and their parents will successfully completion the program by June 30, 2019
GOAL 2: Decrease continued risk for juvenile delinquency in pre-delinquent or high risk youth in Cleveland County			
To provide 75 family assessments for adolescents and their parents referred to CARS by June 30, 2019	Consumers will receive family assessments upon referral to CARS or when necessary	75 family assessments will be conducted for referred consumers by June 30, 2019	Each family who completes CARS will show an average rating of at least "2" (Useful) on a Likert Scale of 1-5 across six (6) skill areas by June 30, 2019
To provide 800 Direct Services Hours to high risk youth and their families in Cleveland County by June 30, 2019	Families will receive a comprehensive array of services.	800 Direct Services Hours to high risk youth and their families will be provided by June 30, 2019	Number of direct services will be documented monthly by June 30, 2018, and 85% of all enrolled CARS consumers will successfully complete the program
To conduct a six-month follow-up survey on each client family served to determine family perception of functioning by June 30, 2019	Client families will receive a six-month follow-up survey after services end	Six-month follow-up surveys will be attempted on all client families after services end	To achieve a six-month follow-up average satisfaction rating of at least "3" (Somewhat Agree) on a Likert Scale of 1-5 with "1" being Strongly Agree, by June 30, 2019

EMERGENCY YOUTH SHELTER

OBJECTIVE	INDICATOR	APPLICATION	TARGET PERFORMANCE
GOAL 1: Provide a safe non-threatening environment of 24-hour care to meet the immediate physical and emotional needs of children experiencing crisis.			
To provide 250 children with emergency Shelter care by June 30, 2019	Shelter residents will feel welcomed in the Emergency Youth Shelter Program	250 children will receive Shelter services to meet their physical and emotional needs	Shelter residents' feel welcomed in the Shelter Program by demonstrating an average score of "4" on a Likert Scale of "1" being "strongly agree" to "5" being "strongly disagree" on the Shelter Effectiveness Survey through FY 2019
	Shelter residents will show an improved quality of life by the end of their stay at the Shelter		Shelter residents' will show an improved quality of life while in the Shelter Program by demonstrating an average score of "4" on a Likert Scale of "1" being "strongly agree" to "5" being "strongly disagree" on the Shelter Effectiveness Survey through FY 2019
	Shelter residents will feel safe during their stay in the Emergency Youth Shelter		Shelter residents' feel safe in the Shelter Program by demonstrating an average score of "4" on a Likert Scale of "1" being "strongly agree" to "5" being "strongly disagree" on the Shelter Effectiveness Survey through FY 2019
To provide 2,500 childcare days to children in crisis by June 30, 2019	Shelter residents will stay in the Shelter for up to 30 days or longer, if needed	300 children will receive a minimum of 2,500 childcare days during FY 2019	Number of childcare days will be documented daily and reported quarterly by June 30, 2019
To provide a minimum of 52 one-hour groups for Shelter residents by June 30, 2019	Participants will increase their knowledge of skills for changing identified problem behaviors	Up to 12 children and/or youth will participate in one-hour groups at least once per week by June 30, 2019	Number of sessions will be documented weekly
To place each Shelter resident within 30 days of admission into the Shelter	Shelter residents will be dismissed from the Shelter when a suitable placement is found	Shelter residents will be placed no more than 30 days after admission	90% of all Shelter residents will be placed within 30 days of their admission date during FY 2019

OBJECTIVE	INDICATOR	APPLICATION	TARGET PERFORMANCE
GOAL 2: Provide recreational, volunteer and other structured activities for Shelter residents.			
To provide five (5) hours of structured activities per day (1,825 hours total) in the Shelter by June 30, 2019	Shelter residents will receive five (5) hours of structured activities per day	1,825 hours of structured activities will occur by June 30, 2019	Number of hours of structured activities will be documented monthly
To provide at least three (2) staff-supervised outings per week during the school year (100 total) for Shelter residents by June 30, 2019	Shelter residents will receive at least three (2) outings per week	100 staff-supervised outings will occur for Shelter residents by June 30, 2019	Number of outings will be documented monthly
To supervise 100 Shelter volunteers by June 30, 2019	Adult volunteers (age 21 and older) will be recruited and placed in the Shelter	100 adults will provide volunteer services in the Shelter	Number of volunteer services will be documented monthly
To coordinate 10 special volunteer events in the Shelter by June 30, 2019	Special events will be conducted in the Shelter by volunteers	10 special events will occur in the Shelter	Number of special events will be documented monthly
GOAL 3: Provide a Shelter-based educational program, staffed by a certified Norman Public School teacher, for Shelter residents.			
To provide 860 hours of classroom time for school-aged Shelter residents during the 2018-2019 school year.	School-aged Shelter residents will receive classroom instruction based on their individual levels and abilities during their stay in the Shelter	860 hours of classroom instruction will be provided to Shelter residents	95% of all school-aged Shelter residents will receive daily classroom instruction based on their individual levels and abilities during the 2018-2019 school year
GOAL 4: Provide a structured summer recreational activities and enrichment program, staffed by a paid staff person or volunteer, as an alternative to summer school classes for Shelter residents.			
To provide at least three (3) staff supervised outings per week during the summer (36 total) for residents of the Shelter between May 25, 2019 and August 18, 2019	Shelter residents will participate in staff supervised summer outings	A minimum of three (3) outings will be provided during summer months each week	Number of outings will be documented weekly
To provide daily enrichment activities in the Shelter for all Shelter residents during the summer (five hours per day, two days per week) between May 25, 2019 and August 18, 2019	Shelter residents will participate in daily enrichment activities during the summer	A minimum of two (2) days of enrichment activities will be performed during the summer months	Number of enrichment activity days will be documented weekly

VOLUNTEER PROGRAM

OBJECTIVE	INDICATOR	APPLICATION	TARGET PERFORMANCE
GOAL 1: Offer structured and supervised volunteer opportunities within Crossroads YFS			
To recruit and place at least 75 volunteers by June 30, 2019	Crossroads' programs and services will have access to volunteers as needed	At least 75 volunteers will be recruited	Number of volunteers recruited by June 30, 2019 will be documented
To obtain at least 1000 volunteer hours of service by June 30, 2019	Volunteers will provide a baseline level of volunteer hours	At least 1000 volunteer hours of service	Number of volunteers recruited by June 30, 2019 will be documented

Head Start Program Five-Year Goals 2019 - 2023

Vision: *The Head Start/Early Head Start Program at Crossroads Youth & Family Services, Inc. will continue to be known as the source of quality, research-based early childhood education for children and families in its service area, providing them with the learning experiences necessary to close the achievement gap and enhance the quality of their lives and the communities in which they live.*

Mission: *Support healthy family lifestyles to give young children a “head start” in life through the provision of a quality, comprehensive early childhood education program.*



Head Start Program Five-Year Plan with Goals, Objectives and Impacts

Year Ending June 30th of each year

I=Initiate Activity O=Ongoing Activity C=Complete Activity

Goals	Objectives	Outcomes	Entities/Persons Responsible	2019	2020	2021	2022	2023	Outcome Measurement	Results
We Will Ensure Financial Solvency of Crossroads YFS	<p>1. To prepare and present a comprehensive, balanced agency budget to the Governing Board annually by June 30th of each fiscal year.</p> <p>2. To hold monthly Finance Committee meetings to conduct in-depth review of Crossroads' financial statements prior to each Board meeting.</p> <p>3. To prepare and present monthly financial statements that compare actual costs versus budgeted costs to the Finance Committee and the Governing Board at each regularly-scheduled Board meeting.</p> <p>4. To conduct a Budget Analysis meeting with the Head Start/Early Head Start Management Team and Crossroads' Administrative Team, at least semi-annually, to review key cost categories.</p>	<p>The Board is provided information necessary to fulfill its obligation to monitor financial viability of the agency.</p> <p>Board representatives have detailed knowledge of the level of Crossroads' financial viability.</p> <p>Board representatives have detailed knowledge of Crossroads' fiscal solvency and budget deficits are prevented.</p> <p>Cost over-runs and unnecessary expenditures are prevented.</p>	Executive Director Fiscal Director	I	O	O	O	O	Board Minutes showing balanced agency budget provided to Board by June 30 yearly. Finance Committee Minutes reflecting meeting dates and financial statement reviews conducted. Finance Committee and Board Minutes showing financial statements presented monthly.	
We Will Provide Exemplary Program Leadership	<p>1. To ensure members of Board of Directors are trained in the new Head Start Performance Standards.</p>	<p>Board members understand changes in the Head Start Performance Standards and their effect on Crossroads YFS.</p>	Board of Directors, Executive Director Head Start Director	I	O	O	O	O	Agendas of Budget Analysis meetings that were conducted; opportunities for cost savings identified. Board Minutes showing training on new Head Start Performance Standards.	

	2. To conduct an Annual Staff Satisfaction Survey during each program year and review the results with the Head Start/Early Head Start Management Team, the Administrative Team, Policy Council and Board of Directors.	Annual Staff Satisfaction Survey completed and results reviewed by internal management, Policy Council, and Board.	Human Resources Director	I	O	O	O	O	Results of staff satisfaction surveys reflect an increase in satisfaction in each of six categories.
We Will Emphasize Quality Program Outcomes	1. To implement a fully centralized data management system that produces child & family outcomes information that is easily understandable by major stakeholders and the public.	Improve Crossroads' outcome reports by assigning a task force to make recommendations for revisions in data sets and/or outcome reports format.	Executive Director, Head Start Director, Assistant Director for Compliance and Quality Outcomes	I	O	O	O	O	Revised outcome reports that are easily understandable by major stakeholders and the public.
	2. To revise outcome reports, including the Child Observation Report (COR), and provide them three times yearly to teaching staff, Governing Board and Policy Council members, and other stakeholders as needed and post them on Crossroads' website and/or social media.	Revised Program Outcome Reports provided to teaching staff, center directors, Leadership Team, agency leadership, and other stakeholders as necessary.	Head Start Director, Assistant Director for Compliance & Quality Outcomes, Education Coordinators, Director Admin. Services, IT Unit	I	O	O	O	O	Dates of staff training; Minutes of Governing Board and Policy Council meetings; Crossroads' website and/or social media posts
We Will Achieve Improved COR and CLASS Scores	1. To improve COR scores through the provision of technical assistance to teachers requiring assistance with meeting the COR objective. 2. To improve CLASS scores through the provision of technical assistance to teachers in those classrooms in which CLASS scores are below national thresholds.	COR score of between 4 and 5 for at least 90% of children transitioning to kindergarten. CLASS scores in specified classrooms will reflect a 10% increase from 2018 levels.	Head Start Director, Education Coordinators, Area Supervisors, Center Directors Head Start Director, Education Coordinators, Area Supervisors, Center Directors	I	O	O	O	O	% of children transitioning to kindergarten with COR scores between 4 and 5. CLASS scores percentage increase or decrease following technical assistance.
We Will Continuously Improve the Program Environment	1. To remain in compliance with all Head Start Performance Standards at all times by eliminating any areas of noncompliance. 2. To continue to improve, enhance, and upgrade technology in each Head Start classroom.	Program adheres to all Head Start Performance Standards at all times. Each Head Start classroom has tablets that are kept in good repair for the use of the children enrolled.	Executive Director, Head Start Director & All Other Staff	I	O	O	O	O	Monitoring Reports reflect no areas of noncompliance.
	3. To engage in data-driven decision-making for systems issues and program improvement.	Decisions are made based on supporting data	Executive Director, Head Start Director Asst. Directors	I	O	O	O	O	Documentation supporting that an organized database
									Usable tablets in each HS classroom, as determined by IT Manager's hardware/software inventory.

We Will Ensure Excellent Teaching and Learning	<p>1. To develop methods to ensure full attendance on a consistent basis in Head Start and Early Head Start.</p> <p>2. To train parents that closing the achievement gap will require specific actions on their part (e.g., talking and reading to children and bringing them to school on time every day)</p>	Monthly average daily attendance rates do not fall below 85%. Parents understand that closing the achievement gap will require specific actions on their part.	Head Start Director, Assistant Directors, Area Supervisors, Center Directors	I	O	O	O	Attendance records consistently reflect attendance rates of more than 85%. Family Advocates and Education Coordinators' documentation; attendance records; School Readiness goal attainment data	was available and utilized for decision-making purposes.
	3. To increase efforts to make the HS/EHS program as user-friendly as possible for children & families who speak English as a second language or are not native speakers.	Increase in recruitment of bilingual staff, bilingual consultants, or other methods of translation	Head Start Director, Family Advocates, Mental Health/Disabilities Coordinators, Health Services Coordinators.		I	O	O	HR records, list of Community Partnership Agreements, and/or list of Collaboration Agreements	
We Will Promote Collaboration & Leveraging of Resources to Improve Physical, Social, Emotional, and Mental Health of Enrolled Children	1. To develop and provide training and/or training materials to appropriate staff on the impact of trauma and toxic stress on infant/toddler development and Pre-K children's mental health. Staff will understand methods to potentially buffer such impact.	Information/training provided to staff about helping infants, toddlers, and Pre-K children exposed to trauma.	Head Start Director, Mental Health & Disabilities Coordinators, Family Advocates	I	O	O	O	Training on impact of trauma and toxic stress on infant and toddler development and methods to buffer such impact delivered to staff	
	2. To achieve closer collaboration with Maternal & Child Health authorities, the Department of Human Services, and Domestic Violence programs in order to better serve mutual clients.	Collaborate with community partners to improve the delivery of services to clients in common among various agencies.	Head Start Director, Mental Health & Disabilities Coordinators		I	O	O	Minutes of Joint meetings scheduled to implement closer working relationships about mutual clients.	
	3. To achieve full implementation in all classrooms of the Conscious Discipline classroom management system	Percentage of classrooms in which teachers are trained & using Conscious Discipline.	Head Start Director, Assistant Directors, Mental Health & Disabilities Coordinators	I	O	O	O	Percentage of classrooms in which Conscious Discipline is being utilized.	
	4. To provide information and training to staff and parents on the problem of childhood obesity and its prevention, including making	Staff and parents learn more about the problem of childhood obesity and how to	Head Start Director, Assistant Directors, Health/Nutrition Coordinators	I	O	O	O	Information on childhood obesity provided thru global emails, social media	

<p>We Will Improve Parental Involvement and Capacity to Successfully Parent Their Children</p>	<p>health food choices and engaging in daily physical activity</p>	<p>1. To increase the knowledge, skills, and attitudes of high risk parents (socially-isolated single mothers) about successful methods of parenting their children. 2. To increase the involvement of fathers in their children's education at Crossroads' HS/EHS.</p>	<p>prevent it.</p>	<p>Head Start Director, Assistant Directors, Mental Health Coordinators Family Advocates Area Supervisors Family Advocates</p>	<p>I</p>	<p>O</p>	<p>O</p>	<p>O</p>	<p>posts, agency newsletters to staff and parents. Number of parents receiving parenting skills training; Minutes of meetings. Increase in number of fathers involved in their children's education; meeting Minutes of Task Force on this issue.</p>	

School Readiness Goal and Objectives for Preschool Children (Ages 3-5)

APPROACHES TO LEARNING	
<p>Goal: Children will demonstrate positive attitude, habits, and learning styles and will participate in activities that foster individual creativity.</p>	
Objectives	Outcome
<p>To be able to explore and express themselves in a manner which is unique to them.</p> <p>To provide developmentally appropriate activities and materials for children to explore and express their thoughts, feelings and imagination through media such as music creative art materials, movement, pretend play, and the art worlds around them.</p> <p>To provide children a safe learning environment to begin to explore, demonstrate initiative and take reasonable risks as they begin to investigate the world around them.</p> <p>To provide opportunities for children to plan, engage, problem solve and reflect on activities they have chosen.</p>	<p>90% of Head Start children will achieve Level 4.0 or higher in:</p> <p>Initiative and Planning Problem Solving with materials Reflection Art Music Movement Pretend Play</p> <p>On COR Advantage by Period 3.</p>

School Readiness Goal and Objectives for Preschool Children (Ages 3-5)

SOCIAL AND EMOTIONAL DEVELOPMENT

Goal: Children will participate in activities to develop the skills necessary for working and interacting with others in a variety of settings.

Objectives	Outcome
<p>To help children build a positive image of themselves and help them to feel confident in the things they do.</p> <p>To provide positive relationships between teacher and child, help them recognize feelings and emotions and help them recognize others have feelings as well.</p> <p>To demonstrate skills that will help children begin to solve problems on their own in a positive manner which will empower them to build relationships with their peers.</p>	<p>90% of Head Start children will achieve Level 4.0 or higher in:</p> <p>Emotions Building relationships with adults Building relationships with other children Community Conflict Resolution</p> <p>On COR Advantage by Period 3.</p>

School Readiness Goal and Objectives for Preschool Children (Ages 3-5)

LANGUAGE COMMUNICATION AND LITERACY	
<p>Goal: Children will (1) listen for information and for pleasure; (2) express ideas or opinion in group or individual settings; (3) understand characteristics of written language; (4) demonstrate ability to work with rhymes, words, syllables, and onsets and rime; (5) demonstrate ability to hear, identify, and manipulate individual sounds in spoken words; (6) demonstrate ability to apply sound-symbol relationships; (7) develop and expand knowledge of words and word meanings to increase vocabulary; (8) associate meaning and understanding with reading; and (9) use “writing process” to express thoughts and feelings.</p>	
Objectives	Outcome
<p>To give children the opportunity to have meaningful conversations with peers and their teachers</p> <p>To emphasize the importance and provide Opportunities for children to express their needs, wants and desires using verbal language, pictures and/or gestures.</p> <p>To expose dual language learners with the opportunity to learn in their home language as well as the English Language. Teachers will label learning areas and shelving in all languages represented in the classroom.</p> <p>To provide literacy materials such as books, menus, and various other materials with the child’s home language in the classroom. Teachers will have key words available to them to communicate.</p> <p>To provide children developmentally appropriate materials and activities such as labeling of areas and shelving, recognizable letter link symbols which begin with the first letter of child’s name, writing letters in shaving cream or sand, playing rhyming games and finger plays.</p>	<p>90% of Head Start Children will achieve Level 4.0 or higher in:</p> <p>Speaking Listening and comprehension Phonological awareness Alphabetic knowledge Reading Book enjoyment and knowledge Writing</p> <p>On COR Advantage by Period 3.</p>

School Readiness Goal and Objectives for Preschool Children (Ages 3-5)

LANGUAGE COMMUNICATION AND LITERACY CONT.	
Objectives	Outcome
<p>These types of activities along with many others will help them begin to recognize the letters of the alphabet, their sounds and how together they produce words.</p> <p>To help children develop the concept and understand print materials can be read for both enjoyment and knowledge</p> <p>To provide activities that begin to label items, provide reading material that has information meaningful to their daily lives and also materials that are just fun to read.</p> <p>To provide children and parents with the <i>Raising A Reader</i> program to encourage the parent/child bond of sharing books with each other.</p> <p>To demonstrate to children how writing and dictation represents their ideas and thoughts.</p> <p>To provide children opportunities to write and explore with various writing tools. Activities will include signing in when arriving to school, writing in journals, "writing areas" equipped with various writing materials journaling, morning message boards and equipping room with various types of print daily.</p> <p>To introduce children to book knowledge of how to hold a book, how the story flows from front to back and how pictures and words make the story.</p>	<p>90% of Head Start Children will achieve Level 4.0 or higher in:</p> <p>Speaking Listening and comprehension Phonological awareness Alphabetic knowledge Reading Book enjoyment and knowledge Writing</p> <p>On COR Advantage by Period 3.</p>

School Readiness Goal and Objectives for Preschool Children (Ages 3-5)

MATHEMATICS DEV AND SCIENTIFIC REASONING

Goal: Children will (1) sort and classify objects and analyze simple patterns; (2) understand relationship between numbers and quantities; (3) identify common geometric shapes and explore relationship of objects in the environment; (4) explore concepts of non-standard and standard measurement; and (5) collect and analyze data in a group setting.

Children will investigate and experiment with objects to discover information; investigate and describe objects that can be sorted in terms of physical properties; observe and investigate plants, animals and basic concepts of the Earth.

Children will exhibit traits of good citizenship; demonstrate knowledge of basic concepts; discuss how children in various communities and culture are alike and different; and explore various careers.

Objectives	Outcome
<p>To provide developmentally appropriate activities to explore how combining materials make a whole and how separating materials make parts of objects. Example: combining ingredients in cooking activities, how children in classroom make up their classroom, block building.</p> <p>To help children recognize how directions, position and distance words describe actions and the location of objects in their environment. Activities such as games like "eye spy with my eyes" locating items in their classrooms, transition activities to get from one place to another.</p> <p>To introduce children to how collecting, organizing and comparing information can be interpreted and apply to their everyday work.</p> <p>To introduce children to a daily routine which gives them opportunity to plan their activities, carry out their intentions and then share what they did with others.</p>	<p>90% of Head Start Children will achieve Level 4.0 or higher in:</p> <p><u>Mathematics</u> Numbers and counting Geometry: Shapes and spatial awareness Measurement Patterns Data analysis</p> <p><u>Science and Technology</u> Observing and classifying Experimenting, predicting, and drawing conclusions Natural and physical world Tools and technology</p> <p><u>Social Studies</u> Knowledge of self and others Geography History</p> <p>On COR Advantage by Period 3.</p>

School Readiness Goal and Objectives for Preschool Children (Ages 3-5)

MATHEMATICS DEV AND SCIENTIFIC REASONING CONT.	
Objectives	Outcome
<p>Activities such as charting different information, journaling, and helping children recall past experiences give children opportunities to learn from collected information.</p> <p>To help children recognize and name numerals in their environment and how they refer to quantity.</p> <p>To give children opportunities to learn to write numbers through various writing media.</p> <p>To allow children to experience activities such as shaving cream, sand, pencils, paints to practice writing numbers.</p> <p>To provide experiential activities with familiar materials such as menus, phone books, blocks, and copies of recipes in the classroom.</p> <p>To provide various appropriate hands-on activities to learn counting, one-to-one correspondence, comparing and order quantities and understanding adding to and taking away. Examples of activities would be "Are you being served", "The Ants Go Marching" games which give children opportunities to record scores.</p>	<p>90% of Head Start Children will achieve Level 4.0 or higher in:</p> <p><u>Mathematics</u> Numbers and counting Geometry: Shapes and spatial awareness Measurement Patterns Data analysis</p> <p><u>Science and Technology</u> Observing and classifying Experimenting, predicting, and drawing conclusions Natural and physical world Tools and technology</p> <p><u>Social Studies</u> Knowledge of self and others Geography History</p> <p>On COR Advantage by Period 3.</p>

School Readiness Goal and Objectives for Preschool Children (Ages 3-5)

MATHEMATICS DEV AND SCIENTIFIC REASONING CONT.	
Objectives	Outcome
<p>To provide children with activities to use all senses to learn about natural and physical objects in their environment, how to group things and identify relationships between things. Examples of activities may include growing a garden, identification of different animals, working with woodworking materials, etc.</p> <p>To give children opportunities to conduct hands-on experiments, make predictions, problem solve and draw conclusions with ideas or questions they have. Examples of activities may include: what happens to ice in warm water and weather predictions, etc.</p> <p>To provide children with information and activities which show differences of people, their roles in their classroom and the community around them; how to recognize and understand diversity in their world.</p> <p>To give opportunities for children to participate in making classroom rules and decisions in the classroom.</p> <p>To help children be aware and understand the past, present, and future and how it relates to them.</p> <p>To engage in activities which help them understand the importance of taking care of the environment around them.</p>	<p>90% of Head Start Children will achieve Level 4.0 or higher in:</p> <p><u>Mathematics</u> Numbers and counting Geometry: Shapes and spatial awareness Measurement Patterns Data analysis</p> <p><u>Science and Technology</u> Observing and classifying Experimenting, predicting, and drawing conclusions Natural and physical world Tools and technology</p> <p><u>Social Studies</u> Knowledge of self and others Geography History</p> <p>On COR Advantage by Period 3.</p>

School Readiness Goal and Objectives for Preschool Children (Ages 3-5)

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT	
Goal: Children will participate in activities that involve large motor skills, small motor skills, as well as health-enhancing skills to develop lifetime health and fitness.	
Objectives	Outcome
To engage children in group and individual developmentally appropriate activities to enhance areas of physical development such as fine motor, gross motor, body awareness, personal care, and healthy behaviors.	90% of Head Start Children will achieve Level 4.0 or higher in: Gross-motor skills Fine motor skills Personal care and Healthy Behavior On COR Advantage by Period 3.

FINANCIAL PLAN

FY 2019

Crossroads Youth & Family Services, Inc. is governed by a Board of Directors. Additionally, in compliance with Federal Head Start and Early Head Start Performance Standards, the Crossroads Head Start and Early Head Start Program includes the Head Start/Early Head Start Policy Council, which has federally-required administrative functions including approval and oversight of the Head Start/Early Head Start budget.

ANNUAL BUDGET: The fiscal year of both Crossroads Youth & Family Services, Inc. and Cleveland County Youth and Family Services, Inc. is from July 1 through June 30. The budgeting process works in coordination with the ongoing planning process beginning with the Community Assessment in May. As the Administrative Team collects information and data concerning the program and service needs of the communities served, the fiscal staff begin preparing proposed budgets based on the projected revenue of the following fiscal year. Together, the fiscal staff and the Program Directors ensure that the budget planning process sufficiently supports the established goals, objectives and outcomes for the persons served in the approved Strategic Organizational Plan for Performance Improvement as well as the organizational short-term goals and long-term goals where feasible.

Each year, the budgeting cycle begins in April when the first proposal for funding for the new fiscal year through the Community-Based Youth Services Unit of the Office of Juvenile Affairs is due. A proposed budget for the new fiscal year, taking into account all known and assumed funding sources, is prepared by Fiscal Staff in consultation with the Crossroads YFS Administrative Staff, the Head Start/Early Head Start Management Team, and the Policy Council. It is then submitted to the Crossroads YFS Board of Directors for review and approval in May or June.

A revised budget is typically submitted to the Board of Directors at regularly scheduled meeting(s) through October. The budget is revised as each funding source, contract, and/or grant is finalized and revenue is determined. All state grants are dependent upon the end of the legislative session, which is the last Friday in May, for final revenue allocations and/or appropriations. Any revision to the approved budget is submitted to the Crossroads YFS Board of Directors for review and approval. The budget is considered final when the Board of Directors have given their approval to the October revised budget.

The contract year for the federal Head Start/Early Head Start program is February 1 through January 31 of each year. The annual refunding application is due by November 1 of each year for the subsequent contract year. The annual organizational budget, therefore, contains percentages of two federal contract years' allocations. The Head Start/Early Head Start Policy Council assists in the preparation of the refunding application, approves the refunding application, and approves and provides oversight to the program budget and expenditure of funds.

A mid-year budget revision is conducted by Fiscal Staff in consultation with the Executive Director in January and/or February and submitted to the Board of Directors and the Head Start/Early Head Start Policy Council for their review and approval. When the mid-year budget adjustment or any budget revision results in changes to any contract or grant budgets, a budget revision for those affected contracts or grant budgets will be prepared by Fiscal Staff, approved by the Executive Director, and submitted for final approval to the contracting agency.

MONTHLY FINANCIAL REPORTS: At the regularly scheduled Board of Directors meetings, monthly budget summaries and monthly budget reports are reviewed and approved. Each governing body also reviews the year-to-date status of each contract and grant on a monthly basis.

GENERATING REVENUE: According to Crossroads YFS Board of Directors Bylaws, the Board of Directors has the authority and legal/moral responsibility for operation, control and funding of Crossroads YFS. To achieve the agency's mission, the Board of Directors hires an Executive Director with the responsibility for day-to-day administration and operation of all programs and services of the organization. The Head Start/Early Head Start Policy Council, in compliance with Head Start Performance Standards, approves any decisions to hire or terminate any person who works primarily for the Early Head Start or Head Start program. In consultation with the Board of Directors, the Executive Director is responsible for grant writing; pursuing contracts; and working with the state legislature, city councils, and any other funding bodies to secure adequate funding for new and established programs; working with state agencies and school districts regarding contract procurement; establishing appropriate fee structures for various programs and services; and any fundraising activities of the organization.

The Head Start/Early Head Start Program Director is responsible for working with the Head Start Policy Council prior to the submission of all funding applications and for fundraising activities. The Board of Directors, the Policy Council, and the Executive Director, in consultation with the Head Start/Early Head Start Program Director, consider the Community Assessment and the Head Start Self-Assessment and are responsive to the community in pursuing funding for new and established programs and services. The Board of Directors and the Executive Director consider the long-term fiscal implications and financial viability when developing new programs and services. The Board of Directors, Policy Council, the Executive Director, and Head Start/Early Head Start Program Director regularly monitor and analyze revenue and expenditures of new programs and services of the organization to ensure their financial viability. Before terminating a program or service of the organization due to a decrease in funding or inadequate funding, the Board of Directors and the Executive Director consider and pursue other funding sources to maintain a needed program or service of the organization.

In the event of a deficit or significant variance in funding resources, the Board of Directors and the Executive Director will evaluate the funding shortage, review any new funding sources, and take the necessary action to ensure a balanced budget. Potential resolutions to funding deficits include, but are not limited to, reducing the use of independent contractors and increasing the use of full-time employees; transferring staff to new programs and services; cutting the budget where possible, such as training, travel, office supplies, etc.; implementing a temporary hiring freeze; and, as a last resort, implementing a reduction in force.

The Board of Directors supports the efforts of the Executive Director to spend time working at the state level, with the Oklahoma Association of Youth Services, Oklahoma Association of Community Action Agencies, Oklahoma Head Start Collaboration Office, regional federal representatives, state legislature, state agencies, or other statewide committees or task forces, to continue to develop new and/or increased funding sources or revenue streams to support programs and services to children, youth and families in Crossroads' service area. In addition, the Board of Directors supports the efforts of the Executive Director and/or his/her designee to work at the local level with city councils, school districts, and county officials, on task forces, committees, and with other local organizations, to generate local support for the programs and services of the organization and thereby secure local funding for programs and services, where possible.

LONG-TERM FINANCIAL SOLVENCY AND CONTINUITY OF SERVICES: It is through the ongoing work of the Board of Directors, the HS/EHS Policy Council, and the Executive Director and his/her designees, working steadfastly on the federal, state and local levels; successfully implementing and maintaining quality programs and services under established contracts and grants; working vigorously to pursue new contracts and grants to supplement established programs or to begin new programs and services in response to the needs of the community; and continuing an ongoing process of pursuing available funding that supports the programs and services within the mission of the organization that long-term financial solvency and continuity of services will be achieved.

Furthermore, through the process of regularly monitoring and analyzing the revenue and expenditures for new and established programs; assuring that each program, contract and/or grant stays within the existing approved budget; taking appropriate action when expenditures exceed revenues; establishing programs and services that have the potential of showing a net gain which can, in turn, help support the other programs and services of the agency; making fiscal decisions that help to build the cash flow capabilities of the organization, thereby helping the organization develop and implement new programs and services; establishing new programs and services that are self-sustaining and adequately funded; the financial health and long-term solvency of the organization will also be achieved.

FINANCIAL OBJECTIVES FOR FY 2019:

1. To prepare and present a comprehensive, balanced agency budget to the Governing Board annually by June 30th of each fiscal year.
2. To prepare and present monthly financials which compare actual costs versus budgeted costs to the Governing Board at each regularly-scheduled Board meeting.
3. To schedule and hold a monthly Financial Committee meeting to conduct an in-depth review of the financial statements prior to each Governing Board meeting.