Peake Childhood Center Strategic Plan 2023-26

1306 Thomas Street
Hampton, Virginia 23669
https://peakecc.org

TABLE OF CONTENTS

03. BOARD APPROVAL

04. PLANNING PROCESS

06. ORGANIZATION OVERVIEW

07. STRATEGIC FRAMEWORK

08. KEY AREA: HIGH QUALITY

12. KEY AREA: AFFORDABILITY

14. KEY AREA: BOARD DEVELOPMENT

Board APPROVAL

Board Members & PCC Leadership

Gary Artybridge, *Board Parent Representative*

Carlton Ashby

Samantha Bass

Suzanne M. Beckstoffer, *Board Vice President*

Vivian Blake, *Board Development Chair*

Lynda D. Burke

April Crandall, *Board Treasurer*

Kristyn Damadeo

Joan Davis

David Hamilton

Ted Henifin

Joni Ivey

Patricia Leary

Andre McCloud

Sarah McCrea

Robert (Bob) McKenna

Nancy Petters

Kenny Rogers, *Board President*

Linda Shields

Katie Stodghill

Beverly P. Williams

Michael Y. Williams-Hickman

Laura Wright, *Board Secretary*

Jennifer Parish, Ed.D.
Peake Childhood Center Executive Director

Approved by the Board of Directors
June 13, 2023

Our PLANNING PROCESS

Peake Childhood Center (PCC) first opened its doors as a private, non-profit school in 1971. The school operated in multiple facilities throughout the years but combined its operations into a single facility in 2010. At that time, the Mary Peake School in Hampton, leased from Hampton City Schools, became PCC's sole and present facility. As a result of a partnership with the City of Newport News, PCC will operate a second campus in a facility built by the City for an early childhood center.

Since its inception in 1971, PCC has enjoyed success, growth, and change:

- PCC achieved accreditations from both the National Association for the Education of Young Children (NAEYC) and the Virginia Department of Education's Virginia Quality (VQ). NAEYC accreditation is the gold standard for early childhood education. PCC participates in the Virginia Quality Measurement and Improvement program, which will lead to public ratings of centers accepting public funding.
- The community served by PCC has increased exponentially, growing from 8 to 150 at-risk children and their family members.

In early 2018, PCC's Executive Board began to look to the future of the organization and recognized a need to create a strategic "roadmap" that would help them navigate to a successful and sustainable vision. They acknowledged that a strategic roadmap would enable a realistic evaluation of internal and external realities and trends affecting the preschool community, would help to evolve PCC's curriculum to keep pace with and best serve the present needs of its customer community, and would enable the development of a flexible forecast of the changing community, societal, and educational trends and needs. Most importantly, it would strengthen the organization's focus on its most important customers – the children.

During robust and candid discussions, board members, stakeholders, and staff acknowledged that a formal strategic planning process would be a successful tool for ensuring that PCC proactively maintains its exceptionally strong reputation and community partnerships. Additionally, this planning process would provide both internal and external stakeholders with a consistent understanding of PCC's mission and vision and clarify the approach to achieving the organization's long-term goals.

Prior to engaging in a formal strategic planning process, PCC leadership established a "pre-planning focus group" to determine the interests and concerns of its stakeholders. The pre-planning focus group engaged in candid and honest discussions with a variety of stakeholders ranging from educational experts, community leaders, parents, and staff. Stakeholders raised many questions, including:

- Considering resources and facilities, are we serving too many underserved children?
- Should we be only serving at-risk and underserved families?
- Should we prepare to change (or lose) our relationship with Virginia Preschool Initiative (VPI)?
- Are we prepared to strengthen our commitment to VPI?
- Are we prepared to build more science, technology and engineering into our curriculum?
- Though we are credentialed by NAEYC should we seek out other options?
- Should we provide before- and after-school care?

The PCC Strategic Plan process unfolded over several months. The Plan was intended to drive positive change within the Center and the community while also embracing a commitment to continuous excellence. It provided a sharper focus to PCC's services in five developmental focus areas, all of which are driven by the needs of our children, parents, and community.

Our PLANNING PROCESS

In spring 2021, the Executive Director and Board revised the Strategic Plan to ensure Success Criteria were measurable wherever possible. This was done to support the work of staff as they applied for grants that required measurable objectives on grant applications. It was also done because the Center's participation in the new Virginia Kindergarten Readiness Program provided important data about early literacy, early math skills, and social-emotional skills. Finally, donors often asked to see measurable results that the update of the plan provided.

In fall 2022, the Board began work on a revised Strategic Plan that would support the direction of the Center and the work required by the Virginia Department of Education due to PCC's use of public dollars through subsidy and mixed-delivery programs as well as the new Quality Measurement and Improvement Program. This Plan will also support the requirements of many grants that would support the growth of the Center. Finally, the expansion into Newport News doubles the capacity of PCC in terms of families served and the funds needed to support such growth.

Per the Bylaws, the work began in the Executive Committee with the assistance of an external consultant experienced in strategic planning for schools. The entire Board was engaged upon completion of the draft document so they could make recommendations and ultimately approve it.

Organization OVERVIEW

Our Vision

To ensure that children on the Peninsula are ready for kindergarten regardless of socio-economic status.

Our Mission

To nurture young children by providing affordable, quality preschool programs that develop the whole child and foster school readiness.

Our Values

- Ensuring a quality early childhood education.
- Fostering a culture of respect and community unity.
- Empowering and supporting parents and children.
- Developing the whole child: socially, emotionally, physically.
- Providing affordable, quality education.
- Celebrating diversity through growing confident, loving learners.
- Providing equitable opportunities for children and families so everyone has a chance.

Whom We Serve

PCC is a non-profit organization created to operate an early education center that provides care, education, and a safe environment for children. We provide opportunities for a child's physical, emotional, social, and intellectual growth through planned group activities and a structured curriculum. We welcome all children and families, and we serve those that are socially and/or economically disadvantaged by using a sliding-scale tuition. The majority of families served by the Center live at or below the federal poverty level. Many qualify for Social Services childcare subsidies, and/or Mixed Delivery Funding.

Our Programs & Services

PCC develops the whole child through appropriate curricula, physical development, family engagement, and community partnerships. Curricula are approved by the Virginia Department of Education (VDOE). PCC augments instruction with additional music and social-emotional skills curricula.

For physical development, PCC serves a nutritious breakfast, lunch, and snack each day that meets USDA standards for growing children. Indoor and outdoor play are critical parts of the day.

There is no better predictor of school success than parent involvement. PCC provides parents with many opportunities to engage in their children's development. Through required Parent Partnership opportunities, parents learn about positive parenting techniques and ways to reinforce literacy, math, and social-emotional skills at home. We partner with colleges, public schools, and organizations to provide extraordinary services for our children and families.

Strategic FRAMEWORK

To nurture young children by providing affordable, quality preschool programs that develop the whole child and foster school readiness.

Affordability

- Affordable for All Families
- Diversified Revenue

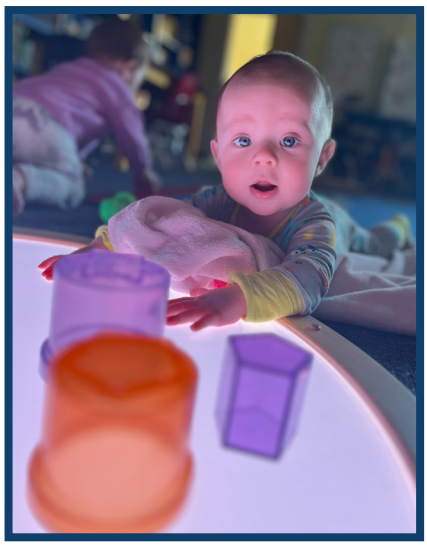
High Quality

- Meeting Expectations and Maintaining Accreditation
- Qualified Staff
- School-Ready Children

Board Development

- Skill Development
- Building Expectations

To ensure that children on the Peninsula are ready for kindergarten regardless of socio-economic status.



Key Area
HIGH QUALITY

Goal 1: Establish and maintain a high-quality program as evidenced by meeting Virginia Department of Education (VDOE) requirements and expectations and by maintaining accreditations through well-respected organizations.

The Virginia Department of Education (VDOE), under the direction of the State Board of Education, will release ratings for all childcare/Early Childhood Education (ECE) centers that receive public funding beginning in 2024. PCC will be required to participate in this program because of state funding provided in the form of subsidy payments and grants. PCC participated in two practice years of the program and uses curricula approved by VDOE.

National Association of the Education of Young Children (NAEYC) accreditation is considered the gold standard for preschools. Applicants participate in a rigorous process to gain accreditation, and PCC must go through an extensive and rigorous review process every five years to maintain this accreditation. The Newport News campus will need to take part in the initial process to become accredited by NAEYC. The process will include the submission of written documentation and a site visit by NAEYC staff.

Strategies

1. At least one staff member per campus will be certified to complete Classroom Assessment Scoring System (CLASS) observations which are the basis for the VDOE ratings being issued in 2024.
2. Professional development that supports CLASS observations will be provided annually to all teachers and teacher assistants employed by PCC.
3. Coaching will be provided by PCC leadership to teachers who need additional assistance with teacher-child interactions.
4. Practice CLASS observations will be completed with staff new to the program.
5. PCC will utilize state-approved curricula for all its programs.
6. All new teachers and teacher assistants at the Newport News campus will be trained in CLASS by the opening of the Center.
7. During spring 2024, program leaders will work with NAEYC staff to determine what steps need to be taken to begin the accreditation process for the Newport News campus.
8. Resources needed to support any changes to NAEYC accreditation standards will be purchased.
9. During fall 2024, professional development on NAEYC expectations will be provided to all new staff at both campuses.
10. During spring 2025, program leaders will collect the work for the submission of the written portfolio needed to gain accreditation for the Newport News campus.
11. During fall 2025, the Newport News campus will host a visit by NAEYC.

Success Criteria

1. The Hampton campus will receive a *meets expectations* rating by fall 2024 and maintain it in 2025.
2. The Newport News campus will receive a *meets expectations* rating by fall 2025.
3. Both sites will receive an *exceeds expectations* rating by fall 2026.
4. Both campuses will be NAEYC accredited by June 30, 2026.

Key Area
HIGH QUALITY

Goal 2: Ensure PCC will have 100 percent of classes in Hampton and Newport News taught by teachers and teacher assistants who meet requirements set forth by VDOE and accrediting bodies.

By hiring qualified staff for each classroom, PCC will be able to ensure each classroom reaches its full capacity while meeting the ratio requirements for licensure. Additionally, children will be well-served by teachers and teacher assistants who are fully qualified and will provide a positive learning environment and dynamic learning experiences for children.

Strategies

1. Leadership staff will review hiring and orientation practices to determine the most efficient way to hire for the Newport News campus. Assistance may be sought from an external consultant. The revised plan will be implemented.
2. Leadership staff will begin the hiring process for leadership and support positions during the 2023-2024 school year. The teacher and teacher assistant hiring process will begin within three months of the opening date.
3. PCC will research and find resources to support the implementation of an apprenticeship program at both campuses by working with the Virginia Early Childhood Foundation and Virginia Peninsula Community College.
4. PCC will continue to increase compensation annually for all employees.

Success Criteria

1. By January 1, 2025, 100 percent of classes at both campuses will be fully staffed by qualified lead teachers and teacher assistants.
2. By August 1, 2025, an apprenticeship program will be in place.
3. By July 1, 2026, teacher compensation, on average, will reach 75 percent parity with K-3 grade teachers in the Chesapeake Bay Ready Region. Included in the compensation will be any funds provided through a grant or directly from the state for teacher compensation.
4. By July 1, 2026, teacher assistant compensation, on average, will reach 75 percent parity with public school teacher assistants in the Chesapeake Bay Ready Region. Included in the compensation will be any funds provided through a grant or directly from the state for teacher compensation.

Key Area
HIGH QUALITY

Goal 3: Ensure all children will be school ready when they leave for kindergarten.

The mission of PCC is to ensure all children are school ready when they leave to begin kindergarten. In 2021, 42 percent of children entering kindergarten did not have one or more of the skills needed for success in school. The areas in which children need to be prepared for kindergarten include literacy, math, self-regulation, and social-emotional skills.

Strategies

1. The Virginia Kindergarten Readiness Program (VKRP) will be fully implemented in Hampton and Newport News by all three- and four-year-old teachers.
2. Teachers will receive professional development to support research-based curricula implemented in the classroom and specifically to support literacy, math, and social-emotional skills.
3. Teachers will receive professional development in classroom management and ways to address children with challenging behaviors.
4. A Behavior Intervention Plan will be created for any child in need of additional support in the classroom to address challenging behaviors.
5. Families will be provided with information about external areas of support for children and/or families who may need assistance related to school readiness or health.
6. Families will participate in Parent Partnerships sessions that will provide information to support the mission of ensuring children are school ready. Parents will be asked to sign an agreement to participate in a specific number of parent events annually.

Success Criteria

1. In spring 2024, 50 percent of children in the 4-year-old classes will fall into the *Growing* category on at least three components of the VKRP assessment for literacy, and 20 percent will fall into the *Stronger* category on at least three components of the assessment.
2. In spring 2024, 50 percent of children in the 4-year-old classes will fall into the *Growing* category on the VKRP assessment for math, and 50 percent will fall into the *Stronger* category on at least three components of the assessment.
3. In spring 2024, 50 percent of children in the 4-year-old classes will fall into the *Growing* category on the VKRP assessment for self-regulation and the assessment for social skills, and 50 percent will fall into the *Stronger* category on at least three components of the assessment.
4. In spring 2025, 60 percent of children in the 4-year-old classes will fall into the *Growing* category on at least three components of the VKRP assessment for literacy, and 40 percent will fall into the *Stronger* category on at least three components of the assessment.
5. In spring 2025, 40 percent of children in the 4-year-old classes will fall into the *Growing* category on the VKRP assessment for math, and 60 percent will fall into the *Stronger* category on at least three components of the assessment.

VKRP
Virginia Kindergarten Readiness Program

Key Area
HIGH QUALITY

Goal 3: Ensure all children will be school ready when they leave for kindergarten.

Success Criteria (continued)

6. In spring 2025, 40 percent of children in the 4-year-old classes will fall into the *Growing* category on the VKRP assessment for self-regulation and the assessment for social skills, and 60 percent will fall into the *Stronger* category on at least three components of the assessment.
7. In spring 2026, 70 percent of children in the 4-year-old classes will fall into the *Growing* category on at least three components of the VKRP assessment for literacy, and 30 percent will fall into the *Stronger* category on at least three components of the assessment.
8. In spring 2026, 30 percent of children in the 4-year-old classes will fall into the *Growing* category on the VKRP assessment for math, and 70 percent will fall into the *Stronger* category on at least three components of the assessment.
9. In spring 2026, 30 percent of children in the 4-year-old classes will fall into the *Growing* category on the VKRP assessment for self-regulation and the assessment for social skills, and 70 percent will fall in the *Stronger* category on at least three components of the assessment.
10. By June 30, 2024, 90 percent of parents/families will have attended at least two parent events.
11. By June 30, 2025, 95 percent of parents/families will have attended at least three parent events.
12. By June 30, 2026, 100 percent of parents/families will have attended at least three parent events.

Note: Changes may need to be made to the assessment data criteria because more data is needed to determine the baseline in spring 2023. A new literacy assessment was introduced in fall 2022.

Key Area AFFORDABILITY

Goal 1: Ensure programs are affordable for all families, and in doing so, consideration is given to income and other extenuating circumstances.

PCC strives to provide programs for working families who struggle to find childcare at a rate they can afford. In 2022, the average cost of infant care in Virginia was over $14,000 annually, and the average cost for preschool serving 3- and 4-year-old children was over $10,000 annually. Recently, the percentage of income a family pays for childcare has become the focus of attention. The federal government has concentrated on it being 7 percent of income.

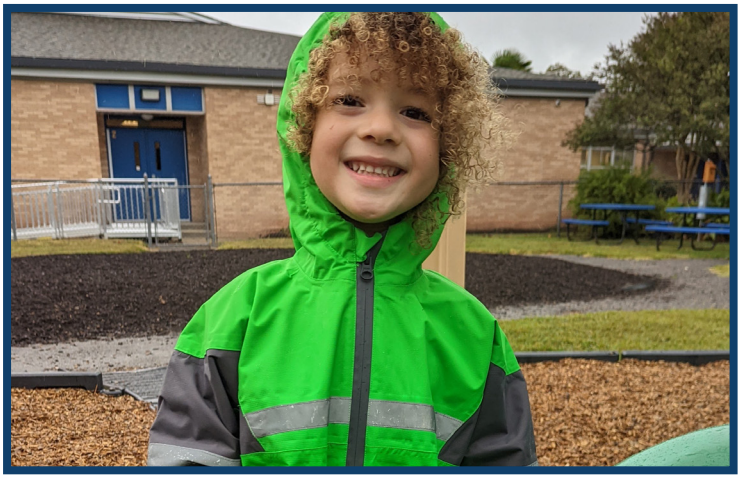
Strategies

1. PCC will determine the number of families and children who live at or below a specified percentage of the federal poverty line as a specified portion of the population of all PCC families. In doing so, the percentage of families who live above the poverty line will also be determined.
2. The sliding tuition scale will be revised. Consideration of the subsidy and Mixed Delivery programs implemented at PCC will be part of the revision process. Consideration will be made for using the percentage of income as a driver for the sliding scale.
3. PCC will fully take part in the Mixed Delivery Grant.

Success Criteria

1. By December 31, 2023, the percentages of families in poverty who will be accepted at PCC will be approved by the Board.
2. By December 31, 2023, new Neighborhood Assistance Program (NAP) distribution procedures will be put in place.
3. By June 30, 2024, the Board will approve the revised sliding tuition scale.
4. By June 30, 2024, the number of project grants received will increase by 5 percent.
5. By June 30, 2025, the number of project grants received will increase by 5 percent.
6. By June 30, 2026, the number of project grants received will increase by 5 percent.
7. By June 30 of each year of the plan, fundraising goals as identified in the budget will be met.
8. By June 30 of each year, a budget will be developed in which the revenue stream will include the following elements:

- **a.** Tuition and Fees
- **b.** Governmental funds to include state and federal grants, subsidy funds, and the Child and Adult Care Food Program (CACFP)
- **c.** Donor funds
- **d.** Project-based Grant Funding
- **e.** United Way Partner Agency Funding
- **f.** In-kind
- **g.** Endowment



Key Area
AFFORDABILITY

Goal 2: Ensure an affordable program is provided through an increase and diversification of revenue sources.

To offer an affordable program, numerous sources of revenue must be secured. As part of this, the donor base must be increased and varied. Grants and other avenues of funding must be carefully considered and assessed to support the addition of a second campus and to ensure new research-based opportunities are made available to PCC children and families.

Strategies

1. PCC leaders and the development department will seek grants to fund specific projects.
2. A committee of donors who receive Neighborhood Assistance Program (NAP) credits will work together to determine how NAP can be used to access new donors and, in doing so, will set a new practice to be used to access NAP credits.
3. PCC leaders and Board members will develop an investment policy and review it annually.
4. The Peake Partners Advancement Cabinet (PPAC) will be established, and members will be selected to take on the responsibility of cultivating and asking new donors to become Peake Partners.
5. The development department will fully support the work of the PPAC, including the addition of staff and/or through the work of consultants.
6. PCC leaders and Board members will research and establish an Endowment Fund as part of the diversification of revenue streams for PCC.
7. The development department will work to ensure fundraising goals are met annually through the major fundraising event, donor engagement events, direct mail, and other fundraising strategies.

Success Criteria

1. By June 30, 2024, the number of project grants received will increase by 5 percent.
2. By June 30, 2025, the number of project grants received will increase by 5 percent.
3. By June 30, 2026, the number of project grants received will increase by 5 percent.
4. By June 30, 2026, an endowment fund will be established.
5. By December 13, 2023, an Investment Policy will be approved by the Board.
6. By December 31, 2023, $1 million in donations will be received.
7. By June 30 of each year, beginning in fiscal year 2024, $1 million dollars in donations will be raised annually.
8. By June 30 of each year, a budget will be developed in which the revenue stream will include the following elements:
- **a.** Tuition and Fees
- **b.** Governmental funds to include state and federal grants, subsidy funds, and The Child and Adult Care Food Program (CACFP)
- **c.** Donor funds
- **d.** Project-based Grant Funding
- **e.** United Way Partner Agency Funding
- **f.** In-kind
- **g.** Endowment

Key Area
BOARD DEVELOPMENT

Goal 1: The Board of Directors will actively and effectively support the priorities of PCC.

Strategies

1. The Board of Directors will be provided with an orientation and ongoing skill development, including but not limited to:
- **a.** Communications
- **b.** Fundraising Strategies
- **c.** Strategic Planning
- **d.** Non-Profit Finances
- **e.** Ethical Responsibilities

2. The Board of Directors will develop expectations for Board membership, including but not limited to:
- **a.** Attendance
- **b.** Involvement and Preparation
- **c.** Fundraising Requirements

3. The Board of Directors will develop a matrix of needed skills and diverse representation to ensure effective Board succession planning.
4. The Board of Directors will evaluate its governance structure and documents and revise them as needed.

Success Criteria

1. All new members will complete an orientation within 60 days of joining the Board.
2. By January 2024, the matrix of needed skills and diverse representation will be completed and will be updated annually.
3. By February 2024, the matrix of needed skills and diverse representation will be utilized to recruit new Board members.
4. By June 2024, a Board training schedule will be developed and initiated.
5. By June 2024, attendance, involvement, and preparation expectations will be developed, distributed to all Board members, and incorporated into the PCC Bylaws.
6. By June 2024, the initial review of the need and effectiveness of ad hoc committees will be completed and then re-evaluated at least annually.
7. By July 2024, Board expectations will be monitored and reviewed.
8. Each December, the Board will conduct an annual self-assessment and the results will be shared at a subsequent Board meeting.
9. Each January, the Board will conduct an annual review of the PCC Bylaws and make revisions as needed.

Peake Childhood Center

Growing Promising Futures

CONTACT US

PHONE: 757.825.6200

WEB: https://peakecc.org