



OF CUMBERLAND COUNTY

## 2018 – 2021 Strategic Plan

Updated October 2017

### **Vision**

Successful children ensure a thriving community and long-term economic prosperity.

### **Mission**

Be the driving force to engage partners to achieve lasting positive outcomes for all children, beginning at birth.

### **Values**

1. **Accountable**

*We believe that results matter and that a focus on TRANSPARENCY and EXCELLENCE yields improved OUTCOMES and STEWARDSHIP of resources.*

2. **Innovative**

*We believe we should never accept STATUS QUO in a CHANGING WORLD.*

3. **Child & Family-Focused**

*We believe in a system of care that is CHILD-CENTERED and FAMILY-FOCUSED, with services and supports that are STRENGTHS-BASED and COMMUNITY-BASED.*

4. **Collaborative**

*We believe in JOINT EFFORT toward COMMON GOALS across all sectors to support families.*

5. **Inclusive**

*We advocate for policies, practices, and systems that promote FULL and INCLUSIVE participation of children, families, and early childhood professionals.*

6. **Respectful**

*We ensure that each person who seeks our services is treated with personal RESPECT, COURTESY, COMPASSION, and SENSITIVITY.*

*PFC is a 501(c)(3) non-profit organization supported by public and private funds through Smart Start, NC Pre-K, tax-deductible donations, and grants.*



a partner  
in the  
  
Smart Start  
network

**Be the Driving Force.**

## 2017-18 PFC Board of Directors

<b>First Name</b>	<b>Company</b>	<b>Board Position</b>
Christiana Adeyemi	Cumberland County Action Program, Inc.	Local Head Start Program Representative
Julie Aul	Cumberland County School	Public School Exceptional Children's Preschool
Dr. Tamara Brothers	Fayetteville State University	Higher Education Institution
Amy Cannon	Cumberland County	County Managers Office
Lisa Childers	NC Cooperative Extension 4-H Youth Development	Local Cooperative Extension Agency
Angela Crosby	Cozy Corner CDC/Jump Start University	A Child Care Organization Representative
Patricia Crouch	Cumberland County Department of Social Services	Designee
Robin Deaver	Fayetteville Technical Community College	Higher Education Institution
Hank Debnam	Alliance Behavioral Healthcare	Local Mental Health Community Organization
James Grafstrom	Crown Coliseum Complex	Business Leader / Board Vice-Chair
Sandee Gronowski	PNC Bank	Military Community Representative
Van Gunter	Select Bank & Trust	Parent of a Child 5 or Younger / Board Secretary
Michael Hardin	State of North Carolina	Parent of a Child 5 or Younger
Marcus Hedgepeth	Haigh, Byrd & Lambert, LLP	Business Leader / Board Treasurer
Robert Hines	United Way	Other Non-Profit Human Service Agency
Alana Hix	Cumberland County Schools	Designee
Tim Kinlaw	Cumberland County Schools	School Administrator
Angie Malave	Wine Café/The Coffee Cup	Business Leader
Karen McDonald	City of Fayetteville	Municipal Government
Perry Melton	Building Blocks Early Education Centers	Child Care Provider - Center-Based Facility
Sarah Pitts	Camp Ground United Methodist Church	Faith Community
Tawnya Rayman	Children's Developmental Services Agency	Inter-Agency Coordinating Council
Brenda Reid-Jackson	Cumberland County Department of Social Services	Cumberland County DSS
Chris Rey	Town of Spring Lake	Municipal Government / Board Chair
Chas Sampson	Seven Principles Consulting Group	Business Leader
Deborah Sledge	First Adventures Child Development Center	Child Care Resource & Referral Agency or Child Care NPO
Wanda Wesley	Cumberland County Schools	Child Care Resource & Referral Agency or Child Care NPO

## Planning Assumptions

Partnership for Children Planning and Evaluation Committee asks two key questions during their annual review of our strategic direction. The first question is “How are we doing against our plan?” The second question is “Is our plan still relevant?”

This Year Planning Assumptions	Implications for Partnership for Children
1. You cannot change the system by stepping outside of it. The right way to do it is remaining inside, working with the system, and trying to change it from within.	» Partnership for Children should clarify its definition of systems change. In addition to better articulate how systems change is pursued and establish the relative level of organizational investment in systems change work.
2. Technology is constantly changing and Partnership for Children needs to stay current to maintain relevancy.	» Partnership for Children will need to renew its information technology resources.
3. Continuing infrastructure challenges limit Partnership for Children’s effectiveness, including insufficient unrestricted funding, limited operating reserves, and unfunded mandates.	» It will be crucial to educate policymakers and the public about the true cost of meeting our mission and the need to recover our indirect costs.
4. The retirement of baby-boomers will leave a void of experienced leadership.	» Succession planning will continue to be a critical initiative for Partnership for Children.
5. Partnership for Children will need to connect and engage with the largest generation in American history Millennials (or, Gen Y).	» Partnership for Children will focus on technology, proactive communications and hands-on opportunities to connect with Millennials (or, Gen Y).
6. Taking a more disciplined approach to communication processes will drive better measurability and greater efficiency.	» Partnership for Children will strengthen and revitalize the PFC brand to embrace the tenets of our new mission, vision, and values statements and served as “undertones” of our messaging.
7. Partnership for Children will need to employ a wider variety of strategies including nonprofit restructuring and collaboration, multi-sector partnerships, social enterprise financing, and increased orientation towards bottom line results and “social impact.”	» Partnership for Children’s shared services will continue to play a role in maximizing funding toward our core mission.
8. Working at scale will deepen the impact Partnership for Children can have, thereby extending the reach and impact of its resources.	» Partnership for Children will increase intentionality in sharing responsibility in collaboration and ensure families have a voice in the collaboration.
9. Effective strategies require multiple actions at the individual, family, and community levels to reduce risk factors and strengthen protective factors.	» Partnership for Children will scale evidence-based parent/caregiver-engagement models that increase family protective factors in ECE settings and family support--related systems.
10. Partnership for Children will become increasingly data- and <u>knowledge-driven, as it strives for more impact on a larger scale, and finding the right information quickly,</u> will be paramount.	» Partnership for Children will need to expand its efforts to make sure its data is readily available, as current as possible, and seen and used by community partners.
11. Preparing our children for 3 <sup>rd</sup> -grade reading proficiency requires strong early literacy development.	» It will be essential to continue to incorporate strategies for supporting the development of early literacy development into comprehensive approaches to promote school readiness.
12. Continued and growing demand for services to low-income and underserved individuals and the inability of many community-based organizations to meet this need.	» Partnership for Children family support priorities will continue to be in parenting skills in child social/emotional/ behavioral /health issues, parent

This Year Planning Assumptions		Implications for Partnership for Children
		nurturing skills, parent stress/social isolation, family literacy and linkages to community resources.
13. Accessibility to affordable, high-quality care for infant, toddler, and children with special needs is critical.	»	Partnership for Children will give priority to inclusive childcare and preschool for children with special health care needs and other disabilities and infant/toddlers in 4 or 5-star programs.
14. Without some new and strategic investments, Cumberland County may experience a resurgence of higher turnover rates and the loss of its better-educated teachers in its licensed and higher star settings.	»	Monetary awards will be tied to program components or characteristics that will (1) maintain 4- or 5-star rating; (2) promote both high-quality care (4- or 5-star rating) and care for special populations such as infant/toddler, subsidy, special needs, or military children, and (3) encourage teacher longevity and increased education
15. In order to bridge the Pre-K and Elementary divide, it will be critical to align curriculum, standards and teacher expectations Pre-K and kindergarten.	»	Partnership for Children’s transition to Kindergarten activity will be designed to: <ul style="list-style-type: none"> <li>• Strengthen relationships with School to Family, School to Child, Peer to Peer and School to Early Childhood Programs</li> <li>• Increase continuity from the Pre-K experience to the kindergarten experience</li> <li>• Enhance existing Pre-K to Kindergarten transition programs</li> <li>• Address the unique needs of the families and children served</li> </ul>

# Strategic Plan

FY 18-21 Adopted October

<b>2018-2021 Strategic Goals, Objectives &amp; Strategies</b>			
<b>Goal Area</b>	<b>Objectives</b>	<b>Strategies</b>	
<b>Organizational Development</b>  <b>Internal Capacity To Realize Its Mission And Achieve Greater Impact</b>	<b>Board and Leadership:</b> Deepened management and staff awareness, understanding, knowledge, capacity, and involvement within and across organizational areas.	<b>Strategic Plan:</b> Convene key partners to take on specific roles in supporting the implementation of the plan. <b>PFC Strengthening Initiative:</b> Enhance the governance and executive leadership capacity of the Partnership.	
	<b>Backbone Support:</b> PFC, as the backbone organization, to coordinate & oversee implementation of the plan.	Operations (Run Internal Process)	
		Financial (Manage Resources)	
		Learning and Growth (Develop Personnel)	
<b>Engagement</b>  <b>Families and Communities Play a Leading Role</b>	<b>Unique &amp; Positive Brand:</b> Recognize PFC as a credible source on the school readiness issue.	<b>Strategic Communication:</b> Communicate and build awareness around the importance of and progress made in early childhood education.	
		<b>Child Promotion:</b> Utilize child (find) promotion strategies such as connections to Diaper Bank of NC and Dolly Parton Imagination Library to identify children birth to five.	
	<b>Cross-Sector Engagement:</b> Representation from key sectors such as education, non-profit, philanthropic, business, civic and community leaders are needed to develop and implement the vision to which the Partnership and community hold themselves accountable for achieving.	<b>Mobilizing Resources for Impact –</b> Stakeholders time, talent, and treasure are aligned & mobilized towards improving overall community level outcomes/indicators. This includes the redirecting or initiation of resources (including knowledge, time, volunteers, skills, financial contributions or other in-kind services) towards improving a common outcome.	
		<b>Public and Political Will:</b> Unifying advocacy voices by bringing together individuals, groups, or organizations who agree on a particular issue or goal.	<b>Constituency Support Base Growth:</b> Increase the number of individuals for sustained advocacy or action on an issue.
			<b>Policy &amp; Advocacy Alignment:</b> Enable policy and advocacy to catalyze and scale progress.
<b>Investment &amp; Sustainability:</b> Increased public-sector investments in children and families and improve the policies that govern those investments.	<b>Fundraiser:</b> Raise \$175,000 annually.		
	<b>Grant Writing:</b> Establish a grants team to pursue grant opportunities.		
		<b>Shared Services:</b> Strategically expand high quality, high value shared services to maximize funding toward our core mission.	

**2018-2021 Strategic Goals, Objectives & Strategies**

Goal Area	Objectives	Strategies	
<p><b>Strengthen Partnerships</b></p> <p><b>An Innovative and Connected System</b></p>	<p><b>Strengthen The Early Childhood Continuum Of Care:</b> Strengthened and sustained regional and local coalitions to address early childhood system-wide issues and interagency collaboration.</p>	<p><b>Funders' Collaborative:</b> Work with funders to establish common grant-making criteria that are research-based, address verified, priority needs in the community, and help bring catalytic funding to the effort.</p> <p><b>Collaboration &amp; Alignment:</b> Strengthen community-based decision-making with respect to resource allocation and early childhood service delivery systems.</p> <p><b>Partnerships &amp; Alliance:</b> Convene local stakeholders to expand the work of existing or launch new public-private partnerships at the community level to integrate improved services and make expanded birth to five investments.</p> <p><b>Protective Factors Framework:</b> Scaling of evidence-based parent/caregiver-engagement models that increase family protective factors in ECE settings and family support--related systems.</p>	
	<p><b>Manage And Coordinate Stakeholder Information:</b> Maintain an integrated performance management approach that uses long-term goals in parallel with tracking indicators and annual performance goals.</p>	<p><b>Community Level Outcomes:</b> Adopt community-wide dashboards with measures across birth to 3<sup>rd</sup> grade.</p> <p><b>Quality Assurance:</b> Build analytic, research and continuous improvement capability.</p> <p><b>Data Collection &amp; Sharing:</b> Build data sharing infrastructure to coordinate services and inform action.</p>	
	<p><b>Enhanced Individual and Community Capacity:</b> Build the capacity of organizations to achieve mission-driven results.</p>	<p><b>Data-Informed Decision Making Process and Technical Assistance Approach:</b> Utilize the evidenced-based TAP-IT model from Johns Hopkins University/Center for Technology in Education to deepen management and staff awareness, understanding, knowledge, capacity, and involvement with planning and evaluation. TAP-IT stands for the five steps of the model – team, analyze, plan, implement, and track.</p> <p><b>Cross-Service System Professional Development:</b> Fund/oversee/support or advocate for cross-service system evidenced-informed training opportunities to increase access, diversify delivery methods, &amp; improve the knowledge base &amp; strategy utilization.</p>	
	<p><b>Programs</b></p>	<p><b>Advance Children's Well-Being:</b> Prepare children socially, emotionally, physically and</p>	<p><b>Developmental Screenings:</b> Continue to strengthen cross-system coordination for developmental screening across primary health care, child care/early learning, and parent education/home visitation programs.</p>

**2018-2021 Strategic Goals, Objectives & Strategies**

Goal Area	Objectives	Strategies
<p><b>High-Quality Opportunities for All Children</b></p>	<p>intellectually to enter kindergarten ready to succeed.</p>	<p><b>Young Child Mental Health Professionals:</b> Convene partner to recruit trained professionals in infant and young children mental health.</p>
	<p><b>Empower Families:</b> Preventive and intervention services are accessible and meet a range of family needs.</p>	<p><b>Positive Parenting Practices:</b> Collaborate with community partners to address the shortage of policies and practices that are effective in building Protective Factors in families (e.g., integration into community systems, contracts, and services).</p>
	<p><b>Raise the Quality of Early Care and Education:</b> Link early care and education programs and providers to the overall service system and community resources.</p>	<p><b>Children’s Pre-Reading Skills:</b> Institutionalize language and literacy activities countywide and use this issue as a point of entry for discussion of other domains of school readiness.</p>
	<p><b>Enhance ECE Workforce:</b> Increase pool and retention of qualified early educators.</p>	<p><b>High-Quality Early Care and Education:</b> Invest in service delivery strategies and policy directions grounded in culturally effective evidence-based practices that produce positive changes in children and families and are measurable, cost-effective, and sustainable.</p>
		<p><b>Kindergarten Transition:</b> Bridge the Pre-K and elementary divide by aligning curriculum, standards and teacher expectations Pre-K and kindergarten.</p>
		<p><b>Early Educators Education Level:</b> Recruit and retain high-quality early educators.</p> <p><b>Compensation, Benefits, And Turnover Of Early Educators:</b> Improve compensation to support recruitment and retention of highly qualified and well-prepared early educators.</p>