

Strategic Planning Report

Campus Day Care, Inc.

January 22, 2005



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Teachable Moments**

Introduction

On Saturday, January 22, 2005 approximately twenty members of the board of directors, parents and staff, affiliated with Campus Day Care, Inc. gathered for a day of strategic planning facilitated by Debra Mayer, Teachable Moments. The day began with an overview of strategic planning:

- A management tool used to improve the performance of the organization.
- A document that outlines the organization's direction and priorities.
- A guideline to be used in making decisions regarding the allocation of resources.
- A process that an organization undertakes to build commitment among its key stakeholders to the agreed upon direction and priorities.

The path for the day was to review Campus Day Care Inc.'s

- Vision
- Mission Statement
- Beliefs and values

And, to identify, gain consensus on, and commit to the next few years'

- goals
- objectives
- and action plan

The goal for your centre presented (following) is from your parent policy manual.

Campus Day Care Centre, Inc.

- Our goal is to provide quality day care in a secure, stimulating environment where your child will have the opportunity to develop physical, socially, emotionally, and intellectually to his/her fullest potential.
- Our staff of trained caregivers are prepared to help your child in this development in cooperation with you, the parent.

We discussed the fact that what is missing is the one strong statement that acts as your north star-your MISSION.

- How do you relate to children? Your board? Parents? Staff? The university community?
- What about your intended outcomes?
- E.g. children to develop strong relationships with peers and caregivers, readiness to succeed in school, inclusion of children with special needs, support for parents balancing work/school and families, empowered, and committed staff

As the centre did not have a mission statement *per se*, some work was completed towards the development of a mission statement and this is offered for further reflection and eventual ratification by board and general membership.

The team came up with the following values and intended outcomes:

Impact on lives of children and families	Diversity
Communication	Holistic
Educating community	Inclusive
Status Consistency	Upgrading P.D
Advocacy – security- relationships	Improving Quality
University based role model	Proactive
Contributions of team	Motivational
Nurturing, enriching, discovery, learning,	Current leading Edge
Child centered	Early learning and care

The team generated several draft mission statements:

- Ease transition for child and parent into the centre by familiarizing both with teachers, and environment in a warm and welcoming fashion
- With the help of parents and the campus community, our continued objective is to identify and foster the skills children need for future success in life, including those that promote academic success, empathy, tolerance for diversity, persistence, confidence and creativity.
- Working together with diverse families to facilitate the social, emotional, intellectual and physical development of the children in our University of Manitoba community
- CPCC offers the highest quality of Early Learning and Care for Children and families of the U of M community. Promote development areas, preparation for maximum success in school. Help parents balance work and family life.
- Welcome all families for their uniqueness and their child's abilities
- Campus Day Care offers the optimum quality of trained ECE's as well as a motivational and inclusive curriculum that welcomes all diversities of cultures and children that prepares children eventually for school readiness
- Our goal is to provide quality day care in a secure, stimulating environment where your child will have the opportunity to develop physical, socially, emotionally, and intellectually to his/her fullest potential. Our staff of trained caregivers are prepared to help your child in this development in cooperation with you, the parent.

This consultant recommends that the board and staff engage in further work together to gain consensus around your values and beliefs, to ensure that these are captured within your mission statement. You will note that many of your actions generated in your strategic plan have a connection to the things you value and how you allocate your resources as a result. As per your request, the following attempts to integrate the key

points made within the brainstorming around the mission but clearly, more work will be needed.

DRAFT

Campus Day Care offers the highest quality early learning and care for children and families of the University of Manitoba community by engaging well trained early childhood educators who offer a motivational and inclusive curriculum; welcoming all families for their uniqueness and their children's abilities; promoting children's holistic development, empathy, tolerance for diversity, persistence, confidence and creativity; preparing them for maximum success in school; and helping parents balance work, further education and family life.

For a point of comparison, the following describes the mission, goals etc for Simon Fraser University Children's Centre:¹

Vision

The SFU Childcare Society vision is for publicly-funded child care that is accessible and affordable and that can accommodate families' diverse child care needs. A place where children are nurtured and encouraged to grow and develop; where programs are delivered by caring and qualified staff who are compensated commensurate with their education, training and expertise.

Mission

The SFU Childcare Society mission is to provide the highest quality child care services to children of students, staff and faculty of Simon Fraser University, and to children of families in the broader community.

Pillars of quality

The SFU Childcare Society believes that quality child care is achieved through:

- Recruiting, hiring and retaining qualified early childhood and school age educators.
- Partnering with parents by valuing their involvement and recognizing they are the people who know their children best.

¹ <http://www.sfu.ca/childcare-society/philosophy.html>

- Programming that enhances the social, physical, intellectual, creative, emotional and moral development of each child.
- Meeting, and wherever possible, exceeding Provincial Health Ministry licensing standards.

Values & principles

The SFU Childcare Society:

- Values and respects the unique needs and personality of each individual.
- Believes that play is a child's response to life, the medium through which s/he learns.
- Recognizes that a well-equipped and creative play yard, in a natural setting, encourages all aspects of a child's development.
- Believes that providing a safe, healthy and nurturing environment means that it must be free from prejudice, stereotyping and discrimination and that it promotes inter-cultural understanding.
- Values our collaborative relationship with Simon Fraser University.
- Values advocacy work that benefits children and families.



Where are we going?

Participants were asked to do some vision casting in this next phase of the strategic planning.

Imagine.... Your centre three to five years from now....your child may no longer attend this centre...you may have a new position or role at the centre...the kind of program you offer may look very different than what is in place today.....

Several carousel activities followed and the subsequent visions were defined by the group as they circulated. A follow-up activity had participants rank order their preferred action items for each of these issues for their centre to work on. These votes prioritized the action planning that followed and are reflected with #1, #2, and #3 for each issue.

Program for Children

- # Gym program (Indoor facility): all rooms, everybody! #1
- # Staff prep time #2
- # More multicultural programming (linked to different holidays) #3
- # Infant and school age programs #3
- # More use of university programs, ex: gym, skating, swimming etc
- # Computer programs (Children and staff)
- # Age appropriate skills curriculum
- # Our own bus for outings
- # Off campus activities
- # Music and drama program (use faculty music and education)
- # "Progress" reports
- # Maintaining ratio's for programs, done on university grounds
- # Children use their creative minds to plan room themes (emergent curriculum)

Community

Partnerships? Collaborations? Connections?

- # University as a whole, ex: resources, parent resources #1
- # Bringing the larger community into the centre, (firefighters, paramedics, petting zoo) #2
- # Centre Website
- # Column submitted to the university newspaper and local area paper for exposure on regular basis
- # Educating communities of what we do on a daily basis
- # Providing child with a sense of what a community is – interactions (sense of belonging to community)
- # Getting out in the community
- # Going to visit neighbourhood parks

University of Manitoba Association

- # Facility / building improvements (on-going maintenance, painting) #1
- # Educational tours/field trips could they provide (ex. library, phys ed) #2
- # Tunnel access to University #3
- # Snow clearing in playground
- # Shuttle bus to Recreational facilities
- # Conciliation to the university of Manitoba
- # President coming to visit us yearly
- # I.T. – internet viewing access (Web Cam)
- # Pros/Cons of being independent or closely associated with University

Staffing

How many? Training? Salaries? Working Conditions?

- # Education – continuing / professional development and opportunities in specialized areas/interests #1
- # Better communication #2
- # Keeping staff happy and involved in what's happening #3
- # Computer for staff (e.g., for programming ideas)
- # Low Turnover
- # More staff in September for Room 1
- # Mental health days
- # Comprehensive benefit package, subsidized fitness/wellness package, RRSP/pension

- # Educational leaves to upgrade or advance
- # Male influence
- # 100% trained staff
- # Trained available casual substitutes
- # More Males

Finances

- # Higher staff salaries #1
- # Professional development opportunities (more) #2
- # Keeping full enrolment
- # Toys, equipment, playground, furniture
- # Parent / Child library
- # Partnership more with university
- # Fund raising committee for equipment / programs
- # Staffroom: Television, microwave, internet
- # Bath tub / shower room
- # Yearly report to university funds
- # Corporate sponsorship
- # Function like a business – accountability
- # Digital camera

Board & Volunteers

- # Staff representatives on the board #1
- # University Administrative reps be “welcomed” to sit on the board #2
- # Having board members to visit the daycare (Three hour block) #2
- # Be welcoming and respectful of volunteers since they are volunteering their time with us, could end up as substitutes in our workplace as well, they will be “advertising” to the community the quality of service we provide. Limit the number of volunteers that visit the centre at a time, overwhelms children when there are too many
- # Welcome retired professionals to the board, they have more time to volunteer
- # Grandparents to spend time on the floor (e.g., story time or share their experiences)
- # Fund raising committee
- # A representative from the schools/university (faculty of education or human economics) teachers, faculty members, grad students.
- # Increased parent volunteers for field trips and such
- # Male volunteers (if possible)
- # Board supports staff

School Relations

- # Communications between school staff and ECE's on issues surrounding a child (with issues) so as to work together co-operatively on things consistently #1
- # Better awareness for kindergarten readiness, communicate and co-ordinate programs with schools #2
- # Teachers from schools come to visit or ECE's go to school for a visit
- # Getting school newsletter / school getting daycare monthly letter
- # Care options for siblings of school age children (after school programs)
- # Increased awareness and communication of surrounding schools programs and transportation options in consideration of families' diverse needs

The Centre

Size? Program Options? Space? Location(s)?

- # Permanent Outdoor Canopy Area (shade) #1
- # Expand Playground #2
- # Two-way mirror / observation room
- # New play-structure
- # Tricycle path through playground
- # Indoor gym out of Room 3, back door on the cement pad for cold and rainy day use
- # Infant care / school age program
- # Larger child friendly kitchen
- # Expansion with indoor play area with skylight, tree house theme, infant care: bright coloured rooms
- # More child care spaces
- # repaint shelf units a nice/new colour
- # Lots of storage space
- # Higher playground fence
- # more mature trees inside and outside playground, ex: no berries
- # Separate nap room/gym
- # A six foot fence around yard – better protection
- # New building for campus infant and school age program

Politics of Childcare

Lobbying for more funding? Higher Standards? Accreditation?

- #1  Salaries need to be set across the board and this would lessen the trend of staff leaving in search of better pay and benefits
- #2  Reduce disparity in wages, more recognition of E.C.E status (I, II, III)
- #2  Parents still feel a sense of control of their centre, more input or contribution
- #2  Educating politicians for the need of quality childcare (visit daycares and see program planning, working with children, theme planning of centers)
- #2  Change name “daycare” to be more professional across province / Canada
- #2  National child care policy created and implemented
- #2  Follow child care standard as laid out in Quebec so as to lessen hardship families face
- #2  Educate people who are not involved in day care as to what E.C.E are, our job descriptions, education, program planning, every day tasks, etc.

Parents and Families

Who are they? What are their needs?

- #1  Intake day for parents as part of orientation, letting the caregiver “know” about your child’s individual needs
- #2  Fundraising volunteers/committees
- #3  Parent volunteers in centre 1 day a month – employer supervised/ sponsored
- #3  Field trips to parent’s workplace
- #3  Parent volunteers on field trips
- #3  Parent input on different issues pertaining to children/care
- #3  Donations
- #3  Staff/parent interviews
- #3  “multicultural” snack provided by parent 1 time a month (as financially able to)
- #3  Donations
- #3  Children (Ha!ha! – having them and bringing them)

Where are we now?

As a beginning point, participants were asked to reflect on their own particular gifts, or the “presents” they could bring to Campus Day Care, Inc to help grow the centre stronger. These were:

- Ⓢ Open minded
- Ⓢ Child family focused (program)
- Ⓢ Care for staff (professional and personal)
- Ⓢ Ability to see change and encourage it
- Ⓢ Worked in childcare fundraising
- Ⓢ University organizational contacts
- Ⓢ Education developmental pay
- Ⓢ Idealist
- Ⓢ Mother
- Ⓢ Project management
- Ⓢ Financial controls
- Ⓢ Organizational skills
- Ⓢ Ability to adapt
- Ⓢ Desire to help
- Ⓢ Ability to have fun
- Ⓢ Fresh perspective and ideas
- Ⓢ Sense of humour
- Ⓢ My love for children (5)
- Ⓢ background: ECE III, U of W, special needs core area daycare, in home daycare
- Ⓢ Positive
- Ⓢ Looking at the cup half full instead of half empty
- Ⓢ Experience
- Ⓢ Willingness to learn
- Ⓢ Motivated to make the Campus Day Care a better place for all of us involved
- Ⓢ Unique background, culturally (raised in Japan)
- Ⓢ Value the importance of multiculturalism
- Ⓢ Motivated to learn
- Ⓢ Experiences with other daycares
- Ⓢ Experiences with this daycare with my other child
- Ⓢ Organized/prepared
- Ⓢ Love working with children
- Ⓢ Good communication skills with parents and staff
- Ⓢ Creative
- Ⓢ Helpful
- Ⓢ Patient
- Ⓢ Understanding
- Ⓢ Humour
- Ⓢ Flexibility (4)
- Ⓢ Reliability
- Ⓢ Dedication to my job
- Ⓢ Genuinely interested in the future of the centre
- Ⓢ Parent associated with the centre for 3 years
- Ⓢ Organized person (2)
- Ⓢ Like to stay on track and on time
- Ⓢ Creativity
- Ⓢ Committed
- Ⓢ Administrative background
- Ⓢ Genuine concern for the children’s care and good/happy working environment for the staff
- Ⓢ Quality program planning
- Ⓢ Training
- Ⓢ Professionalism
- Ⓢ Love seeing children learn
- Ⓢ A love of musical education/learning through music
- Ⓢ A genuine love of children
- Ⓢ And interest in science/nature
- Ⓢ Enjoy working with children, have fun at my job
- Ⓢ Funny
- Ⓢ Love of being with children
- Ⓢ Able to learn new things
- Ⓢ Upgrading to be an ECE II
- Ⓢ Being with the children
- Ⓢ Try to keep the room clean and safe for the children
- Ⓢ “I believe, caring is a process of happiness, so I’m always put in my caring spirit towards the child, the parents and the staff. I always look at the child from the perspective of a child center and focus to fit their developmental needs through creative circle of activity.

Parent Survey

Parents of Campus Day Care were invited to complete a survey that helped ensure their voice was heard even if they were unable to participate in the strategic planning session. A total of 17 surveys were returned. The Executive Director of Campus Day Care read aloud some of the parent comments during this part of the strategic planning day. This consultant recommends that a similar parent satisfaction survey become part of the annual planning cycle for Campus Day Care.

1. Is the playroom an inviting and comfortable place for your child and for you?

- Very institutional environment
- Yes (7)
- My child, as of the new year, no longer cries when I leave, she feels comfortable and is happy
- Very happy about well organized and pleasant nature
- I like the way the centre has grouped in the children by age. There's enough room to move and to play around
- Although sometimes the floors are a bit wet and sandy, when parents forget to take their boots off
- Is so comfortable my child doesn't want to leave at the end of the day
- Clean colourful, organized, ever changing and always stimulating environments
- Rooms need painting and cleaning, at time the play areas look dirty, carpets need cleaning or replacing
- We like how the playroom is changing periodically

2. How do you feel about your child's transition at arrival time in the morning and leaving time at the end of day?

- It's a little hard at arrival time
- Good (5)
- Good, comfortable, the kids are happy
- Good, the free play time is a good start and finish for the day
- No problems. The few (early) troubles we had were very well handled by the staff
- Great, confident she is in good hands, At least one staff is aware of entry and leaving with child. Staff pay attention
- She is very happy in the morning at the daycare. Sometimes it's even hard to take her home because she wants to stay more.
- It was difficult at first because she cried but her teachers told me she was fine a few minutes after I was gone. She doesn't want to leave which is reassuring she is content.
- We feel the transition at both times is relatively smooth. (2)
- The timing is good.
- Fine, my child loves daycare and looks forward to it.

3. Do you feel informed about what is happening in your child's program?

- We would prefer a bit more contact, especially regular (daily) reports on whether she naps or not. Could it be recorded on a sheet daily that is posted?
- No (2)
- I should be informed about either good or bad things happening to my son

- Overall we feel we are well informed, but if possible it would be more helpful if you could provide us with each month's calendar sooner before the month starts. Even a yearly outline saying just major events would be helpful.
- Yes, the teachers always inform me about what she was doing and learning, she also tells me each day.
- Yes mainly from the newsletter and notice board
- Yes, the bulletin board is great
- Yes (3)
- The whiteboards by each room are very useful as often my child will not tell us what he has done during the day or has simply forgotten what was done during the course of the day. If it is particularly memorable for him, he will usually talk about it. At that time we elaborate on it further and discuss other related topics
- Yes, through daily conversations with staff, the whiteboards and bulletins
- Sometimes
- Monthly assessment would be great, ex: strengths and weaknesses
- Yes, daily board postings good so that you know what your child did each day. Monthly notice/newsletter great

4. How do you feel about what your child is learning in the program?

- Need more info on direction and program results
- I feel that having fun is most important thing. Also he is learning
- We have always been impressed. Think the teachers run programs appropriate and fun for the "average level" child in the room.
- He is trying to do some of it at home
- I am not sure what she is learning in the program
- Good
- Good because we feel that children can learn through play
- The school reading program in room 3 is excellent, my child is learning to write her alphabets
- I feel gratitude because I notice the difference, she is learning at a faster pace and I am sometimes surprised at what she can accomplish.
- We really like "theme" orientated programs
- I can tell my son is learning about numbers
- Slow progress till now, he does not know letters or how it looks like
- Great (5)

5. a) Is your child's curiosity stimulated

- Yes (11)
- Many types of crafts are sent home daily
- Wants to go to daycare and tell us about his day
- Yes, my son has indicated he likes being in room 3 more however. I believe he engages more with older children (perhaps some of the children in room 2 are less articulate). In room 2 he seemed to play or do other activities beside other children rather than what he is doing now in room 3, (ex, more co-operative actives and more interactions). Room 2 was an excellent start for our son's growth/evolution since it gave him the skills for room 3.
- I believe so, she has a lot to say about "school" and also many questions
- Not like last year in room 2, Our son is a smart boy and he needs guidance which he doesn't find this year

b) Do staff members encourage creative ideas and creative use of materials?

- I would say yes, she brings home interesting and creative pieces of art
- Different activities, themes and play stations are always present
- It is amazing, she wants to do the crafts again at home too
- Yes (9)

6. a) Do staff members seem enthusiastic about their work?

- We feel so
- Yes from what we can see. Everyone seems to care about the children
- Yes they are, and they have so much energy
- We like her teachers
- A little tired
- We have always felt good leaving our kids at Campus, like a 2nd home of caring people for them
- Sometimes they appear tired, but they engage the kids in different activities
- Majority of them no, only a few look really good
- Yes (8)

b) Do they appear to work well together?

- Not enough observations
- I think if there were any problems they would support each other
- Yes (11)

7. a) Do staff members act and speak in ways that work well for your child?

- A. tends to speak aggressively, but is a very sensitive child as to what is said to him
- Yes, initially we had some problems with our son "hitting" once it was determined that he was defending himself he was taught to bring any bullying behaviour or aggressive behaviour to the attention of the childcare educator. This resolved the problem satisfactorily
- I think these questions need a day of observation to be answered properly
- Yes (14)

b) Do staff members work with your child in ways that seem to be appropriated for his/her level of development?

- My daughter seems to be happy with the interactions she has at daycare
- Yes, on surface level, personal feedback would be greatly appreciated
- Yes (11)

8. Do staff members tell you what you want and need to know about your child's development, behaviour and progress?

- more knowledge, verbal and written would be great
- yes, we do very much appreciate receiving information about our child's development and behaviour (positive or negative)
- Yes we make it a point of asking also how he is getting on
- Never, maybe we need monthly meet to talk about our kids progress
- No, need more progress reports
- Yes, generally only if asked
- Yes, communication between staff and parents
- Sometimes (2)
- Yes, sometimes I would like more information about any child's/children's progress and interactions
- Yes, where applicable
- Yes (4)
- No

9. a) **Do staff members offer you guidance for working with your child?**
- They have many times, e.g.; the crying at morning drop off
 - This hasn't specifically occurred but have seen staff members "modeling" techniques appropriate for all parents to try
 - I would like to hear more of "At this age...you child could be doing..."
 - Yes, and since we both have experience as educators (of course at a different level), we can discuss with the staff ways we believe can help our son. Since we are new at being parents, we are not averse to asking opinions from all staff.
 - No (5)
 - Yes (5)

- b) **Are you comfortable asking for help in working with your child?**
- Yes, and I am grateful for their input, for example advice with "time-out" and how to use it effectively
 - Yes (13)

10. Do staff members relate to children from all backgrounds appropriately and with ease?

- I can't answer this question because I don't witness their interactions with other children
- The children are always at ease when I come in. Staff relate well with the children, hence the fun and productive environment
- Yes we believe so. It is so important for parents to really work at teaching their children life skills to be able to socialize properly with children from all backgrounds. This in turn helps staff with the whole group. We have worked very hard with our son in that respect towards all people (children and adults), which hopefully helps him in his interactions with others.
- Do not know (2)
- Yes (8)
- My child is very happy with the staff. She always has stories to tell about how they work with her
- Yes, all staff members seem fair and appropriately to deal with children from different backgrounds.

SWOT Analysis

Next, a situational analysis was completed by participants using the SWOT tool. SWOT stands for

- Strengths
- Weaknesses
- Opportunities
- Threats

The questions the SWOT addresses are

- What are we doing well?
- What do we need to improve?
- What opportunities, both internal and external, can we maximize?
- What is blocking us from being effective?

Strengths

Centre

- ❖ Location
- ❖ Support of the university
- ❖ Excellent location with big out door area as well as potential access to the University's resources
- ❖ Long waiting list (supply of children)
- ❖ Creative Stimulating Program
- ❖ Daycare designed by E.C.E. The set up of the 3 rooms is great
- ❖ Separate rooms
- ❖ Different age group for different rooms, suits child's developmental needs

Staff

- ❖ Caring, supportive staff
- ❖ Genuine love of children and career
- ❖ Enjoy children and have fun
- ❖ Caring group of staff members committed to children
- ❖ Number of staff trained
- ❖ Well trained staff and program planning
- ❖ Outstanding caring and committed staff
- ❖ Ability to teach children music and bring outside talented performers to share with the children

- ❖ Staff commitment is diverse
- ❖ Enthusiastic committed staff
- ❖ Educated staff that is dedicated to providing nurturing learning environment
- ❖ Trained staff ratio
- ❖ High level of education, most of staff are ECE III
- ❖ Trained staff with child developmental knowledge and perspective

Weaknesses

- ❖ Staff communication
- ❖ Communication between staff and parents
- ❖ More written communication to all staff about happenings in the center
- ❖ Dealing with staff concerns
- ❖ Not enough funds/resources to actualize all innovative ideas
- ❖ Funding from government
- ❖ Consistent funding needed for improvement
- ❖ Public awareness
- ❖ Partnership with parents (parent involvement)
- ❖ Child-centre crush with teachers-centre philosophy
- ❖ Appreciation for what we have and do
- ❖ Negativity to new ideas
- ❖ Play-structures
- ❖ To lose track of time; and cause delay in my area changes
- ❖ Enrolment in summer months

Opportunities

- ❖ Recognition of the status of early childhood learning and care
- ❖ Recognize ECE as a profession
- ❖ Being unionized with appropriate benefits, etc
- ❖ Good changes, Unions
- ❖ Growing government interest in Early Childhood
- ❖ Be flexible
- ❖ Transfer to different age group
- ❖ Expand upon school readiness program in room 3
- ❖ Available to work in different age groups
- ❖ Location, waiting list of children
- ❖ Being part of the university environment brings opportunity to use facilities
- ❖ Support upcoming from government to improve daycare standards
- ❖ Access to learning opportunities at the university
- ❖ Greater and stronger partnerships with the university, community and beyond
- ❖ Showcase the centre in May (MCCA's provincial childcare conference's tour of centres) and opportunity to make facility improvements

- ❖ Access to good workshops and seminars
- ❖ Expand on staff-parent communications

Threats

- ❖ Salaries (are low)
- ❖ Wages, competition i.e. phase higher scale
- ❖ Without incentives to staff, affects production in all areas
- ❖ Staff turnover
- ❖ External constraints, (e.g... Lack of government funding)
- ❖ Stability of rent agreement with university
- ❖ Not having community support around
- ❖ Less daycare workers because of low pay scales
- ❖ Lack of staff cohesiveness (ex, gossip)
- ❖ Peers that criticize changes to program
- ❖ Some parents prefer Montessori approach, wonder what's missing in our program compared to that
- ❖ Lack of full enrolment in the daycare
- ❖ Competition from other child care facilities
- ❖ Full staff not full enrolment

The Journey

Through the carousel activity, all participants selected out 3-5 key activities for the centre to engage in, from the many goals that were generated. As the group narrowed its focus, powerful agreements emerged. The order or priority of a goal was based on the number of “votes” each activity received. All goals are recorded within this report, for future consideration. The specific strategic plans and action items developed by each small group are listed below for immediate planning.

- #1 **Staffing**
- #2 **Programs for Children**
- #3 **Community**
- #4 **Finances**
- #5 **Board & Volunteers**
- #6 **School relations**
- #7 **The Centre**
- #8 **Politics of Child Care**
- #9 **Parents and Families**

NOTE: Various small groups developed action strategies targeted to key activities selected by the strategic planning team. Formatting for each may be slightly different, depending on the recording style selected by the small groups. The wording used by the small groups may have been slightly changed to ensure ease of readability and flow.

Participants were asked to consider the feasibility of each alternative. For those alternatives that were considered feasible, they brainstormed the consequences of each alternative. They then grouped the alternatives into projects. For each project, they could choose approximately three actions that were felt to be do-able in the near future.

Board and staff discussion of these ideas and strategies may require more fleshing out as not all groups provided the same level of detail and accountability. Some groups generated many good ideas but without working through timelines or lines of responsibility. Original small groups may be asked to meet once more to finish this work and then the board may revisit these at future meetings to approve this part of the action plan.

Caution should be taken not to assume that all functions can be added onto the work load of your Executive Director. As a stated goal is to enlarge the circle of active

board members by recruiting new volunteers, this activity offers a wonderful opportunity. Each strategy may require the appointment of a board member to chair the task group. Each task group can include at least one staff member. To recruit a new parent, ask for a volunteer parent to serve on a task force with a short, clearly defined piece of work (e.g. plan a BBQ for teachers from school to attend). Success on a small piece of work increases likelihood that the parent will agree to fulfill another volunteer role.

Consider who else may be appropriate to recruit to your task-groups or committees, such as: your Child Day Care Coordinator; your banker; church officials, university representation, etc. Think about both the faculty association and the student associations, as well as the other labour organizations on campus (CAW, CUPE, etc.).

Action Plans

School Relations

Vision of the Future	Where we are now	Recommended Action	MECHANISMS: WHO? HOW? BY WHEN? FOLLOW UP REQUIRED?
Communications between school staff and ECE's on issues surrounding a child so as to work together co-operatively and consistently	No contact	A child has problems in school; there should be ongoing contact with both sides. To have contact with school and parents first and written permission would be great. Then either parents or staff go to teachers	Room 3 staff ongoing Room 3 staff ongoing Room 3 staff ongoing Follow-up by June
Better awareness for kindergarten readiness, communicate and co-ordinate programs with schools	There is no provincially mandated curriculum for ECES to follow for school readiness	Phone the education department to get a copy of the kindergarten curriculum	Have an ECE go to an orientation Who? Anna to phone department of Education Get copy of Quebec ECE curriculum. When? Follow-up?

Politics of Childcare

Vision of the Future	Where we are now	Recommended Action	MECHANISMS: WHO? HOW? BY WHEN? FOLLOW UP REQUIRED?
Wage disparity and lack of knowledge Re: government child care policy	Lack of knowledge Re: MGEU happenings with government	Have staff choose 1-2 reps to maintain contacts with MGEU/attend meetings and report back to other staff	Kerri to post sign-up/volunteer sheet in staff room by mid February
Keep staff well informed	Dawn and Kerri post reports, newspaper clips etc. as they are seen	Continue as is Staff to READ these!	WHO? HOW? BY WHEN? FOLLOW UP REQUIRED?
Good communication of government issues to staff and parents	Dawn and Kerri post things	Continue to encourage staff and parents to join advocacy campaigns E.g... Building Block (Lego) campaign	Kerri to provide each family with the “Lego” form letter and memo attached explaining same Draft to be presented at January 26 board meeting for distribution on January 27, 05 Note: You might want to consider creating a position for advocacy on your board of directors-there is always a need to keep parents and staff aware of these politics and to be proactive Subscribe to the CCAAC broadcast list to receive child care advocacy news, campaigns and upcoming events via email. www.childcareadvocacy.ca/about/join.html

Programs for Children

Vision of the Future	Where we are now	Recommended Action	MECHANISMS: WHO? HOW? BY WHEN? FOLLOW UP REQUIRED?
Paid preparation time for staff	-Different programming strategies in each room -Unpaid time	-Poh will recruit one volunteer from Room 1 and 2 to form staff committee to look at options for paid preparation time E.g... Survey other centres, amount of time anticipated to be needed, organization of year planning, etc. Report back to staff meeting for input at spring meeting	Who: Poh By Spring staff meeting Follow-up?
Each room have access to gym program Nov-April 2x week-Room 2 & 3 1xweek, room 1	-Outdoor play, weather permitting -Limited use of trampoline, mat, ball based on needs of individual room.	Investigate gym time and costs at Frank Kennedy. Investigate contacts within Faculty of Phys Ed to determine feasibility of relationships between PE students with gym program.	WHO? Talk to Jackie E. and Sandra W. (space, time, cost, programming person and equipment) by March 1 05 Start up date, November 05
	Transportation issues	Investigate use of campus shuttle bus and cost	Jason/Kerri to determine university contact to discuss bussing on campus by March 1 05

	<p>Sponsorship issue for gym program and link to outcomes/research From gym program →Faculty of Phys Ed →School medical rehabilitation →Psychology</p>		<p>S. Webber to talk to D. Kreillaors to acquire name of potential sponsors for the program By May 1/05</p>
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Community Relations

Vision of the Future	Where we are now	Recommended Action	MECHANISMS: WHO? HOW? BY WHEN? FOLLOW UP REQUIRED?
Continue to use community relations	Yes	Check any new resources	Staff members phone email website ASAP HOW? FOLLOW UP REQUIRED?
Continue to bring the community into the centre	Yes	Check any new resources -parent resources	Staff members phone or email website ASAP HOW? FOLLOW UP REQUIRED?
Centre Website	Non-existent	Find a person with a computer background (Amit Sinha; see *Alison)	Alison by mouth anytime, with Kerri When? HOW? BY WHEN? FOLLOW UP REQUIRED?

Parent Contributions

Vision of the Future	Where we are now	Recommended Action	MECHANISMS: WHO? HOW? BY WHEN? FOLLOW UP REQUIRED?
Orientation session for parents before child starts	Non-existent except where parent initiated	Put into policy: parent orientation session is mandatory dated and initialled	Create the policy by August 2005, reviewed by board and director by 2006 Who? board
Orientation session for parent and child to transition into Campus Day Care	Non-existent except where parent initiated	Put into policy board parent orientation session is mandatory dated and initialled	Create the policy by August 2005, reviewed by board and director by 2006 Who? Note: There will be staffing and planning implications, scheduling etc. Who will do this part of the work?
Develop a fundraising committee	Non-existent	Kerri to propose to the board, to develop a fund raising committee (may sit inactive until needed)	-Kerri -Written and presented to the board -ASAP -follow up is required

<p>Create a parent pledge</p>	<p>Non existent</p>	<p>Develop a parent pledge and include it in the parent information package</p>	<p>Board to strike a committee; may sit inactive until needed Create the pledge-draft, present it to board. Note: does it need to go to your annual general meeting? How does this fit with the mission statement and your work on beliefs?</p>
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Board Volunteers

Vision of the Future	Where we are now	Recommended Action	MECHANISMS: WHO? HOW? BY WHEN? FOLLOW UP REQUIRED?
Staff representatives on the board	No staff rep.	Jason to discuss staff rep. How selected? Role on board?	Who? Jason When: February board meeting AGM-April? Note: check with Manitoba Workers Compensation Board-they have recommended practices for non profit organizations that employ staff.
University Administrative representative “welcomed” to sit on the board	Subsidized by U of M without direct contact with administrators	Invite to AGM. Continue to invite for tour of center. Kids to tour Admin Building. Note: you may need to change your by-laws to ensure there is always at least one seat on the board filled by a university administration appointee. This will strengthen your ties in a more formal way.	Who: Board to draft invitations to AGM and tour CDC. Request opportunity to tour Admin in Spring Follow-up required?
Having board members to visit the daycare (Three hour block)	Not official policy	Jason will discuss making official policy at February meeting	Policy dependent on board response Who: Jason When: February 2005 board meeting

Finance

Vision of the Future	Where we are now	Recommended Action	MECHANISMS: WHO? HOW? BY WHEN? FOLLOW UP REQUIRED?
Higher Staff Salaries	Not enough; currently we are not yet meeting the MCCA's Phase IV; we are at the bottom of Phase III.	<p>Note: Learn more about the salary issue on MCCA's webpage- where there is info on Manitoba Child Care Program Average Hourly Salaries for 2003/2004; MCCA's Minimum Salary Guideline Scale Phase III and **MCCA's Goal ** Phase IV. http://www.mccahouse.org/ece-workforce.htm</p> <p>-involve all levels of government; -petition MLAs</p> <p>-better educate parents and general public about reality of ECE wages/salaries</p>	<p>Note: MCCA presented a recommendation to government to increase grant funding to all licensed facilities, so that the majority is able to compensate employees at Phase IV, or better. To show your support for this recommendation, pass a motion of support for the Phase IV Minimum Salary Guideline Scale at a board of directors meeting -contact the Minister of Family Services and Housing and your MLA and indicate your support for Phase IV. Request an increase to the operating grant at a level sufficient to enable the majority of facilities to implement Phase IV or better.</p> <p>-Develop a letter to ask parents to promote within their community or workplace. Who? When?</p> <p>-Sign up during the Week of the ECE (May 2006) Who? -Drop-in, morning fair. E.g. parents on wait list, expecting parents-to-be; letter to all facilities-invite them to "see us work"</p>

		<p>-Campaign of cards (MGEU) ask all participants in centre to participate in promoting the petition</p> <p>-have local/or other MLA visit the centre for a morning or afternoon</p> <p>-have university president or central administrator visit centre</p> <p>-Explore status of PlayCare-in university College and Human Ecology Child Development Centre staff salaries-these two centres employ staff who are university employees.</p>	<p>-Daycare website or links to student-based help centres, link to main page, student affairs, staff bulleting; via links on max.</p> <p>-Jackie knows someone Follow-up required?</p> <p>-Kerri to send letter to MLAs. When?</p> <p>-Have Kerri send letter to invite president to visit</p> <p>-find out more information about individuals who work in those facilities-follow up with Ruth. Who? When?</p>
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UM Association

Vision of the Future	Where we are now	Recommended Action	MECHANISMS: WHO? HOW? BY WHEN? FOLLOW UP REQUIRED?
<p>Facility / building improvements (on-going maintenance, painting)</p> <ul style="list-style-type: none"> ❖ Indoor gym ❖ New coloured walls <p>Paint murals</p> <p>Remove all carpets</p> <p>All flooring with area rugs</p>	<p>No gym.</p> <p>Yucky grey</p> <p>None</p> <p>Carpet doesn't allow freedom to move learning centres around</p>	<ul style="list-style-type: none"> ❖ Ask and book times at the UM ❖ Government grants ❖ Fundraise ❖ Supplies donated ❖ Sponsorships ❖ Parent involvement <p>Get university to pay Note: what about School of Interior Design?</p> <p>Use university student to paint a mural Talk to parent on board right now</p> <p>Tear it out</p>	<p>Continue to use room</p> <p>Who?</p> <p>What?</p> <p>When?</p>

<p>What Educational tours/field trips could they provide (ex. library, phys ed)</p> <p>-Utilize our parents work places as field trips</p>	<p>We do a little-but not enough</p>	<p>Purchase a stroller for 2 year olds</p> <p>Go to facilities that are near by to Campus Day Care</p> <p>Know where parents work and network through them as a field trip destination</p>	<p>Who?</p> <p>What?</p> <p>When?</p>
<p>Welcoming parent involvement in the centre</p>		<ul style="list-style-type: none"> ❖ Bring parents into the centre for show and tell? ❖ Add a special time, do more of it. ❖ Ask parents do you want to come and then make them feel welcomed ❖ Provide a welcoming home away from home where the child, his family and staff work together to achieve full potential (see how well this fits as per your new mission statement) 	
<p>Shuttle bus to Recreational facilities</p>	<p>Nothing now-centre rents</p>	<p>Call & borrow; explore whether bus can be used during non-peak hours; drop off and pick up children when not busy.</p>	<p>Who? When?</p>

The Centre

Vision of the Future	Where we are now	Recommended Action	MECHANISMS: WHO? HOW? BY WHEN? FOLLOW UP REQUIRED?
Permanent Outdoor Canopy Area (shade)	s-10x10 over the plastic climber currently	Construct a larger permanent canopy over sandbox area 12x12 or 14x14 Canopy with metal plies with fibreglass or canvas tents from the university or a retractable system from the building (3 options) Contact physical plant about a loan of a canopy that could be utilized until the larger playground issue is resolved (for summer months, e.g. May-September) Contact physical plant re: building a structure. From scratch or use of an expert to build one and get material from donors (i.e... Home Depot, McDermott Lumber, RONA)	Strike a committee of staff, board members, and parents, and university reps (physical plant, architecture, Recreation, Human Ecology). Who? When? Follow-up required?

<p>Redesign and expand Playground area and construct new safe play structure</p>	<p>Have an existing structure, but not safe and may not be up to code.</p> <p>Presently we are seeking funding from university to replace it. Has been assessed by physical plant Recommendations are sent on to Central administration.</p>	<p>Construct and design a new structure and playground area</p> <p>Keep following up to address status</p>	<p>Contact architectural design and/or recreation services to help design playground structure Or use a graduate or undergraduate student to do as a project for a course Who? When? Follow up?</p> <p>This committee as outlined above. When?</p>
	<p>Research Canadian Playground Safety standards Have Ruth, the Child Day Care Coordinator, do an assessment according to CPA standards, send findings on to Administration</p>		<p>Who? When? Follow up?</p>

Recommendations for follow up

1. Ensure each member of your board and management team receives a copy of the plan.
2. Consider distributing all (or highlights from) the plan to everyone in the organization. Even the newest staff member gains quick context, appreciation, and meaning from review of the strategic plan.
3. Refer to the strategic plan during staff and board meetings to help stay focused.
4. Set up committees and work groups identified in the plan. Confirm responsibilities, assess what other resources may be needed (people or financial), and who else may need to be enrolled to help make the plan happen.
5. Track timelines and ask task groups to report on their progress. Celebrate baby steps as they are achieved.
6. Revise and then post your mission and values statements on the walls of your office and staff room. Remember to include the additions we generated together.
7. Publish portions of your plan in your centre newsletter, business plan, and advertising and marketing materials (brochures, ads, etc.)
8. Train board members and new employees on key elements of the plan during orientations.
9. Include portions of the plan in policies and procedures, including the employee manual and parent manual.
10. Consider portions of the plan for review by major stakeholders, for example, funders and financial institutions, potential partners, vendors/suppliers, etc.
11. Use your plan to guide proposal writing for grants by private foundations, The Alumni Association, Healthy Child Manitoba, and other service organizations.

Risk more than others think is safe.

Care more than others think is wise.

Dream more than others think is practical.

Expect more than others think is possible.

~Cadet Maxim, USMA, West Point, NY

Respectfully submitted,

Debra Mayer
Consultant
Teachable Moments