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# FLOWERS

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EARLY  LEARNING  
*growing bright futures*

## **5-Year Goals**

**February 1, 2025 – January 31, 2030**

## Table of Contents

Introduction .....	3
Logic model for objective development .....	3
<b>Goal Area 1: Organizational Culture and Staff Advancement</b> .....	<b>5</b>
Step 1: Expected outcomes/impact and challenges: .....	5
Objective 1: Professional development .....	6
Objective 2: Social-emotional competency .....	8
Objective 3: Workforce Development and Recruiting .....	10
<b>Goal Area 2: Community Awareness and Engagement</b> .....	<b>13</b>
Step 1: Expected outcomes/impact: .....	13
Objective 1: Prenatal families .....	14
Objective 2: Alumni network and impact storytelling .....	16
Objective 3: Community and employer awareness .....	18
<b>Goal Area 3: Access, Facilities, and Increased Capacity</b> .....	<b>20</b>
Step 1: Expected outcomes/impact: .....	20
Objective 1: Capital campaign tool .....	21
Objective 2: Fundraising model .....	23

# Introduction

The Head Start Program Performance Standards (HSPPS) [45 CFR §1302.102\(a\)\(1-4\)](#) requires Head Start programs, in collaboration with the governing body and Policy Council, to establish goals and measurable objectives that include:

- Strategic long-term goals for ensuring programs are responsive to community needs identified in the community assessment.
- Goals for the provision of educational, health, nutritional, and family and community engagement program services to further promote the school readiness of enrolled children.
- School readiness goals aligned with the [Head Start Early Learning Outcomes Framework: Ages Birth to Five \(ELOF\)](#); state and tribal early learning standards, as appropriate; and the requirements and expectations of schools Head Start children will attend
- Effective health and safety practices to ensure children are safe at all times.

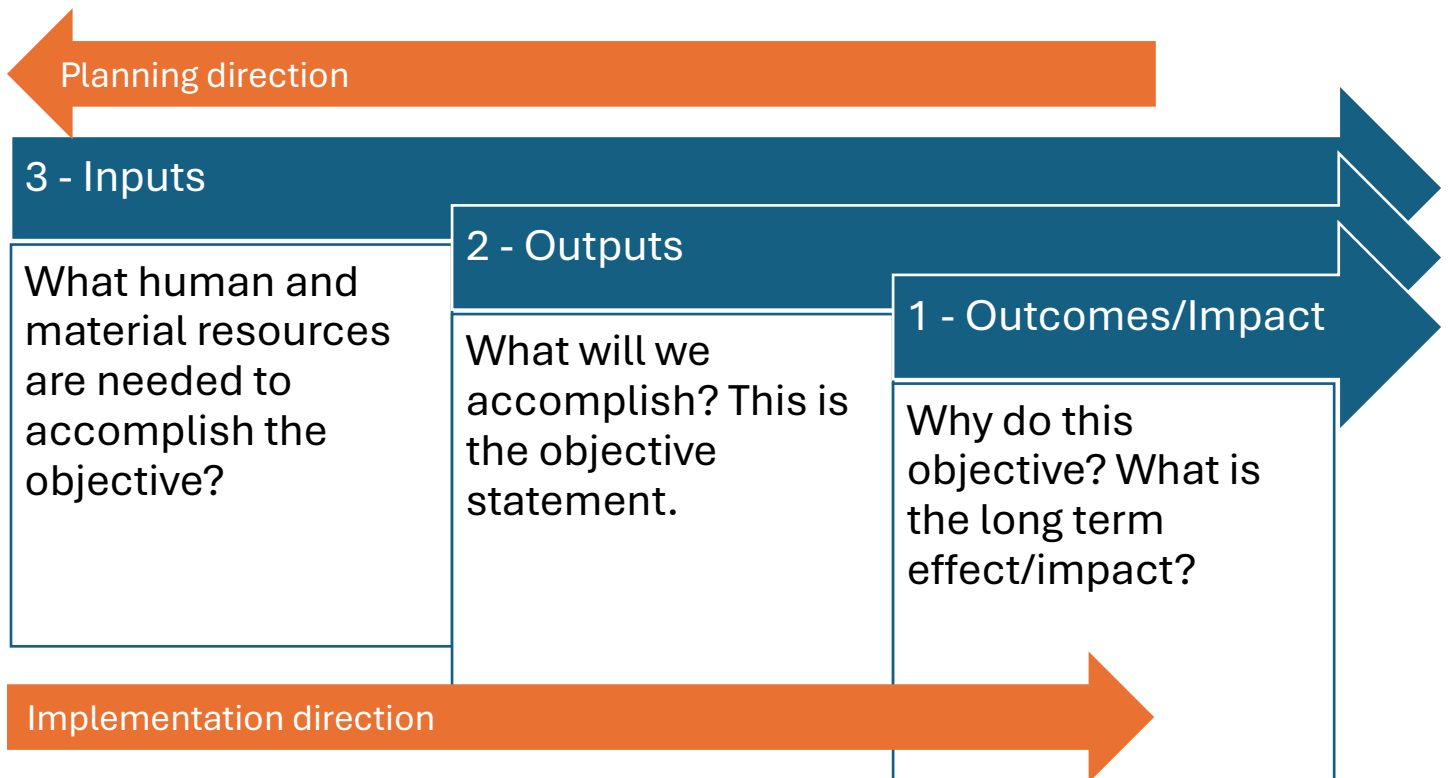
The Head Start agency will use community assessment findings related to immediate child, family, and community needs to develop program goals and objectives. Per the Office of Head Start, program goals are broad statements that move the program forward in its mission and demonstrate the agency's commitment to continuous quality improvement and the establishment of strong management, fiscal, and service delivery systems. Program goals are paired with objectives, which also identify resources needed to carry out the objectives. When its objectives are Specific, Measurable, Attainable, Realistic, and Timely (SMART), the program can effectively assess its progress toward achieving planned changes within the specified timeline.

Additionally, as required in the Head Start grant application, programs must provide the following information about their 5-year goals:

- Program Goals
- SMART (Specific, Measurable, Attainable, Realistic, Timely) Objectives aligned to each program goal. Each Measurable Objective must include the following:
  - Activities or action steps to meet the objective
  - Data, Tools. or Methods for tracking progress
  - Expected Outcomes
  - Expected Challenges

## Logic model for objective development

The logic model below is numbered to show the sequence of steps taken to develop objectives (which is the opposite of the sequence that occurs during implementation). First, we outline the anticipated long-term impacts and outcomes (Why should we set an objective in this area? What long-term effect do we anticipate that an objective will have on the community). This ensures that the objectives are aligned with the 5-year goals. Then, set the SMART objective. Finally, outline the individual actions that need to take place to accomplish the objective.



# Goal Area 1: Organizational Culture and Staff Advancement

In response to our community's demand for high-quality early care and education options, Flowers Early Learning will establish competency-based career development pathways, emphasizing social-emotional resilience and individualized professional development plans, to recruit, train, support, and empower more teachers.

## Step 1: Expected outcomes/impact and challenges:

High-quality early care and education for infants and young children in Southwest Michigan requires a significant increase in the number of well-trained, qualified teachers, associate teachers, and support staff. Flowers Early Learning struggles to provide sufficient opportunities for families at current staffing levels due to a lack of qualified teachers. As we plan for future growth, we know that our area's current population of qualified teachers is insufficient to meet the demand for high-quality early care and education.

Historical pay disparities between early childhood educators, K-12 educators, and similar professions, combined with demographic changes in our region, gender norms and stereotypes about the early childhood workforce, and the challenging physical, mental, and emotional labor required in early childhood settings present challenges to expanding and equipping the early childhood workforce. While we have limited capacity to impact the larger social, economic, and demographic landscape, we can and should expand the early childhood workforce by increasing educational advancement and promotion opportunities, promoting social-emotional resilience, and individualizing professional development strategies to grow and retain our own.

Using 2024 as a baseline, we expect that an increase of 24-30 new teachers and associate teachers in the next five years will open 10 additional classrooms (all ages), increasing our capacity to enroll 100 more children in center-based care.

## Objective 1: Professional development

### Step 2: Objective (Output):

By August 2025, Flowers Early Learning will establish a robust professional development program, demonstrating our commitment to staff growth. This program will be tailored to individualize learning based on experience, expertise, and goals.

**Individualized Professional Development Plans.** Beginning January 2026, the HR department will create, and supervisors will ensure that all staff complete individualized professional development plans, updated annually, which include at least the following information:

- Apprenticeship status (if applicable)
- highest degree completed to date
- terminal degree required for current position
- immediate educational objectives for current position (if any)
- stretch-goal educational objectives for the desired position (if any)
- annual professional development requirements including, but not limited to:
  - HSPPS
  - Michigan Licensing
  - Social-Emotional Competency
- projected completion dates for each requirement
- supervisor progress check-in dates
- progress benchmarks and timeline to reach immediate and stretch goals (if any)
- social emotional competency progress via progression through the SEC training plan and any relevant rubrics/evaluations.

### Expected outcomes/impact

Creating individualized professional development plans for all staff will result in increased attainment of professional and educational goals and, increased career satisfaction among staff, and continued alignment with the Head Start Program Performance Standards. These plans serve as a robust support system, helping staff meet their goals, and fostering a sense of security and confidence in their professional growth.

### Expected challenge

Expected challenges will be ensuring supervisors have the time, training, and resources needed to effectively support and monitor individualized professional development plans for each staff member. Additionally, tailoring professional development to individual staff needs may require significant coordination between HR, supervisors, and external training providers, potentially leading to delays or inconsistencies in implementation.

### Data, tools, or methods for tracking progress:

Verify the creation of the individualized education plan form

Verify submission of plans for all teachers and associate teachers

### Step 3: Action plan (Inputs):

Activity	Person(s) responsible	Timeframe	Financial resources
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Develop individualized education plan form.	Human Resources Director	January 2026	None
Distribute and collect individualized education plans from all teachers and associate teachers.	Education Directors	April 2026	None
Ongoing Tracking and Monitoring of Compliance	Human Resources Director	Ongoing beginning June 2026	None
Review of the system to ensure it is working as intended	Human Resources Director	January 2027	None

## Objective 2: Social-emotional competency

### Step 2: Objective (Output):

All teams/locations will complete a social-emotional competency (SEC) plan to set goals for individual and team training and to identify, implement, and monitor SEC best practices in their areas of responsibility, with the goal that by August 2028 100% of current staff attain SEC competency and 35% of existing staff attain or are working towards SEC mastery. For new hires, the ongoing goal will be that 100% of staff attain SEC competency within their first two years of hire, and 35% of staff reach SEC mastery within their first five years of hire. To achieve this objective:

By February 2025, the Health & Mental Health Services Director will create a planning template for each department unit/team to develop a plan for training staff and implementing healthy SEC practices, including conscious discipline strategies, trauma-informed care, etc. The plan will include common definitions and standardized assessment tools for measuring competency and mastery.

By January 2026, Education and Health & Mental Health Services Directors will establish a scaffolded training plan for all staff indicating the levels necessary to attain competency and for key staff to reach mastery of SEC best practices.

By January 2026, the Health & Mental Health Services Director and HR Director will establish a monitoring tool to track and facilitate individual employee progress to competency and mastery, including continuing education opportunities beyond mastery.

Each SEC plan should include the following information, at minimum:

- The name and job title of the team leader responsible for the plan
- The names and job titles of the team members accountable to the plan
- Titles and dates for all social-emotional competency training completed, including conscious discipline, brain function, trauma resilience, etc.
- Each employee's achievement, attainment, or competency level according to a standardized scale. (For example, completing annual pre-service training puts everyone at level 1, anyone who completed a book club advances to level 2, completing the college-level course advances to level 3, etc.)

### Expected outcomes/impact

Continuing to emphasize the importance of growth in social-emotional competence for all staff members will have many long-ranging effects on staff and student well-being. Ongoing growth in social-emotional competence will ensure safe and nurturing experiences for students in Flowers Early Learning classrooms and empower staff to be resilient in the face of adversity.

### Expected challenge

While staff members usually understand the value of social-emotional competence implicitly, some staff have difficulty buying into SEC concepts in the specific branding and packaging that are given by different programs. Broad support for this objective will require personal and intentional conversations with those staff members to help them see how the training tools in SEC connect to their values and practices.

### Data, tools, or methods for tracking progress:

Objective, observable evidence of commitment to healthy social-emotional competency adoption in each department. This currently includes using the Conscious Discipline rubric for the evaluation of classroom staff.



Verify the creation of the planning template, SEC plans by individual teams/departments, the scaffold training plan, and the monitoring system on their respective timelines.

Measure staff attainment of SEC competency and mastery using the monitoring system.

### Step 3: Action plan (Inputs):

Activity	Person(s) responsible	Timeframe	Financial resources
Create social-emotional competency (SEC) planning template for each department.	Health Services Director	February 2025	None
Completion of SEC plans by individual teams/departments	Education Directors	February 2025	None
Develop a scaffolded SEC training plan with opportunities for all staff to attain competency and key staff to reach mastery (i.e., training hours, training types, assessment/evaluation tools, etc.)	Health Services Director, Education Directors	January 2026	T/TA resources should be strategically budgeted around this scaffolding plan, total \$\$ unknown
Research and plan implementation of methods to empirically evaluate SEC of staff members.	Education Directors	January 2026	Unknown
Monitor and facilitate staff advancement up the SEC training plan according to their role, their department's plan, and their personal professional development goals	Health Services Director, Human Resources Director	Beginning January 2026	T/TA resources should be strategically budgeted around this scaffolding plan, total \$\$ unknown

## Objective 3: Workforce Development and Recruiting

### Step 2: Objective (Output):

By December 2030, Flowers Early Learning will establish a comprehensive ECE workforce pathway designed to increase the overall number of teachers and associate teachers by 24-30 and to ensure that:

- 50% of all associate teachers (all ages) and infant-toddler teachers (ages 0-3) attained or are pursuing associate's degrees in early childhood education or a related field; and that
- 70% of preschool teachers (ages 3-5) attained or are pursuing bachelor's degrees in early childhood education or a related field.

### Expected outcomes/impact

Developing the comprehensive workforce pathway will increase staff support, furthering their educational attainment and leading to increased average educational attainment among staff. This will enhance the quality of service provided by Flowers Early Learning by increasing the culture of professionalism among staff in the organization.

### Expected challenge

Staff members find it challenging to pursue a degree in addition to their other responsibilities. This objective aims to reduce barriers preventing staff from pursuing opportunities to advance their educational attainment.

### Data, tools, or methods for tracking progress:

Verify the creation of the apprenticeship program, the bachelor's degree self-assessment form, and the education tracking board.

Use the education tracking board and PIRs to track staff educational attainment.

Elements of this pathway will include:

**Registered Apprenticeships.** Beginning January 2026, all associate teachers, infant-toddler teachers, and support staff pursuing associate's degrees will be enrolled in a registered apprenticeship program to provide structure and external resources for their professional development. The apprenticeship requires:

- 4,000 hours working with the relevant age group over two years.
  - Staff members with sufficient documentation will receive credit toward this total for work completed prior to enrollment in the apprenticeship.
- 288 hours of training over two years.
  - Ranee Conley is the training provider at Southwestern Michigan College.
  - Apprentices will be given three hours of release time per week to complete four college-level courses toward an early childhood education major:
    - Education 115: Intro to Early Childhood Education (3 credits, 67 clock hours)
    - Education 217: Early Childhood Development (3-credits, 67 clock hours)
    - Education 220: Guiding Children's Social Development (4 credits, 87 clock hours).
    - Education 230: Administration of Early Childhood Programs (3 credits, 67 clock hours)
  - Apprentices must complete each course with a passing grade.
  - Apprentices will receive credit for any courses completed prior to enrollment in the apprenticeship program, with sufficient documentation.
  - Apprentice expenses, including tuition, will be paid first using apprenticeship funds, available scholarships, other public funding, and Flowers Early Learning internal funding as available.

**Bachelor's Degree Self-Assessment.** By January 2026, the HR department will distribute, and education directors will ensure that all teachers and associate teachers with associate's degrees complete an annual educational self-assessment form to gauge their ability, willingness, and readiness to pursue a bachelor's degree program as soon as possible, including, but not limited to, the following information:

- The total number of months and semesters necessary to complete their associate's degree;
- Grades from their associate's degree coursework;
- Realistic estimate of time available each week to invest in continuing education, including 3 hours per week of release time;
- Grades from any bachelor's degree coursework;
- Enrollment status in any bachelor's degree program;
- Questions/concerns/limitations on their ability to complete a bachelor's degree within six years.

Using self-assessments, teachers and aspiring teachers can develop individualized plans to continue progressing toward bachelor's degrees at a cadence that meets the employees' goals and promotes their growth, well-being, and work-life balance.

**Education Tracking Board.** The HR department will develop a physical or electronic board to track educational attainment progress for all staff seeking a degree or credential. The board will be updated quarterly for the leadership team to review.

### Step 3: Action plan (Inputs):

Activity	Person(s) responsible	Timeframe	Financial resources
Design and implement Registered Apprenticeship Program	Human Resources Director	February 2025	\$25K per year, tuition & training assistance; \$50K per year wage increases for cadet teachers
Develop a bachelor's degree self-assessment form.	Human Resources Director	February 2025	None
Distribute and collect individual bachelor's degree self-assessments from teachers and associate teachers with associate degrees.	Education Directors	April 2025	None
Develop an education tracking board.	Human Resources Director	January 2026	None
Develop a Wage Scale that reflects the requirements and outlines how progress will be made in the updated (2024) Head Start Performance Standards outlined in 1303.90 (e) Wages. This includes establishing budget requirements to implement fully and how the program will stay in compliance once full implementation occurs.	Human Resources Director	January 2026	Funding to support updated wage scale

Develop a Benefit Plan/Policy that outlines how the program will implement and comply with changes in the Head Start Performance Standards 1303.90 (f) Staff Benefits.	Human Resources Director	January 2026	Funding to support any changes
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## Goal Area 2: Community Awareness and Engagement

Flowers Early Learning will build on the trust and recognition it has earned by expanding awareness of its comprehensive services and amplifying its powerful impact. Through strategic partnerships with community and business leaders, Flowers Early Learning will develop innovative solutions that address the community's evolving needs. Together, we will foster a network of advocates and establish Flowers Early Learning as the foremost authority on high-quality early childhood education.

### Step 1: Expected outcomes/impact:

The expected outcomes of this goal include a significant increase in community awareness about the comprehensive services Flowers Early Learning provides, leading to a deeper understanding of the organization's full impact. As community and business leaders become more engaged, these strengthened partnerships will drive the development of innovative solutions tailored to meet local needs. This will result in expanded engagement across all programs, with more families recognizing the value of what Flowers Early Learning offers.

As awareness grows, so too will the network of advocates who actively support and champion the mission of Flowers Early Learning. This expanding base of support will help establish the organization as the local authority on high-quality early childhood education, further enhancing its reputation as a leader in the field.

The impact of achieving this goal will be profound. The community will become more empowered and engaged, with a deeper appreciation for the importance of early childhood education. As more children and families benefit from the services provided, improved educational and social outcomes will follow. This will drive the long-term growth and sustainability of Flowers Early Learning and position the organization as a model of excellence for others to follow.

Ultimately, by addressing the community's needs and improving early education, Flowers Early Learning will contribute to the area's overall economic and social well-being, reinforcing its role as a vital and trusted resource.

### Expected challenges:

Achieving this goal will involve several challenges. Expanding community awareness about the full range of services will require sustained communication to shift perceptions and address misconceptions. Building and maintaining strong partnerships with community and business leaders will demand alignment of diverse interests and overcoming differing priorities. Additionally, addressing barriers to engagement, such as access and affordability, will require innovative solutions and deep community involvement. Building a network of motivated advocates and establishing Flowers Early Learning as the local authority on early childhood education will necessitate consistent impact demonstration and effective communication. Moreover, adapting to changes in community and business leadership and securing adequate funding for service expansion will be crucial challenges that require resilience and strategic planning.

## Objective 1: Prenatal families

### Step 2: Objective (Output):

By the end of the 2027-2028 program year, Flowers Early Learning will increase the number of prenatal families served from 4 to a minimum of 10 and a maximum of 22 by enhancing community relationships and resources to recruit and support more families into the program.

To enable community partners to advocate for the prenatal services offered by Flowers Early Learning, develop a plan to engage 20 key partners in bimonthly or quarterly meetings to explain and discuss the services offered and to identify opportunities for collaboration.

To explore avenues for expanded prenatal services that would offer additional support for prenatal families during the first year of the grant cycle, we will meet with at least five registered doulas or doula agencies to develop an understanding of partnership options.

To leverage word-of-mouth recruitment of prenatal families annually, reach 100% of current Flowers Early Learning Families with a “Did you know...?” flyer informing them about the prenatal program. This effort will be especially designed to encourage them to reach out to friends or family in the community who are pregnant.

### Expected outcomes/impact

Serving more prenatal families will increase the number of children who can benefit from Flowers Early Learning services from the earliest possible age. Our 2024 Community Needs Assessment indicated high rates of prenatal mothers in the tri-county area who are receiving inadequate prenatal care, engaging in risky behaviors, or facing challenging socioeconomic circumstances. Flowers Early Learning aims to help address the need for prenatal education and support by serving more of these individuals.

### Expected challenge

Gaining the trust of prenatal families can be difficult in difficult circumstances. This objective aims to increase the promotion of Flowers Early Learning prenatal services by leveraging the effectiveness of word-of-mouth recruitment.

#### Data, tools, or methods for tracking progress:

Monitor the number of prenatal families served.

Record the number of community partners engaged in ongoing dialogue about Flowers Early Learning prenatal services.

Verify the creation and distribution of the flyer to inform current Flowers Early Learning families about prenatal services.

Record contact list and partnership options from doula meetings.

### Step 3: Action plan (Inputs):

Activity	Person(s) responsible	Timeframe	Financial resources
Develop a list of community partners for outreach	EHS Education Director	November 2025	None

Develop a plan for bimonthly or quarterly engagement meetings with community partners.	EHS Education Director	February 2026	None
Kick-off initial engagement meetings with community partners	EHS Education Director	August 2026	None
Develop a network of doula service contacts and a menu of options for partnerships with doulas, including the costs of each option.	EHS Education Director	February 2027	None
Design and distribute a “Did you know...?” flyer to all Flowers Early Learning families.	EHS Education Director, Family Services Director	August 2026	Printing

## Objective 2: Alumni network and impact storytelling

### Step 2: Objective (Output):

By June 2028, Flowers Early Learning will implement a robust system for tracking and sharing impact stories, including training staff on effective storytelling techniques, and will establish an alumni network with at least 200 members.

- Impact Stories Tracking System:
  - Development: Create a digital platform for collecting and organizing impact stories from staff, parents, and alumni.
  - Training: Conduct workshops to train all staff members on how to identify, collect, and effectively share compelling impact stories.
  - Regular Updates: Implement a quarterly review process to ensure the stories are up-to-date, at least 20 are added annually, and reflective of current achievements and milestones.
- Storytelling Training:
  - Workshops: Organize a series of storytelling workshops focused on narrative techniques and audience engagement. That includes practice sessions where staff can share their stories and receive feedback from peers and mentors.
  - Resource Library: Develop an online library of resources, including explaining the importance and the why, guides, templates, and best practice examples, to support staff in crafting their stories.
- Alumni Network Development:
  - Database Creation: Build a comprehensive database to track and maintain contact information for alumni.
  - Engagement Activities: Plan and execute regular engagement activities, such as newsletters, social media groups, and alumni events, to foster a sense of community and ongoing connection. Develop and promote benefits for alumni participation, such as networking opportunities, professional development resources, and recognition programs.

### Expected outcomes/impact

Impact stories will be a powerful tool for communicating the positive effect that Flowers Early Learning has made on the community. Building alumni engagement will allow better tracking of student outcomes and will encourage alumni and their families to be advocates for Flowers Early Learning.

### Expected challenge

Maintaining up-to-date contact information for alumni will be a challenge. Recurring communications, such as newsletters should be designed to solicit alumni families for updated information frequently.

#### Data, tools, or methods for tracking progress:

Measure number/percentage of staff participating in impact story workshops.

Verify creation of the impact story collection platform, alumni database, and resource library.

Quarterly review of impact story system: target a minimum of 5 impact stories quarterly.

Quarterly review of alumni database, measuring progress to 200 member target by June 2025.

Measure number of alumni reached with communications and number of alumni engaged in events.



### Step 3: Action plan (Inputs):

Activity	Person(s) responsible	Timeframe	Financial resources
Create digital platform for collecting impact stories	Development Director & Communications and Engagement Coordinator	May 2025	None
Plan and conduct impact story workshops with staff, families, and alumni	Development Director	January 2026	None
Design and implement quarterly review process for the impact stories system	Development Director & Communications and Engagement Coordinator	January 2026	None
Create alumni database	Development Director & Communications and Engagement Coordinator	August 2026	None
Solicit alumni contact information.	Development Director & Communications and Engagement Coordinator	February 2027	None
Create an alumni engagement calendar and alumni newsletter.	Development Director & Communications and Engagement Coordinator	May 2027	None

## Objective 3: Community and employer awareness

### Step 2: Objective (Output):

By December 2027, Flowers Early Learning will enhance community and employer awareness of its services and the benefits of high-quality childcare, as evidenced by a 20% increase in website traffic, a 20% increase in social media engagement, and a 20% increase in media mentions.

- Website Optimization and Content Creation:
  - Revamp Website: Update the website to include name change and detailed information about all services offered, client testimonials, and case studies highlighting the impact of high-quality childcare on businesses.
  - Search Engine Optimization (SEO) and Analytics: Implement SEO strategies to improve search engine rankings and use analytics tools to monitor website traffic and user engagement.
  - Press Releases: Regularly publish articles about early childhood education, the benefits of high-quality childcare, and success stories.
- Social Media Campaigns:
  - Targeted Campaigns: Develop and launch targeted social media campaigns with the “so what” factor on Facebook and LinkedIn to reach future donors, parents, community members, and local employers. Content targeted to local employers should highlight the positive effect of affordable, accessible, reliable childcare on employee performance and success.
  - Content Calendar: Create a content calendar to ensure consistent and diverse posts, including videos, infographics, and testimonials.

### Expected outcomes/impact

Meeting this objective will result in increased community recognition of the high-quality services offered by Flowers Early Learning, leading to increased collaboration with community partners and employers.

### Expected challenge

Sustained changes in community and employer awareness of Flowers Early Learning and of the need for high-quality childcare in general will take time. A key feature of this objective should be the creation of a long-term, sustainable awareness campaign designed to educate and inform the community in an ongoing way.

### Data, tools, or methods for tracking progress:

Establish engagement metrics for the website and social media channels and historic media mentions metrics, then measure changes in engagement and mentions over time.

Establish a quarterly review of content engagement to determine what kinds of content receive the most views.

Verify creation of the content calendar.

### Step 3: Action plan (Inputs):

Activity	Person(s) responsible	Timeframe	Financial resources
Update the website	Communications and Engagement Coordinator	May 2025	Estimated \$3000

Implementation of SEO strategies	Communications and Engagement Coordinator	May 2025	Unknown
Design and implement a system for ongoing monitoring of website traffic and user engagement	Communications and Engagement Coordinator	August 2025	None
Establish baseline measures of engagement	Communications and Engagement Coordinator	March 2025	None
Develop content calendar, including planned timeline for press releases and social media posts	Communications and Engagement Coordinator	February 2025	None
Launch targeted social media campaign	Communications and Engagement Coordinator	July 2025	\$2000

## Goal Area 3: Access, Facilities, and Increased Capacity

Flowers Early Learning will improve accessibility of community resources and services for children and families by establishing new early childhood education facilities, improving existing facilities, and ensuring safe, educational, and child-centered environments for learning.

### Step 1: Expected outcomes/impact:

By establishing new early childhood education facilities and improving existing ones, Flowers Early Learning will significantly enhance accessibility to essential community resources and services for children and families. These upgrades will ensure that all facilities provide safe, educational, and child-centered environments that foster effective learning and development.

The expected outcomes will be profound. Families will gain increased access to high-quality early childhood education, reducing barriers related to location and availability. The improvements to both new and existing facilities will elevate the learning environment, offering enriched experiences that support children's educational and developmental needs.

The impact of these changes will be far-reaching. Families will experience greater support and resources, contributing to a more engaged and empowered community. Children will benefit from these enhanced environments, leading to better developmental and educational outcomes. Ultimately, this initiative will strengthen the overall well-being of the community, reinforcing Flowers Early Learning's role as a vital provider of early childhood education and contributing to the long-term success of both children and the broader community.

### Expected challenges:

The expected challenges in achieving this goal will include securing a significant amount of funding needed for the establishment and improvement of early childhood education facilities. This financial hurdle will require careful planning and robust fundraising strategies to ensure that adequate resources are available. Additionally, managing the logistical aspects of construction and renovation, including compliance with regulations and ensuring timely project completion, will present further challenges. Addressing these issues will require strategic resource allocation, effective project management, and continued engagement with community and funding partners.

## Objective 1: Capital campaign tool

### Step 2: Objective (Output):

By June 2026, Flowers Early Learning will develop a comprehensive capital campaign tool that can be easily updated and customized for any facility, resulting in securing at least \$2 million in funding for new and improved early childhood education facilities.

### Expected outcomes/impact

A capital campaign tool will allow identification and prioritization of capital improvement needs across Flowers Early Learning facilities. This will enable clear and effective promotion of the capital campaign to prospective funders and will ensure that funds obtained are allocated in the most effective way.

### Expected challenge

Reaching large capital fundraising goals will require careful planning in terms of timing of the campaign launch and outreach to potential donors.

### Data, tools, or methods for tracking progress:

Verify creation of the capital fundraising template, the capital campaign launch timeline

Weekly or bi-weekly review of the capital campaign tool for potential improvements and to monitor the number of donors engaged, amount of funds raised, and project completion metrics.

### Step 3: Action plan (Inputs):

Activity	Person(s) responsible	Timeframe	Financial resources
Create the capital campaign tool template	Development Director	May 2025	Enfocus support – already funded
Populate the template with all necessary information about priority sites for capital improvements, including updated letters of support, feasibility assessments, and financial estimates.	Development Director	May 2025	Enfocus support – already funded
Draft the campaign launch timeline, including a marketing and outreach timeline and a plan for ongoing communication with donors	Development Director & Communications & Engagement Coordinator	April 2026	None
Create materials advertising the capital campaign goals and projecting impact if goals are met	Development Director & Communications & Engagement Coordinator	July 2026	None
Create strategy to update grant/foundation opportunities	CFO	October 2025	None

Finalize Benton Harbor and Cassopolis project narratives by September 2025	CFO & CEO	February 2025	None
Finalize Niles and South Haven project narratives	CFO & CEO	May 2025	None
Feasibility assessment in new sites: Niles and South Haven to understand full scope of work	CFO & CEO	December 2025	\$16000
Update Millburg and Calvin Britian financials with General Contractor/Architect to finalize Capital Campaign goal	CFO & CEO	January 2026	\$16000
<p>Create a strategy to secure 50-70% of funds before public launch</p> <ul style="list-style-type: none"> <li>• Create a plan and timeline for the campaign launch.</li> <li>• Develop and implement a comprehensive marketing and outreach strategy to promote the campaign, including digital marketing, community events, and partnership engagements.</li> <li>• Establish a donor engagement plan to maintain communication with potential and current donors, highlighting the impact of their contributions.</li> <li>• Contact/Pitch to 4-5 foundations to gauge initial interest by March 2026</li> </ul>	CFO, CEO, DD	December 2025	Unknown
<p>Evaluation and Improvement:</p> <ul style="list-style-type: none"> <li>• Feedback Loop: Collect feedback on the effectiveness of the tool and make necessary improvements.</li> <li>• Performance Metrics: Track the performance of the capital campaign tool in terms of funds raised, donor engagement, and project completion rates.</li> </ul>	CFO, CEO, DD	August 2029	None

## Objective 2: Fundraising model

### Step 2: Objective (Output):

By December 2028, Flowers Early Learning will establish the Flowers of the Future Fundraising Model, engage 100 new donors, and achieve at least \$1 million in donations (independent of capital campaign and grants).

- Fundraising Model Development:
  - Develop a detailed framework for the Flowers of The Future Fundraising Model.
  - Organize Flowers of the Future events and other giving events in the system
  - Create a donor relations tool to track engagement of donors at all levels
  - Continuously assess the effectiveness of the fundraising model and adjust based on feedback and performance data.
  - Gather and review full list of potential donors with Board of Directors by Dec. 2025
  - Engage 50 potential donors via Flowers for the Future Events by Jan 2025

### Expected outcomes/impact

Development of the Flowers of the Future initiative will enable Flowers Early Learning to serve an expanded segment of the tri-county population through tuition-based slots. Ultimately, this will support increases in the number of Flowers Early Learning classrooms and centers, resulting in more children, including Head Start-eligible children, receiving service.

### Expected challenge

Achieving this large fundraising goal will require outreach to and engagement of many potential donors. Careful planning will be required to ensure that the proper coordination is achieved.

#### Data, tools, or methods for tracking progress:

Verify completed development of the fundraising model and the donor relations tool

Monitor the number of events held, the number of potential donors engaged, and the amount of funds raised

### Step 3: Action plan (Inputs):

Activity	Person(s) responsible	Timeframe	Financial resources
Develop fundraising model framework	Development Director	March 2025	None
Outline calendar of giving events	Development Director	February 2025	None
Fully engage with CRM system	Development Director	February 2025	None
Gather and review a full list of potential donors	Board and Development Director	December 2025	None
Engage 50 potential donors via Flowers of the Future Events	Development Director	January 2025	None