



STRATEGIC PLAN 2020-2024

Educational Enrichment for Young Patriots

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EDUCATIONAL ENRICHMENT FOR YOUNG PATRIOTS

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© Educational Enrichment for Young Patriots, Inc.
9506 Dabney Court
Fredericksburg, Virginia 22408-7744
Phone 540-604-3907

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PRESIDENT’S FOREWORD

**“Ask not what your country can do for you-
ask what you can do for your country.”**

John F. Kennedy

The 2020-2024 Strategic Plan serves as our organizational road map to the future. The format, articulated goals, execution and evaluation will strengthen our resolve to succeed. At the same time this plan will create a heightened awareness of our potential as partners in public education but also foster individual artistic and intellectual creativity to develop exciting learning experiences for our students. The Educational Enrichment for Young Patriots takes great pride as a trusted partner in public education that stems from commitment, organizational skill, and selfless support from a team of individuals who want to make a difference.

This plan moves our organization from a vision or a call to action to a plan of action. Endurance, commitment and team work now play a pivotal role in execution and success. To that end the critical aspects of the organization are budget development, fund raising, enrichment evaluation, recruitment and retention, community engagement, safety and security. It will be as good as we make it.

Our challenges are significant across the board as volunteers in our own right. Even without our organization, public education will continue and students will continue to graduate and many will reach the stars. However, we are positioned well to make a difference in the lives of many students in Virginia to help them become leaders in their own schools and communities for a safer and more civil tomorrow.

The Board of Directors and I wish to thank the numerous veterans and non-veterans who have volunteered countless hours towards a humble undertaking as we take our plan into action and continue to serve our community and country.

Semper Fidelis!

Dieter Stenger
President

Officers and Board of Directors

Dieter Stenger
President and CEO

Dennis Mroczkowski
Treasurer

Christopher M. Ruff
Secretary

Darrell Henning
Director of Programs

Kevin J. Salazar
Law Enforcement Officer Liaison

Executive Summary

According to Dr. Scott Baker, Superintendent of Spotsylvania County Public Schools (SCPS), “Public education is a complex and forever changing field. The enormity of the contemporary challenges and often daunting nature of the required interventions are incredibly formidable for educators.”

Community partnerships are fundamental and necessary components to the success of VA public schools. The strategic direction of the Educational Enrichment for Young Patriots:

Mission Statement:

The Educational Enrichment for Young Patriots will provide at no cost to Virginia public schools K-12 a Next Generation Leader Development Program, while reinforcing the requisite knowledge and skills for informed, responsible participation in public life and develop a basic understanding of good citizenship by instilling relevant skills for students to deal intelligently with controversy.

Vision Statement:

The Educational Enrichment for Young Patriots will be a valuable partner in the enrichment of public school education and strives to develop next generation leaders emphasizing history and social sciences (civics) in Virginia public schools K-12.

The Educational Enrichment for Young Patriots is a central component of VA schools to inspire and empower all students to become creative thinkers, problem solvers and effective communicators by:

Ensuring for a supportive learning environment
Providing a broad spectrum of innovative opportunities
Providing lasting partnerships with the VA public schools

The Educational Enrichment for Young Patriots Core Values include:

Student Centered
Leadership
Citizenship
Dependability
Creativity
Excellence
Effective Communication
Teamwork

The strategic plan of the Educational Enrichment for Young Patriots is synchronized for VA public schools and comprised of three initiatives or Lines of Effort (LOE) for 2020-2024 known as Smart, Open-Minded, and Safe (SOS):

LOE 1.0 SMART

The Smart LOE consists of enriching and broadening the students' historical knowledge of great leaders from the past whom they can emulate. This LOE makes history come alive during curriculum enrichment. In accordance with the Virginia Standards of Learning (SOL), and wearing historically accurate period attire in the first-person interpretation, students listen to leaders who made a difference in history, such as George Washington, Christopher Columbus, and Christopher Newport. Students come to realize they too can make a difference and the value of doing good things and giving of themselves for others, in order to be leaders at home, in school, and in their communities. The students learn they are potential leaders with their whole lives ahead of them to aspire to greatness and possibly be- one day- the President of the United States of America. This LOE also supports assisting in preparing all students to be college and career ready.

LOE 2.0 OPEN-MINDED

The Open-Minded LOE broadens the minds of students. It enables veterans who are dedicated to helping children participate in collaborative student-veteran mechanical engineering explorations, art projects, and K9 training workshops. The Open-Minded LOE offers veterans opportunities to inspire elementary school students through a big brother or big sister relationship that focuses on leadership skills beginning with self-confidence and helping others.

Mechanical engineering exploration workshops offer veterans the opportunity to use their military knowledge and skill to explore- together with students- mechanical engineering landmarks, such as the famous WWII Jeep.

Art exploration workshops offer veteran and active-duty combat artists the opportunity to artistically express themselves and encourage students to express their thoughts and feelings with paint brushes, crayons, or colored pencils- or any medium they choose- with no limitations on their thoughts and designs.

K9 training exploration workshops offer veteran Military Police (MP) and Explosive Ordnance Disposal (EOD) technicians or current Virginia State Police or the Spotsylvania County Sheriff's Office the opportunity to use and maintain their extensive law enforcement knowledge and dog handling skills to encourage students to help train a service or specialized dog to develop their self-confidence or worth, pride, and leadership skills.

The Open-Minded LOE will also assist the family, students, staff and the entire community to actively engage to seeking resources and to develop opportunities that meet future educational challenges and community needs.

LOE 3.0 SAFE

The Safe LOE consists of a motivational speaking engagement about Courage, Leadership, and Honor: A Path to Greatness. Growing up is not easy and many students in elementary school may be struggling to cope with parents, siblings, peers, and school. The path to greatness program is designed to (1) encourage students to identify problems they may be experiencing and build the courage to (2) transform themselves into leaders and eventually (3) enjoy the honor or rewards associated with selflessness and service to others. The discussion is intended to prepare students in 5th Grade for middle school and life: to help students understand themselves, find out what makes them happy, and then make the best choices as they continue to grow and evolve into upstanding, law-abiding citizens, and young leaders characterized by integrity, respect, and good will.

This LOE provide a enriched learning and working environments that are safe, caring, healthy and values for diversity.

Implementation and Monitoring

Objectives and strategies were developed to provide a framework for operationalizing the three LOE. With the official implementation of this strategic plan in September 2019, the Board of Directors will begin implementing the action plans to ensure the achievement of the vision by the end of FY2024. The action planning teams developed specific quantitative measures for the respective goals and objectives. The quantitative measures are captured in a balanced scorecard. This scorecard is the Board of Director's performance management system which is used as follows:

- To align all activities to the vision and goals of the organization
- To improve internal and external communications
- To monitor organizational performance against the strategic goals; it is a measurement system; it provides “evidence/proof” of growth and achievement of goals and objectives

Annual accountability reports and updates are completed by reporting board members. In accordance with the systems strategic management model, all activity is monitored on an ongoing basis. Process adjustments, as well as the planning content, are modified as necessary to optimize outcomes and performance excellence in all areas.

OVERVIEW OF STRATEGIC PLAN

Strategic Planning / Management Model:

An adapted version of Stephen Haines’ Systems Strategic Management Model (Haines, 2005) was selected as the process for developing, implementing and monitoring the strategic plan. The imbedded continuous organizational improvement framework focuses on planning, leadership, people and change. See Appendices (page 26) for an illustration of the model. The six year strategic plan and subsequent action plans are *living and breathing* documents that are subject to review and modification as deemed necessary to optimize organizational performance and attainment of the division’s vision by the end of FY2024.

2018-2019 EEYP Profile:

(As of December 1, 2018)

Budget & Operations:

- County Population (US Census Bureau 2014 Estimate) 131,305
- FY 2018-2019 Operating Budget \$20,000
- FY 2017-2018 Operating Budget \$20,000

Student Body Makeup:

- 52% male; 48% female
- 56% white; 18% black; 16% Hispanic;

3% Asian; 7% other

- Gifted education students: 11 %
- Special education students: 13%
- ESOL students: 5%
- Languages spoken: 72

Enrollment & Class Size:

- Student Enrollment (pre-K through 12): 23,814

- Grades K-2 Average Class Size: 20.9
- Grades 3-5 Average Class Size: 22.7
- Grades 6-8 Average Class Size: 24.1
- Grades 9-12 Average Class Size: 22.1

School Facilities & Technology:

- 17 Elementary Schools (pre-K through 5)
- 7 Middle Schools (6-8)
- 5 High Schools (9-12)
- 1 Alternative Learning Center
- 1 Career Technical Center
- All Buildings Wi-Fi Accessible

Student Engagements:

- 2009: 725
- 2010: 1,700
- 2011: 1,700
- 2012:1,850
- 2013:1,920
- 2017:120
- 2018:2,330
- 2019: 4,200 (projected)
- 2020: 10,840 (projected)

Staff:

- Board of Directors: 4
- 2018 Volunteers: 15
- 2019 Volunteers:
- 50% of staff holds advanced degrees
- Average years of experience: 7
- 5% of staff reside in Spotsylvania County

Academic Statistics in History:

Percentage of failures

- 2014: 18%
 - 2015: 15%
 - 2016: 16%
 - 2017: 15%
 - 2018: 17%
 - 2019: 23%
-
- Advanced Studies Diploma 61%
 - ACT Composite Score 23.1
 - Graduates Pursuing Higher Education 82%
 - Average Reading & Writing SAT Score 554
 - Average Math SAT Score 523
 - Overall SAT Score 1077
 - On-Time Graduation Rate 90.4%
 - Dropout Rate: 5.9%

Top 10 Most Critical External Issues:

The external critical issues were derived through a process called future external environmental scanning, which essentially involves *forecasting* in specific areas. An external critical issue is defined as an extremely important situation, factor or condition in EEYP’s “external” environment that may impact its’ performance and ultimate success. The critical issues are in essence “a call for action.” EEYP must respond proactively to the respective issues. The goal is to leverage needed action to overcome or minimize any adverse impacts and to position EEYP to establish and maintain a competitive advantage.

The critical issues were derived by surveying both internal and external stakeholders. The following were ranked as the top ten most critical to EEYP:

| Critical Issue | Prediction (Next 5-7 years) |
|----------------------|---|
| PARTNERSHIPS | Lowest priority for schools to utilize services provided by EEYP. Schools, teachers and parents remain unaware of service. |
| ECONOMICS | Continued lack of funding; unknown sources of funding create difficulty in long-range budget planning and delivery of educational services. |
| POLITICAL-REGULATORY | A growing lack of understanding and/or agreement with local governing boards, politicians and legislators regarding the correlation between education and cultural dynamics, trends and priorities affect the country’s ability to remain globally competitive and economically strong. |
| | Movement toward increased student-based learning (more individualized and |

| | |
|----------------------------|--|
| EDUCATIONAL TRENDS | small group learning); greater expectation for implementing some type of structured “tiers of instructional intervention” (e.g., Response to Intervention - RtI) |
| SOCIO-DEMOGRAPHICS | Continued increase in the number of homeless students and other economically disadvantaged students and families. |
| POLITICAL-REGULATORY | Partnerships with schools when difficulty for district to meet standards for the NCLB and IDEA |
| EDUCATIONAL TRENDS | 21st century learning will become more and more technologically centered. |
| TECHNOLOGICAL - SCIENTIFIC | Continued, rapid changes and advancements in technology. Less and less hands-on. |
| CUSTOMER-CITIZENS | Greater anti-tax sentiments by community stakeholders. |
| SOCIO-DEMOGRAPHICS | Increase in the number of non-English speaking students and Ethnic diversity within the community. |

The critical issues were used as a resource to help facilitate discussion and to guide decisions regarding the development of the overall strategic plan and are, likewise, considered when devising annual action plans.

MISSION, VISION & CORE VALUE STATEMENTS

MISSION

The Educational Enrichment for Young Patriots will provide at no cost to Virginia public schools K-12 a Next Generation Leader Development Program, while reinforcing the requisite knowledge and skills for informed, responsible participation in public life and develop a basic understanding of good citizenship by instilling relevant skills for students to deal intelligently with controversy.

VISION

The Educational Enrichment for Young Patriots will be a valuable partner in the enrichment of public school education and strives to develop next generation leaders emphasizing history and social sciences (civics) in Virginia public schools K-12.

CORE VALUES

STUDENT CENTERED

We provide all students with the essential learning experiences that enable them to optimize their success with postsecondary experiences.

LEADERSHIP

We commit to building visionary leaders who embrace change and new possibilities.

CITIZENSHIP

We believe in honor, integrity and community service.

DEPENDABILITY

We provide quality services to students, use resources efficiently and engage the community as viable partners.

CREATIVITY

We exhibit attitudes, skills, behaviors, and organizational practices that support the interests of a diverse population.

EXCELLENCE

We pursue the highest standards of organizational performance and academic achievement through innovative, research based practices.

EFFECTIVE COMMUNICATION

We support and utilize a variety of communication methods to connect students, parents, school staff and the entire community.

TEAMWORK

We depend upon and are accountable to one another to achieve our common purpose.

STRATEGIC GOALS, OBJECTIVES & STRATEGIES

LOE 1.0 AWARE

Prepare all students to be college and career ready.

Rationale Statement: The economic vitality, democratic health and future of our communities, state, and nation depend upon the capacity of today's students to become tomorrow's extraordinary leaders, high performance workforce, and contributing citizens. EEYP's focus is to expand and enrich the individualized potential of ALL students by maintaining a historical perspective. High performing organizations, likewise, value diversity and support a framework for inclusivity of all individuals with a perspective on cultural history and identity. As a whole, these practices give way to a favorable culture (i.e., the way things are done) and a positive organizational climate (i.e., the way people feel about the culture).

OBJECTIVES:

1.1 Students will demonstrate the skills necessary to meet college and career readiness standards.

Strategies:

1.1.1 Develop and implement innovative multidisciplinary guaranteed viable curriculum enrichments (content).

1.1.2 Expand program opportunities to enrich college and career readiness for all students.

1.1.3 Enhance connections between pre-K, K-12, and postsecondary experiences to improve college and career readiness through professional learning communities.

1.1.4 Use evidence-based teaching and learning models that meet the individualized needs of diverse students.

1.1.5 Implement a balanced assessment that accurately measures student performance (assessment) for enrichments.

1.1.6 Support college and career readiness through action plans that maximize professional learning networks, effective planning and high quality designs.

1.1.7 Implement technologies and integrated instructional strategies as action plans that support college and career readiness.

1.2 Provide support services that optimize the physical and mental well being of all students, staff and families.

Strategies:

1.2.1 Expand professional learning designs to include follow up and extension for families and student support services.

1.2.2 Support school social workers in aligning targeted services to support the needs of students and families.

1.2.3 Support the roles of counselors to maintain a focus on rigor, relevance and relationships to close the achievement gap.

1.2.4 Support the role of school psychologists to support students with mental health and prevention.

1.2.5 Explore a technological network of support to increase awareness, information, and services to students and their families.

1.2.6 Build organizational capacity to support inclusive practices.

1.3 Provide human resources services that support a diverse and talented work force that is aligned to ensure maximum performance in all areas.

Strategies:

1.3.1 Provide ongoing high quality professional leadership for all members to build capacity, promote professionalism and optimal service, as well as increase employee safety.

1.3.2 Recruit and retain exemplary members with highly qualified levels of expertise.

1.3.3 Enhance a collaborative culture and communication through an integrated systems model.

1.3.4 Enhance compliance with local, state and federal laws and regulations.

1.4 Execute exemplary financial practices that maximize the organization's return on investment in all areas.

Strategies:

1.4.1 Revise the budget development process to involve greater input from stakeholders, including board of directors, and schools.

1.4.2 Systematically engage the community to raise awareness of needs related to EEYP's, students, and resources needed.

1.4.3 Develop accounting practices to maximize effectiveness.

1.4.4 Implement a state-of-the-art integrated Finance system for data management.

LOE 2.0
Open-Minded

Family, students, staff and the entire community actively engage to seek resources and to develop opportunities that meet future educational challenges and workforce needs. Rationale Statement: The academic and postsecondary success of our students requires the collective effort of the entire Spotsylvania County community. It is imperative that we not only work harmoniously together to support students, but that we also share the accountability for their success.

OBJECTIVES:

2.1 Implement a comprehensive communications plan and strategy.

Strategies:

- 2.1.1 Evaluate communications with key stakeholders on annual basis.
- 2.1.2 Create efficiencies and ease of information sharing for communications.
- 2.1.3 Communicate communications plan and strategy to stakeholders.

2.2 Strengthen productive partnerships for education and workforce needs.

Strategies:

- 2.2.1 Identify and develop business relationships that support initiatives.
- 2.2.2 Expand relationships with local and national organizations to provide resources and support to students and staff.

2.3 Enhance outreach and communication tools for student families.

Strategies:

- 2.3.1 Increase two-way multi-lingual communication by creating an infrastructure supporting multilingual capability at all schools and buildings.
- 2.3.2 Improve program awareness of disability resources.
- 2.3.3 Create efficiencies and ease of use for parent and community access to programs, services and resources.

2.4 Increase visibility of school programs and needs with all stakeholders.

Strategies:

- 2.4.1 Improve advocacy for public education.

2.4.2 Enhance overall marketing of EEYP and its accomplishments.

2.4.3 Expand marketing of initiatives and achievements.

LOE 3.0 SAFE

The learning and working environment is safe, caring, healthy and values diversity.

Rationale Statement:: A safe and caring educational environment is a prerequisite to establishing and maintaining a conducive environment for learning and working. Supporting and advancing healthy lifestyles is also critical to the students' and the staff's well being and success.

OBJECTIVES:

3.1 Maximize safety and security by continuously evaluating and refining plans and practices.

Strategies:

3.1.1 Provide on-going professional learning planning including authentic situation awareness and crisis management training.

3.1.2 Familiarization with FEMA National Incident Management (NIMS) and ICS (Incident Command System) practices.

3.1.3 Strengthen partnerships with law enforcement, Fire/EMS and other first responder agencies.

3.2 Foster/build a positive climate that is conducive for learning.

Strategies:

3.2.1 Provide professional learning for enhancing school culture.

IMPLEMENTATION AND MONITORING

Under the leadership of the board of directors, the strategic plan was implemented in September 2019 to ensure the achievement of the vision by the end of FY2024. The quantitative measures are captured in an organizational scorecard. This scorecard is the division's performance management system which is used as follows:

- To align activities to the vision and goals of the organization
- To improve internal and external communications
- To monitor organizational performance against strategic goals - it is a measurement system

- To provide “evidence/proof” of growth and achievement of the goals, objectives and vision.

Annual accountability reports and/or updates are completed by the board of directors. In accordance with the systems strategic management model, all activity is monitored on an ongoing basis. The model embeds the conventional continuous improvement tenants of Plan, Do, Study and Act (Deming, 1986). Process adjustments, as well as the planning content, are modified as deemed necessary to optimize outcomes and performance excellence in all areas.

References:

Deming, Edward (1986). Out of the Crisis. MIT Center for Advanced Engineering Study.

Haines, Stephen (2005). The systems thinking approach to strategic planning and management. San Diego, CA: Center for Strategic Management.

APPENDIXES

**STRATEGIC
PLANNING
DEFINITIONS**

-

**COMMON
LANGUAGE**

1) Action Plan:

A written set of coordinated strategies and tasks that are required to accomplish a given strategic goal and objective

As a whole, action plans operationalize a given strategic goal and objective

Prepared systematically on an annual basis

2) Balanced Scorecard:

A strategic planning and performance management system that is used:

To align activities to the vision and goals of an organization

To improve internal and external communications and

To monitor organizational performance against strategic goals - it's a measurement system

3) Core Values:

A collection of written commitments that reflect how the organization must “behave” in order to create the organization that will achieve its mission and vision

Philosophically, they convey “valued beliefs” that guide professional behavior

4) Key Performance Indicator (KPI):

A measure used to define and evaluate how successful an organization is performing

Typically expressed in terms of making progress towards its long-term

organizational goals

Specified by data calculations that are reported at specific time intervals (e.g, annual, quarterly, etc.)

Help you understand how you are doing against your objectives; provides evidence / proof

5) Lagging Indicator:

A measure that focuses on the specific outcome or outcome performance at the end of a time period (e.g., end of FY2019). It is also referred to by some as a key results indicator (KRI).

6) Leading Indicator:

A measure that “drives” or lead to the performance of lag measures; normally measuring intermediate outcomes or performance that are progressive over time (e.g., FY2015 – 2019)

7) Mission Statement:

A written statement that articulates the fundamental purpose of an organization

It answers the question, “Why do we exist?”

In effect, it communicates what one does, clarifies priorities and sharpens Focus

8) SMART Key Performance Indicator (KPI):

A key performance indicator (KPI) statement that is written in such a way that it is Specific, Measurable, Attainable, Realistic and Time- bound (SMART).

9) Strategy:

A broad action statement that articulates “how” a specific objective will be achieved

Objectives generally require “a set” of actions that will be executed over time Collectively, strategies provide a road map as to how one achieves the objectives and corresponding goals

10) Strategic Goal:

A “broad” organizational outcome statement that conveys an accomplishment that is required to achieve an organization’s vision.

Characteristics:

Requires at least 4-6 years to achieve

Aspirational – futuristic; forward reaching

Conveys the general “end point” that one wants to reach

Written as an outcome reflecting a future state / condition

11) Strategic Objective:

A more “specific” organizational outcome statement that is required for the achievement of a given goal.

Characteristics:

It is an intermediate step / milestone for accomplishing a goal

In effect, objectives detail the collective set of outcomes required to achieve a broad goal

A strategic / long term goal generally requires a minimum of 3 objectives

12) Strategic Plan:

A “written” document that generally details an organization’s mission statement, vision statement, a set of core values, goals, objectives and strategies. Specific measures may or may not be included in the document.

13) Strategic Planning (Process):

The process of clarifying the purpose of an organization, where the organization wants to be in the future and how it is going to get there (McNamara, 2003).

14) Target:

A target is a numerical value that one has pre-determined as indicators of success.

For the SCPS’ strategic plan scorecard, “targets” are set for FY2014 – FY2019

15) Task:

A single, discrete action or executed behavior required to accomplish a given strategy satisfactorily

Generally exists as part of a set of coordinated actions/behaviors that are required to accomplish a specific strategy

16) Vision Statement:

A written statement that articulates “what” an organization must become in the future to accomplish its’ mission

In effect it gives direction