



## ECE Coalition Strategic Planning

11.02.22

1. Series of activities leading participants through the Long term outcomes. Long term outcomes came from information presented and gathered at the last Coalition meeting. Each Action Network (AN) met and put together proposed outcomes, rooted in new CNA data. CCA team wordsmithed the long term outcomes & added mid/short term outcomes to accompany them.
2. Individuals and groups at the Strategic Planning Session selected and voted on the three long term outcomes for each AN to focus on for the next three to five years. This does not have any affect on the projects they have been working on up until this point. If there was a tie between the third place outcome, the AN's will decide in their individual meetings how they want to handle that tie.
3. Tables had an opportunity to create/fine tune the mid and short term outcomes.

- **Long term outcomes** have an impact on the big picture theory of change you wish to see. This is where you see systemic changes and/or changes in student outcomes.
- **Mid term or Intermediate outcomes** refer to changes in attitudes, behaviors, and practices. (Ex. professional development, bringing supports into play).
- **Short term outcomes** refer primarily to increasing awareness, knowledge, and skills. (Ex. increased awareness of needs, better understanding of gaps).



### **AN #1 – Children Are Born Into Healthy Homes**

1. **Long term Outcome:** Outreach increases, and families and community understand the benefits of and where to access ECE for children 0-3.
  - **Mid term:** Coalition and partners include outreach requirements in funding applications (e.g., Requests for Proposals/Requests for Funds) and program reporting requirements.
  - **Mid term:** Those conducting outreach consistently seek parent input and consult with cultural and community organizations that partner with diverse families.
  - **Mid term:** Childcare centers dedicate staff or hire (or otherwise engage) family liaisons or parent ambassadors.

- **Mid term:** Coalition creates and distributes outreach messages that are positive and strengths-based, using consistent, plain language.
- **Mid term:** The coalition uses a variety of communication channels and media based on family preferences, reaching the maximum amount of people in the community.
- **Mid term:** A data-informed outreach plan is embedded into the community's overall communication plan.
- **Short term:** The Coalition and partners build a shared understanding of data-informed, consistent (yet flexible) outreach, sustainable, creative, and holistic.
- **Short term:** The Coalition partners with parents and community organizations that serve diverse families to gather input for messaging.

### **Added Outcomes from Strategic Planning Session**

- **Added outcome:** Increase the number of women/birthing parents receiving prenatal care within the first trimester.

### 2. **Longterm Outcome:** Increase in physically healthy children

- **Mid term:** Increased access to health services in ECE centers and schools (for students, families, and community).
- **Mid term:** Improved healthy eating among children & reduced food insecurity (e.g., increased vegetable and fruit consumption, decreased sugar consumption, energy drinks, etc.). Children exercise daily. Children spend time outdoors every day.
- **Short term:** Increased awareness of healthy foods/healthy activities. Health awareness among students, families, and staff at schools.
- **Short term:** Partnerships developed between schools/centers and community organizations (e.g., community garden experts, nutritionists, etc.)

### 3. **Longterm Outcome:** All children are screened/evaluated early for developmental delays

- **Mid term:** ECE workers receive paid professional development training in learning disabilities, differences, and neurodiversity.
- **Mid term:** Evaluation for learning disabilities or differences is standardized and implemented in schools, centers, and homes
- **Short term:** Coalition partners with professionals trained in neurodiversity and child development.

### **Added Outcomes from Strategic Planning Session**

- **Added outcome:** Increased access for children with disabilities
- **Added outcome:** Pediatricians refer children to early intervention at 12 mo.
- **Added outcome:** Increase access to family support groups
- **Added outcome:** ECE Workforce (home visiting, teachers, E.I) are adequately trained in trauma informed practices (ACES)



## **AN #2 – Children Are Ready For School**

1. **Longterm Outcome: Families have increased access to and participation in programs that promote school readiness.**
  - **Mid term:** Ongoing awareness campaign efforts implemented by Coalition.
  - **Mid term:** Families participate in programs that promote school readiness.
  - **Mid term:** Families engage in activities in the home and community that promote school readiness.
  - **Mid term:** Increase in parents accessing home visiting services.
  - **Mid term:** Increase in providers (registered/licensed) using high-quality school-readiness activities/techniques.
  - **Short term:** Families and communities know the importance of activities supporting positive brain development.
  - **Short term:** ECE professionals gain awareness of high-quality school readiness activities and their impact on brain development/socio-emotional learning.
  - **Short term:** Families have increased awareness of programs that promote school readiness.

### **Added Outcomes from Strategic Planning Session**

- **Added outcome:** Implement training for parents on self help skills to prepare children for school (how to open lunch boxes, food items, how to use the bathroom unassisted)
2. **Long term Outcome: Increased access to & participation in high-quality ECE for children 2 and under.**
    - **Mid term:** Expansion of childcare facilities and improved maintenance of existing centers. More quality training and education for ECE workers who care for children 2 and under, and more comprehensive training in infant health and other fields.
    - **Mid term:** Affordable pricing and flexible hours for children's programs and activities.
    - **Mid term:** Increased access to & participation in high-quality ECE for children 2 and under. More employment opportunities for the ECE workforce that works with children 2 and under.
    - **Short term:** Awareness of lack of childcare and ECE options for children 2 and under. Awareness of the benefits of early education and school readiness.
    - Local ECE community and families are empowered and able to implement practices that support infant & child mental health

### **Added Outcomes from Strategic Planning Session**

- **Added outcome:** Increased implementation of STEAM
- **Added outcome:** Increase access to Home Visiting

3. **Long term Outcome: Families with young children feel safe in their communities, schools, and daycares.**

- **Mid term:** Guardians advocate for their children's safety, and parents and guardians have resources (e.g., childcare courses, CPR for Family and Friends (Infant and Child). Children know what a 'safe adult' is rather than 'trust only family.'
- **Mid term:** Students feel a sense of belonging. Student-centered curriculum and cultural competency practiced, and increased number of students receiving dual language classes. Anti-racism and anti-oppression are intentionally created and maintained in school classrooms. ECE educators are implementing classroom strategies that embrace diversity, equity, and inclusion.
- **Short term:** Guardians and children know how to advocate for their children's safety/their safety. Bring awareness of the reality of our public safety to light in the community. Reflect on current safety practices in schools/centers (e.g., policy for adults entering/accessing schools), in the community (e.g., average response time to 911 calls, number of pediatricians), and personal safety in the home (who has access to children, crime in the neighborhood, safe housing (fire safety, cleanliness).
- **Short term:** Quality staff and faculty trained in DEI. Teachers and staff trained on culturally and linguistically relevant pedagogy. Students are evaluated for learning disabilities or differences, teachers/staff are trained in neurodiversity, and they receive equity training. School-community partnerships developed to foster DEI.

**Added Outcomes from Strategic Planning Session**

- **Added outcome:** ECE workforce are trained to **utilize** emergency services with due diligence, and continued safety awareness education



**AN #3 – The Early Childhood Workforce is Supported**

1. **Long term Outcome: Childcare workers and preschool teachers are paid a living wage.**
- **Mid term:** ECE workforce is supported with higher wages for entry-level positions and are equitably provided bonuses/pay increases based on experience, education, and continued training.
  - **Mid term:** ECE positions have benefits, and financial incentives cut turnover rates in ECE fields.
  - **Mid term:** Pay parity and wage incentives increase for ECE professionals.
  - **Mid term:** Community advocates for better wages and benefits for the ECE workforce.
  - **Short term:** Community and decision-makers have a better understanding of the realities of the duties and compensation that childcare workers and preschool teachers receive.

**Added Outcomes from Strategic Planning Session**

- **Added outcome:** Increase recruitment strategies to attract more professionals to the field of ECE

2. **Long term Outcome: The county's ECE workforce reflects the population that serves; more Spanish-speaking early childhood professionals with equitable advancement opportunities and higher education credentials.**
  - **Mid term:** Spanish-speaking early childhood professionals have opportunities to attain a Bachelor's Degree in Early Childhood Education.
  - **Mid term:** Incentives are given to Spanish-speaking (and those speaking a language other than English) ECE professionals.
  - **Mid term:** Tuition waivers and wraparound supports are given, to increase students who speak languages other than English (or ECE staff) enrolling in certificates and degrees in ECE and elementary education.
  - **Short term:** Recruitment strategies developed to increase Spanish-speaking early childhood professionals.
  - **Short term:** Funding found to incentivize enrollment and completion of ECE certificates and degrees.
  
3. **Long term Outcome: ECE educators facilitate academic success rooted in strong culturally and linguistically sustaining pedagogy.**
  - **Mid term:** Teachers, teaching assistants, home visitors, and administrators in birth through 3rd grade are implementing culturally and linguistically sustaining programming.
  - **Mid term:** There is improved acceptance of Spanish in the classrooms and support for bilingual and diverse educators.
  - **Mid term:** Increase in innovative practices; innovative practices are scaled. The community appreciates educators—more support for bilingual and diverse ECE workforce.
  - **Short term:** Teachers, teaching assistants, home visitors, and administrators in birth through 3rd grade have a strong understanding of early childhood pedagogy that is culturally and linguistically sustaining.
  - **Short term:** Teachers have options for continued education or training relevant to the current times and have cultural significance and/or updates to equitable practices. (How to support social-emotional development, cognitive development, language, and literacy development.)
  - **Short term:** Families understand how to support social-emotional development, cognitive development, language, and literacy development.
  
4. **Long term Outcome: There are enough college and university faculty to support a bilingual workforce informed about culturally and linguistically sustaining pedagogy.**

- **Mid term:** A stronger relationship between the community and DACC/NMSU supports the development of a bilingual workforce informed about culturally and linguistically sustaining pedagogy.
- **Mid term:** Increase in college courses and programs for speakers of languages other than English.
- **Mid term:** Business/community/industry are supportive and compensate higher for bilingualism.
- **Mid term:** Culturally and linguistically sustaining pedagogies are integrated into the Higher Education curriculum.
- **Mid term:** Increase available high-quality degree paths and class offerings, including during the summer and non-traditional hours (e.g., online, micro-credentialing, etc.)
- **Short term:** A strategy is developed to recruit bilingual faculty at DACC/NMSU.
- **Short term:** All faculty and staff know the importance of culturally and linguistically sustaining pedagogy.

❖ **Next is setting objectives within your Action Networks**

❖ **Which AN will you be committed to? Use QR code to complete the form.**

❖ **Next AN meetings (Dec/Jan)**

❖ **All coalition meeting in Feb. where we'll be finalizing Strategic Plan and Evaluation Plan, to submit in March**

❖ **Individual AN's will determine final outcomes.**

