



Consulting

10/13/23

Colorado Early Childhood System Strategic Planning

Strategic Planning
Working Group Meeting Three



Housekeeping

- **Zoom Name Tag:** If you have an organization listed as your name on Zoom, please change it so that we can see your first and last name.
- **Stipends:** If you'd like to receive a stipend for your participation in this meeting, please email Susanne Beilmann - sbeilmann@startearly.org

Our Goal Today

- By the end of the meeting, we aim to have a full list of potential strategies for the strategic plan, using all the input and information that has been gathered to date.
- We will include these potential strategies in the survey to families, providers and systems leaders to check back with them and get their feedback as we develop the first draft
 - Survey disseminated 10/26/23-11/10/23
 - Next Strategic Planning Working Group Meeting- 12/5/23
 - First draft of the Strategic Plan At-A-Glance due for review by the ECLC- 12/14/23

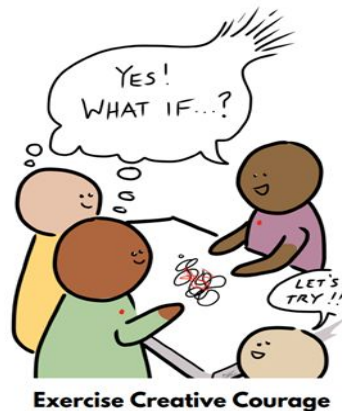
Agenda

9:00-9:30	Grounding Exercise / Connector
9:30-9:40	Strategic Plan Update Overview of Data Synthesis
9:40-10:00	Strategy Development Process Guidance, Individual review
10:00-10:15	Break
Breakout Sessions (~40 min. each)	
10:15-11:00	Brief Q&A before breakout, Strategy Development - Session 1
11:00-11:45	Brief debrief, Strategy Development - Session 2
11:45-12:00	Break
12:00-12:35	Strategy Review & Refine - Session 3
12:35-12:55	Large Group Discussion
12:55-1:00	Closing/Next Steps

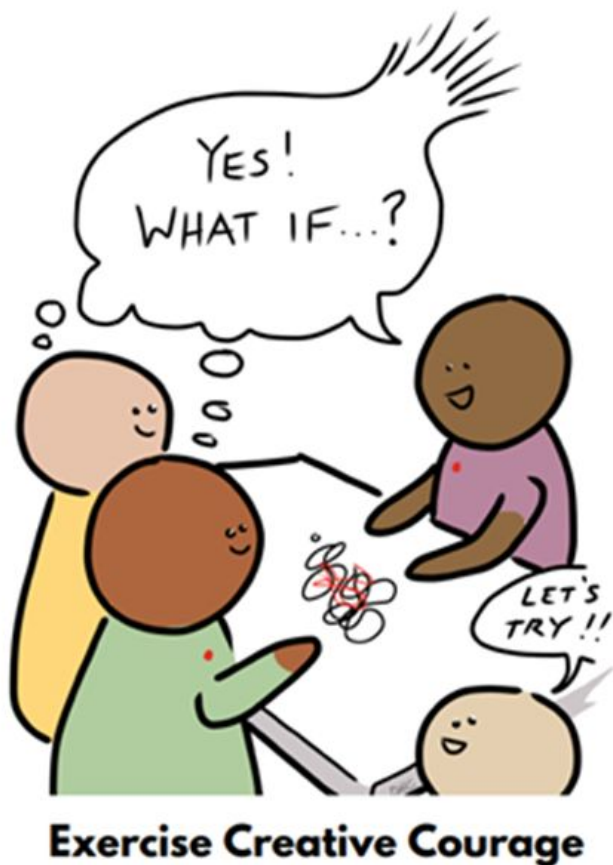
Grounding Exercise and Connector

We have talked about the importance of liberatory mindsets to the process of co-created systems change. Today we will ground ourselves and reconnect by doing the following:

- **Reflect:** Think about what the last three mindsets– **Exercise Creative Courage, Take Action to Learn, Share, Don't Tell**– mean to you as you are approaching today's work.
- **Share:** Re-introduce yourself to the group, tell us what you are excited about today regarding developing strategies, OR which of these three mindsets resonates with you for today and why.



Mindset Highlight: Exercising Creative Courage



- **Why?** Oppression creates fear of change. Succumbing to fear quells creativity. **We must act courageously to imagine possibilities beyond dominant culture (p. 12).**
 - Exercising creative courage allows us to imagine a brighter future– wherein children and families have equitable opportunity to thrive.
- **How?** Arriving at clarity on what creative courage looks and feels like is a critical step in co-creating change.
 - We will come back to this, specifically as we define parameters for strategy development.

Reorienting in the Strategic Plan Process

Before moving into small work groups, we will spend the next 25 minutes reorienting and level setting on the task at hand.

- Updates
- Overview of Data Analysis
- Strategy Development Guidance

Process: New, Comprehensive Early Childhood Strategic Plan



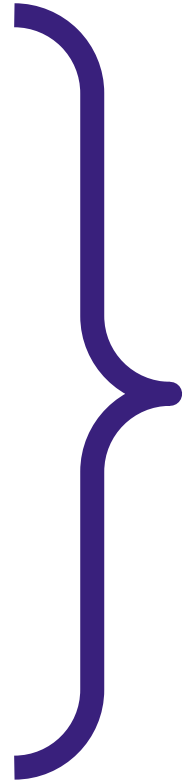
Start Early / Working Group Engagement Recap

*Ongoing, asynchronous engagement around Strategic Plan-At-A-Glance throughout timeline



Overview of Data Synthesis

- Community Conversations
 - e.g., ECLC subcommittees, Family Voice Council, ECCLA
- Focus Groups
 - Families, early childhood professionals
 - English and Spanish
- Key Informant Interviews
- CO Shines Brighter Strategy Updates
- Plan Review
 - e.g., CDEC Strategic Plan; CDEC Transition Plan; Child Care and Development Fund Plan; Maternal Child Health Priorities & State Strategies, Behavioral Health Administration strategic Plan, etc.
- Additional information gathered from other partners (e.g., EC CO Framework survey)



SYNTHESIS DOCUMENT

organized by topics related to the Needs Assessment Findings and/or Early Childhood Colorado Framework Domains

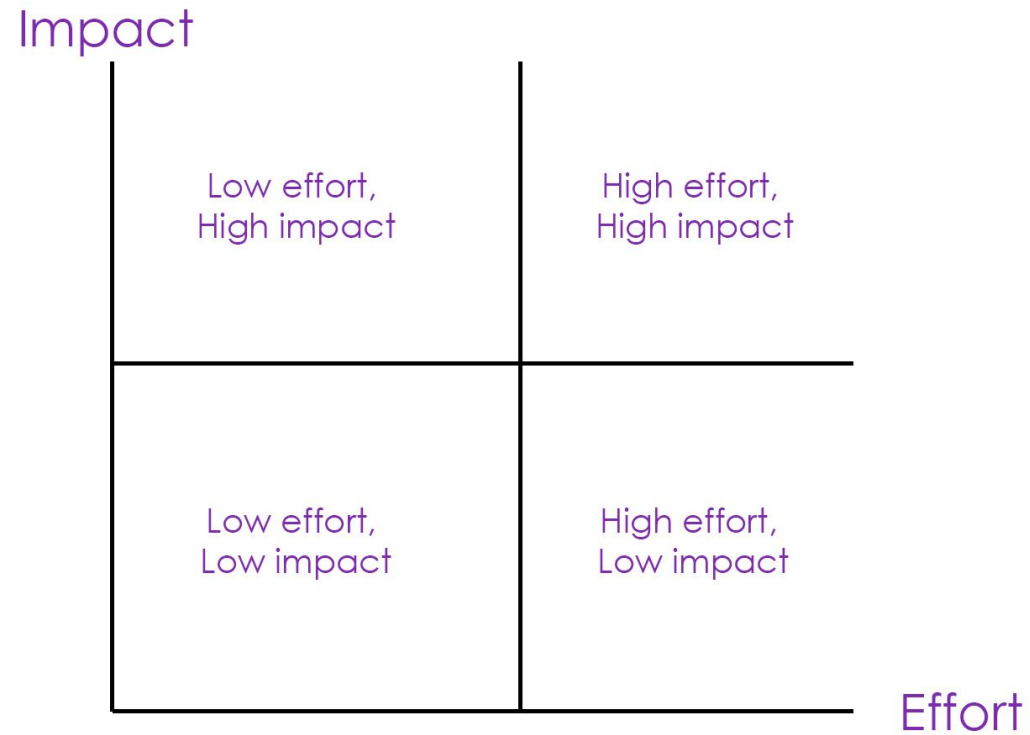
Strategy Development Considerations

- **Audience-** clear and meaningful to all, especially at the level of goals and objectives
 - Families and early childhood professionals - see themselves in it and how could make a difference in their lives
 - Community leaders, political leaders - see the changes they need to champion and address
 - Systems leaders at the state and local levels - primary audience as implementers of the strategies, clear to them at strategy level
- **Specificity** - Aim for a happy medium
 - Not too high level or vague where how something will be accomplished is unclear
 - Not too detailed that it becomes too long to read or so detailed or short term as activities that you lose the forest for the trees
 - Lots of specific ideas in the synthesis sheet, but if unsure what a specific strategy could be, you could write to “investigate solutions for...,” “create a working group to recommend...” Or we could potentially ask in the survey.
- **Feasibility**
 - Don’t limit yourselves too much at this stage because you think a good strategy might not be possible due to funding or political will.
 - It could be a strategy becomes “Advocate for...,” “Identify funding to...,” or “Pilot...” to test something, gather evidence, and then see to scale later
- **Who/Implementers of the strategy**
 - Think about what agencies or entities would be responsible for implementing a strategy and who would need to partner or collaborate.
 - If there’s a problem to be solved and a strategy to implement outside the usual early childhood partners, the strategy could be to develop an interagency agreement or cross sector group to work on it.
- **Wording**
 - Don’t spend time on wordsmithing today. Just make the strategies clear. We will wordsmith for the survey and again in putting together the draft.

Guiding Questions and Equity Impact Assessment

- What groups are **most impacted** by these issues? Are there disparities to address?
- Why is this issue occurring? What are the **root causes** and contributing factors?
- What solutions have been tried? **What has and has not worked** for whom, why?
- What strategies would be **most impactful** to address this need or issue?
- Are we giving ourselves permission to consider **ideas that may not feel possible** in order to move past status quo solutions?
- What **positive impacts on equity and inclusion** could result from this strategy?
- What **adverse impacts or unintended consequences** could result from this recommendation?
- Is there anything that could be changed or added to the recommendation to **prevent/minimize adverse impacts** and **maximize equitable opportunities and impacts**?

Guiding Questions - Impact x Effort



Example

Break Out Group/Strategy Development Process

- Strategy Development-
 - You will engage in 2 topical breakout sessions to develop strategies.
 - There will be **7** small groups within each round, with recommended participants assigned to each topic/group.
 - Some groups will have multiple, related topics.
- Strategy Review and Refinement-
 - You will individually review the strategies developed by other groups, reflect, write down comments, suggestions, or questions, star strategies you think are most impactful
- Large Group Discussion-
 - We will come back together for a large group discussion before closing and sharing next steps.

Breakout Groups

Session 1	Session 2
Group 1: Warm Hand-offs; Referrals and Family Awareness; Economic Mobility	Group 8: Linguistic Responsiveness; Cultural Responsiveness and Equity
Group 2: Two-Generation Approaches; Family Support & Education; Family Voice/Leadership	Group 9: Perinatal Health; Child Health; Early Intervention
Group 3: Early Childhood Special Education-Least Restrictive Environment and Parent Choice	Group 10: Mental Health/Behavioral Health/Suspension and Expulsion
Group 4: Special Health Needs and Disabilities	Group 11:
Group 5: Care at All Hours; Infant Toddler Care; Supporting Family Friend and Neighbor Providers	Group 12:
Group 6: UPK Roll-Out; Provider Participation in UPK	Group 13: Aligning/Combining Funds; Need for Operational Funding; Provider Participation in CO Shines
Group 7: Whole Child Approach; Family Views of Quality and Use of Ratings	Group 14: Workforce

Breakout Groups - Susi

Session 1	Session 2
Group 1: Warm Hand-offs + Family Awareness	Group 8: Linguistic Responsiveness + Cultural Responsiveness and Equity
Group 2: Two-Generation Approaches; Family Support and Education, Family Voice/Leadership	Group 9: Special Health Needs and Disabilities + Child Health + EI
Group 3: Early Childhood Special Education-Least Restrictive Environment, Parent Choice	Group 10: Mental Health/Behavioral Health/Suspension and Expulsion
Group 4: Supporting FFN Providers	Group 11: Economic Mobility
Group 5: Care at All Hours + Infant Toddler Care	Group 12: Perinatal Health
Group 6: UPK Roll-Out; Provider Participation in UPK + Provider Participation in CO Shines	Group 13: Aligning/Combining Funds + Need for Operational Funding
Group 7: Whole Child Approach + Family Views of Quality and Use of Ratings	Group 14: Workforce - retention + compensation + system learning

Breakout Groups

Session 1	Session 2
Group 1: Warm Hand-offs/Referrals and Family Awareness; Economic Mobility	Group 9: Two-Generation Approaches/Family Support & Education
Group 2: Linguistic Responsiveness	Group 10: Perinatal and Child Health; Early Intervention
Group 3: Early Childhood Special Education-Least Restrictive Environment and Parent Choice	Group 11: Mental Health/Behavioral Health/Suspension and Expulsion
Group 4: Special Health Needs and Disabilities	Group 12: Cultural Responsiveness and Equity
Group 5: Care at All Hours; Infant Toddler Care; Supporting Family Friend and Neighbor Providers	Group 13:
Group 6: UPK Roll-Out; Provider Participation in UPK	Group 14: Family Voice/Leadership
Group 7: Whole Child Approach; Family Views of Quality and Use of Ratings	Group 15: Aligning/Combining Funds; Need for Operational Funding; Provider Participation in CO Shines
Group 8:	Group 16: Workforce

Suggested Process for Breakout Groups

Before Breakout Sessions Begin

- **Individual review and reflection-** Give yourself a few minutes to individually review the data and jot down your ideas
- We will take time to answer questions before beginning breakout discussions.

In-Session Steps

- **Identify timekeeper and notetaker/speaker for group**
- **Small group discussion-** discuss and add specific strategies to column F
 - You will consider existing strategies from CO Shines Brighter, strategies, recommendations, or opportunities from other plans, ideas from partner engagement, your own expertise
 - **15** minutes before the end, get strategies written down and be sure to discuss the guiding questions/equity impact assessment, make any adjustments
- **Questions and Comments**
 - Add questions/comments to column G
 - Use “parking lot” tab for additional strategies (tab TBC)
 - **Keep in mind, we will be asking families, providers, and system leaders about potential strategies in the survey.**

Strategy Review and Refinement



- You will individually review the strategies developed by other groups and reflect
 - Groups 1-3 start at beginning of sheet
 - Groups 5-7 start at the end
 - Group 4 start in middle (tab-)
- Consider the guiding questions and equity impact assessment
- Consider impact/effort quadrants
- Write down comments, suggestions, or questions in column G, star strategies you think are most impactful
- The goal is to have best ideas remain, which may necessitate refining and whittling down through this process

Large Group Discussion

Next Steps



Every child has equitable opportunity to reach their full potential to thrive in school and in life.

StartEarly.org/Consulting

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