



STRATEGIC PLAN (with Assessment Plan) 2015-2020

Approved 2/12/15 (updated 9/13/18)

TABLE OF CONTENTS:

SECTION 1: ECCLC Vision, Mission & Guiding Principles	2
SECTION 2: Strategic Planning Process.....	3
SECTION 3: ECCLC Goals & Objectives.....	4
SECTION 4: Assessment Plan.....	8
SECTION 5: Community Data	9
SECTION 6: Internal ECCLC Data.....	10

SECTION 1: ECCLC Vision, Mission & Guiding Principles

ECCLC VISION

All children in Larimer County are valued, healthy and thriving.

ECCLC MISSION

We bring the community together to share knowledge and resources, build expertise and work collaboratively to ensure that all young children in Larimer County have the care, support and opportunities necessary to grow, learn and succeed.

ECCLC GUIDING PRINCIPLES

ECCLC strives to be:

- Inclusive
- Innovative
- Action-oriented
- Proactive
- Collaborative
- Supportive
- Connective
- Responsive
- Data informed

It is the intent of the ECCLC to complement, not compete for funding or programs with other agencies.

SECTION 2: Strategic Planning Process

PURPOSE: The ECCLC strategic plan reflects the priorities of Larimer County’s early childhood community, with a focus on the work supported by ECCLC staff in collaboration with its community partners.

TIME FRAME: ECCLC engages in 5 year planning cycles, with annual reviews and updates.

DATA AND COMMUNITY DRIVEN:

- The planning process is a highly collaborative, multi-month process, involving Advisory Council members, ECCLC staff, and the ECCLC Board of Directors.
- The planning process starts with an analysis of community needs, and is informed by the population and service system level data that are collected through ECCLC’s Community Assessment Plan (see SECTION 4: Assessment Plan and SECTION 5: Community Data). Whenever possible, these data points are shared as multi-year graphs to allow for trend analyses.
- The community data are analyzed and discussed by the Advisory Council, using a “Root Cause Analysis” framework.
- The Advisory Council presents a recommended plan to the ECCLC Board of Directors, which has final decision making authority to adopt or modify the strategic plan.
- In accordance with ECCLC’s Community Assessment Plan (See SECTION 4), both population and service system level data are reported annually to the Early Childhood Advisory Council and to the ECCLC Board of Directors. These are then analyzed and discussed as part of the review and update process.

SECTION 3: ECCLC Goals & Objectives

ECCLC brings community partners together to share knowledge and resources, build expertise and work collaboratively to accomplish these goals:

- I. Support early care and education (ECE) providers in consistently implementing quality practices.
 - A. Provide coaching and professional development opportunities to ECE programs and professionals, including, but not limited to, supporting participation in the Professional Development Information System (PDIS) and levels 2-5 of the Colorado Shines.
 1. *By 6/30/20, at least 60% of licensed ECE programs in Larimer County eligible for a quality rating will have a Colorado Shines Level 2 or higher rating.*
 2. *By 6/30/20, at least 40% of children receiving CCAP subsidies will be enrolled in ECE programs with a Colorado Shines Rating of 3 or higher. **ACHIEVED.** Continue to Track.*
 3. *By 6/30/20, at least 800 professionals working in ECE programs in Larimer County will have received an ECE Credential through the Colorado Department of Education (CDE).*
 4. *Between 7/1/2016 and 6/30/20, the number of professionals in Larimer County who have received an ECE Credential level 3 or higher through CDE will increase by 20%. **ACHIEVED.** Continue to track # of professionals with ECE Credential 3 or higher.*
 5. *By June 30, 2020, at least 25% of licensed child care providers eligible for a quality rating will achieve a Colorado Shines Level 3-5 rating.*
 - B. Understand and address barriers to people entering and staying in the ECE field.
 1. *By 12/31/16, create a marketing plan for recruiting family child care home providers. **COMPLETE***
 2. *Between 7/1/15 and 6/30/20, recruit at least 25 newly licensed family child care home providers and support them through the licensing process.*
 3. *By 6/30/19, create additional pathways for ECE professionals to enter the field.*
 4. *On an on-going basis, stay connected with state level ECE workforce efforts to provide input, stay informed, and bring information to our local community.*
 - C. Serve as a clearinghouse for information about early childhood education by sharing up-to-date information through provider email list, For Provider section of monthly e-newsletter, and ECCLC website.
 1. *At least once a month, promote Colorado Shines and ELDG to ECE providers through the e-newsletter, provider email list or ECCLC Facebook page.*
 2. *Maintain a section of the ECCLC website with information about Colorado Shines, with a prominent link on the website homepage.*

II. Increase advocacy for the importance of and investment in early childhood.

A. Develop key messages, a clear ask for action and a toolbox of resources that resonate with targeted audiences.

1. *By 6/30/17, develop Be Ready messages and resources for business and policy makers that align with the Frameworks Institute and the Early Childhood Colorado Partnership Shared Messaging Bank. **COMPLETE***
2. *By 6/30/20, identify additional target audiences and adapt the messages and ask for action.*

B. Identify and engage a broad based cadre of community members to promote support for early childhood.

1. *On an annual basis, organize a fall "Give to Kids" campaign through Colorado Gives to promote donating to child-serving organizations in Larimer County.*
2. *By 12/31/17, create and implement an ECCLC Policy Agenda that sets advocacy priorities. **COMPLETE***
3. *Starting in 2017, use the Policy Agenda to drive advocacy efforts with policy makers. **ACHIEVED.** Ongoing effort.*
4. *By 6/30/18, secure 6 business partners and 3 policy makers to become champions for early childhood. **COMPLETE***
5. *By 6/30/19, work with local higher education institutions to engage students interested in early childhood in advocacy efforts.*
6. *By 1/31/19, in collaboration with Talent 2.0 Child Care Task Force, create set of community recommendations for addressing access to child care issues.*

III. Strengthen community connections to facilitate families' access to resources, education and services.

- A. Support family access to parenting information, resources, education, and services.
 - 1. *On an on-going basis, provide joint backbone and staff support for the Larimer Be Ready Campaign.*
 - 2. *On an on-going basis, ensure that the parent messages from community initiatives are integrated, including, but not limited to Be Ready, Kids Initiative for Developmental Support (KIDS) and Leap.*
 - 3. *By 6/30/17, collaborate with Be Ready Partners, including all three school districts, to create common kindergarten entry expectations, and translate those into family-friendly language and materials. **COMPLETE***
 - 4. *Between 6/30/17 and 6/30/20, collaborate with Be Ready Partners and all three school districts to disseminate these materials across the county.*
 - 5. *On an on-going basis, maintain a family resource section on the ECCLC website which includes information on choosing quality child care and links to Be Ready.*
- B. Support agencies and professionals to increase cross domain knowledge and referrals and provide strength based and culturally sensitive services.
 - 1. *Every year, provide a minimum of 12 in-person opportunities for agency representatives and other professionals to receive education and information, network and jointly problem-solve.*
- C. Support a coordinated system of universal development screening for children ages 0-5.
 - 1. *By 12/31/16, support the Kids Initiative for Developmental Support (KIDS) to create materials and begin outreach and education to the following groups: Physicians, Families, and ECE Providers. **COMPLETE** Support outreach on an on-going basis.*
 - 2. *From 7/1/15 to 6/30/20, increase the annual number of referrals for evaluation to Early Intervention at Foothills Gateway by 200 children through KIDS' on-going outreach and education. **ACHIEVED.** Continue to track # of referrals, % of referrals that result in evaluation and % of evaluations that result in services provided.*
- D. Increase the number of early care and education programs serving children receiving Colorado Child Care Assistance Program (CCAP) subsidies.
 - 1. *Between 7/1/15 and 6/30/20, collaborate with Larimer Child Care Assistance Program (CCAP) to recruit at least 20 ECE programs to sign a contract with CCAP. **ACHIEVED.** Continue to recruit and track numbers.*
- E. Serve as a clearinghouse for up-to-date early childhood information through the ECCLC website, social media, email list and ECCLC Advisory Council meetings.

IV. Provide backbone support for the Leap Coalition to support children’s social emotional development.

- A. On an on-going basis, provide facilitation and coordination support for Leap Coalition.
- B. By 6/30/17, complete a Leap Resource Development plan and collaborate with Leap workgroups to identify needed funds and potential funding streams, and seek funding. **COMPLETE**
- C. By 6/30/17, work with an independent evaluator to develop a Leap Evaluation Plan with measurable outcomes. **COMPLETE.** *Ongoing partnership with Larimer Department of Health and Environment to track evaluation data.*

Leap Coalition: Purpose and Objectives

Strengthen and connect our systems so that all young children in Larimer County will be supported in their social development and emotional wellbeing in a culturally responsive manner.

- Expand early childhood workforce capacity to meet the social development and emotional wellbeing needs of all families and young children in Larimer County.
- Build and strengthen community relationships to encourage social development and emotional wellbeing for all families and young children in Larimer County.
- Increase knowledge of child development and early childhood needs in order to create and maintain community environments that are supportive of social development and emotional wellbeing for all families and young children in Larimer County.
- Develop and utilize resources to support early identification and early intervention of social and emotional concerns for families and young children in Larimer County.
- Mobilize and coordinate systems of support for families and young children in need of intensive and therapeutic interventions in Larimer County.

SECTION 4: Assessment Plan

Community Assessment

On an annual basis, the Early Childhood Council of Larimer County tracks and reports on community data to inform, plan and evaluate our collective work. ECCLC used many of the principles of Results-Based Accountability™¹ when developing this plan.

Our strategic plan includes specific target goals for many of the Service System Performance Measures (e.g., we will reach ___% of ___). In addition, the Community Assessment Plan includes Population Level Indicators and some Service System Level Measures that are not part of our strategic plan, but still inform our work as a community.

To the greatest degree possible, we choose data measures that are reliable², valid³, and community-wide⁴. We consider this plan a living document, and are committed to revising it as we identify additional relevant data. The two levels of data that are reported annually to our Early Childhood Advisory Council and to our ECCLC Board of Directors are:

- **Larimer County Population Level Indicators:** These are community-wide measures of needs and trends that inform our planning efforts as a community. These are generally slow to change, and are not directly impacted by our collective work, although the expectation is that we can positively impact some of these measures over time.
- **Service System Performance Measures:** These are measures related to our strategic goals and the collective work of ECCLC and our community partners. The measures are organized by two target population groups: families and children; early care and education providers.

We recognize that much of the collective impact work being done cannot be measured quantitatively. We are committed to capturing and sharing qualitative data in addition to the data identified above.

Internal ECCLC Assessment

ECCLC also tracks several Internal ECCLC Performance Measures, organized by our two target “customer” populations: early care and education providers and community partners. These data are used internally, in combination with many of the service system performance measures, to track and evaluate the work of the ECCLC staff. The data include both output and outcome measures. The outcome measures are not included in the Service System Performance Measures because they do not meet the “community-wide” data criteria. Outcome examples include retention rates for ECE scholarship recipients and TPOT⁵ and TPITOS⁶ scores from early care and education programs that work with ECCLC staff to implement the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children.

SECTION 5: Community Data

Larimer County Population Level Indicators

DEMOGRAPHIC DATA:

- Child population (under 5)⁷
- Child poverty rates⁸
- Children Qualifying for Free and Reduced Lunch⁹
- Children Receiving WIC Program Vouchers¹⁰
- % of children in Larimer County with both parents in the workforce¹¹

LEARNING:

- 3rd grade reading scores, broken down by ethnicity/race¹²
- NOT YET AVAILABLE: Kindergarten Readiness

HEALTH DATA:

- % of Uninsured Children¹³
- % of children eligible but not enrolled in Medicaid or CHP+¹⁴
- Child Abuse and Neglect Rate¹⁵
- Obesity Rate of Children on the WIC Program¹⁶ (note: this is a measure of an at risk population)
- NOT YET AVAILABLE: % of children in licensed child care centers who are immunized¹⁷

CHILD CARE:

- # of children receiving CCAP subsidy¹⁸
- Estimated dollars invested in subsidized care across Larimer County¹⁹

Service System Performance Measures

Families and Children

- # of referrals to Early Intervention for a potential developmental delay²⁰
- % of referrals to Early Intervention that result in evaluation²¹
- % of children evaluated by Early Intervention who are determined eligible for services²²
- % of children in CCAP served in child care programs with a Colorado Shines Level 3 or higher²³
- # of child care referrals provided by the state funded child care referral line²⁴

Licensed Child Care

- % of licensed child care providers engaged in quality improvement as measured by those with a Colorado Shines Level Rating of 2 or higher²⁵
- # of licensed child care providers with each level of Colorado Shines Rating (1 – 5)²⁶
- ~~# of professionals working in licensed ECE program with an ECE credential²⁷~~
- # of professionals ~~working in licensed ECE program~~ with an ECE credential of 3 or higher²⁸
- Child care trends:²⁹
 - # of ECE programs by license type
 - Licensed capacity vs vacancy
 - Licensed capacity vs population vs projected need by age group
 - # of child care programs accepting CCAP subsidies vs. total # of programs
 - # of newly licensed FCCHs (each year)

SECTION 6: Internal ECCLC Data

Internal ECCLC Performance Measures

Licensed Child Care

- # of ECE programs/classrooms receiving coaching support from ECE³⁰
- # of coaching hours provided³¹
- Pre and post TPOT³² scores
- Pre and post TPITOS³³ scores
- Quality improvement funds distributed to providers³⁴
- # of training hours provided³⁵
- # of scholarships provided³⁶
- # of unduplicated training participants³⁷
- # of ECCLC scholarship recipients who received a degree or met licensing qualification criteria³⁸
- % of ECCLC scholarship recipients who are still in the field after 2 years³⁹

Community Partners

- Number of engaged partners (both with and without MOUs)⁴⁰
- % of ECC meetings with 20 or more non-staff members⁴¹
- # of community advisory groups at which ECCLC has staff representation⁴²
- # of on-going community partner initiatives for which ECCLC has a leadership/co-leadership role⁴³
- TO BE DEVELOPED: Collaboration Satisfaction survey

¹ Friedman, Mark, *Trying Hard is Not Good Enough* (FPSI Publishing, 2005)

² Reliable – the measurement produces stable and consistent results when repeated over time

³ Valid – the data collection tool is measuring what it is supposed to measure

⁴ Community-wide – the data is applicable to a broad-based effort, rather than limited to the work of individual program(s). The goal is that these measurements will be representative of the community as a whole. In some instances this may be a “proxy” measure for the community, which means that community-wide conclusions can be drawn based on the data.

⁵ Teaching Pyramid Observation Tool™

⁶ Teaching Pyramid Infant Toddler Observation Scale™

⁷ KIDS COUNT

⁸ Ibid.

⁹ Ibid.

¹⁰ Ibid.

¹¹ Annie E. Casey Foundation

¹² Ibid.

¹³ KIDS COUNT

¹⁴ Ibid.

¹⁵ Ibid.

¹⁶ Larimer County Department of Health and Environment, WIC Program

¹⁷ Larimer County Department of Health and Environment

¹⁸ Larimer County Department of Human Services Child Care Assistance Program

¹⁹ ECCLC annual survey data. This data is an approximation of the major sources of subsidy in the community.

²⁰ Early Intervention at Foothills Gateway

²¹ Ibid.

-
- ²² Ibid.
- ²³ Colorado Department of Human Services, Office of Early Childhood
- ²⁴ Mile High United Way Child Care Referral Service
- ²⁵ ECCLC – CDHS Salesforce database
- ²⁶ Ibid.
- ²⁷ Ibid.
- ²⁸ Ibid.
- ²⁹ Ibid.
- ³⁰ ECCLC/ECE Provider Memorandum of Understanding
- ³¹ ECCLC database
- ³² Teaching Pyramid Observation Tool™ scores collected by ECCLC
- ³³ Teaching Pyramid Infant Toddler Observation Scale™ scores collected by ECCLC
- ³⁴ ECCLC financial records
- ³⁵ ECCLC database
- ³⁶ Ibid.
- ³⁷ Ibid.
- ³⁸ ECCLC annual survey of scholarship recipients
- ³⁹ Ibid.
- ⁴⁰ ECCLC
- ⁴¹ Early Childhood Advisory Council sign in sheets
- ⁴² ECCLC
- ⁴³ Ibid.