THE ROLE OF STRATEGIC PLANS IN COMPREHENSIVE ECCE SYSTEMS BUILDING

National Technical Assistance Center for Preschool Development Grants B-5,
SRI International
HOUSEKEEPING ITEMS

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2. Click on Switch to Phone Audio

3. Follow the instructions
AGENDA

• Welcome & Introductions
• Background on Strategic Planning and Systems Building
• State Presentations
• Open Discussion
• Wrap Up
PDG B-5 TA CENTER PRESENTERS

Harriet Dichter

Syritha Robinson
STATE PRESENTERS

David Mandell, Oregon
Kelli Bohanon, Washington
Madeleine Bayard, Delaware
OBJECTIVES

• Learn from states about processes and strategies that result in centering ongoing strategic planning in their comprehensive early childhood care and education (ECCE) systems-building work

• Understand the role of the PDG B-5 Initiative in strategic planning and comprehensive ECCE systems building

• Learn about equity in the planning, policy, and implementation of the strategic plan
PDG B-5 INITIATIVE AND STRATEGIC PLANNING

- PDG B-5 initiative requires states and territories to develop and regularly update comprehensive ECCE system strategic plans based on needs assessment and program performance evaluation plan.

- In the strategic planning process and plan, PDG B-5 initiative requires states and territories to focus on populations most underserved by their comprehensive ECCE system, allowing for advancement of equity in their systems building work.
WHY STRATEGIC PLANNING MATTERS FOR COMPREHENSIVE ECCE SYSTEM BUILDING?

- Strategic planning is an integral part of creating and sustaining an early childhood system.
- Strategic planning enables leaders and communities to define, support, and commit to a shared vision and the belief that the vision can happen.
STATE PRESENTATIONS
Raise Up Oregon: Building, Leveraging and Sustaining a Cross-sector Early Childhood Strategic Plan

David Mandell, Chief of Policy & Research
Oregon Early Learning Division
Raise Up Oregon & Preschool Development Grant

- Oregon is Preschool Development Grant state
- *Raise Up Oregon* was approved as Oregon’s ECE plan as part of PDG
- All activities in Oregon’s PDG2 grant are aligned with *Raise Up Oregon*
- We are developing an Early Learning System Dashboard based on the objectives in *Raise Up Oregon* to evaluate the impact of our PDG initiatives
The Raise Up Oregon Vision

1. Children arrive at kindergarten ready to succeed.
2. Children are raised in healthy, stable and attached families.
3. The Early Learning System is coordinated, aligned and family-centered.
Zip code, income, and race/ethnicity are powerful predictors of a child and family’s access to high-quality early care and education.

“Breaking the link between these inherited factors and life outcomes can only happen if we change the circumstance of families, which means changing the distribution of opportunities in those years.”
Raise Up Oregon as a multi-sector strategy

• Each partner agency can “see” itself in the plan

• Each partner agency can articulate its pre-natal to five agenda and priorities

• Agencies understand where their priorities and work intersects with that of other partner agencies
Process

Cross-sector engagement for a cross-sector plan
## EXPLANATION OF SYMBOLS

This symbol is next to strategies with a focus on infants and toddlers.

### Existing state plans and *Raise Up Oregon* have shared strategies, as indicated by the following symbols:

**Department of Human Services (DHS)**


**Oregon Department of Education (ODE)**


**Early Learning Division (ELD)**

- Aligns with Early Learning Division’s Child Care Supply and Quality; Preschool and Kindergarten Readiness; Community-based and Family Supports; and Workforce Quality, and with ELD Policy Option Packages (POP) and Legislative Concepts (LC) 2019-2021.

**Oregon Health Authority (OHA)**

- Aligns with Oregon Health Authority State Health Improvement Plan, the Public Health Division Maternal and Child Health Section 2018 Strategic Plan, and CCO 2.0 Recommendations of the Oregon Health Policy Board.

**Oregon Housing and Community Services (OHCS)**

- Aligns with Oregon Housing and Community Services 2019 Statewide Housing Plan.

**Governor’s Agenda**

- Aligns with Governor’s Agenda, e.g., Health Care for All: Sustaining the Oregon Model of Health Care Coverage, Quality, and Cost Management; Education Policy Agenda: Every Oregon Student Engaged, Empowered, and Future Ready; Housing Policy Agenda: Housing Stability for Children, Veterans, and the Chronically Homeless and Increased Housing Supply for Urban and Rural Communities; Child Welfare Policy Agenda: Protecting Children, Supporting Families and Ending the Cycle of Poverty; and The Children’s Agenda: Pathways Out of Poverty for Children to Achieve Their Full Potential.
## Agency Implementation Coordinating Team Members & Roles

<table>
<thead>
<tr>
<th>Oregon Health Authority</th>
<th>Oregon Department of Education</th>
<th>Department of Human Services</th>
<th>Oregon Housing and Community Services</th>
<th>Early Learning Division</th>
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<tr>
<td>Cate Wilcox,</td>
<td>Kara Williams,</td>
<td>Bill Baney,</td>
<td>Chelsea Bunch,</td>
<td>Gwyn Bachtle,</td>
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### Committee Support

| Carey McCann,               | Remy Watts,                   | David Mandell                |
| BUILD Initiative (consultant) | Early Learning Council Administrator | Chief of Policy & Research, ELD |

**Early Learning Council**

Sue Miller, Chair
### Example of Priorities & Areas of Focus

<table>
<thead>
<tr>
<th>1.2 Scale culturally responsive home visiting</th>
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<tbody>
<tr>
<td>Expand access to Oregon’s current array of evidence-based and evidenced-informed targeted home visiting programs so that more families have access to these supports, prioritizing those families in historically underserved communities</td>
<td><img src="image" alt="Priority Levels" /></td>
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<tr>
<th>2.5 Improve the essential infrastructure for high-quality early care and education</th>
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<tr>
<td>Identify how to open high-quality family child care and child care centers within affordable housing units and housing developments</td>
<td><img src="image" alt="Priority Levels" /></td>
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<tr>
<th>4.4 Strengthen coordination among early care and education, health, and housing to promote health and safety for young children</th>
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<td>Collaborate to support families and ECE providers in implementing safe sleep practices</td>
<td><img src="image" alt="Priority Levels" /></td>
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<tr>
<th>9.2 Provide preventive parenting support services to reduce participation in the child welfare system</th>
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<tr>
<td>Increase access to evidence-based early learning programs (e.g., Relief Nurseries, parenting education, home visiting programs) proven to reduce abuse and neglect for families at imminent risk of entering into the child welfare system</td>
<td><img src="image" alt="Priority Levels" /></td>
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## Monitoring *Raise Up Oregon* Progress

<table>
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<tr>
<th>Strategy</th>
<th>Progress</th>
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<tbody>
<tr>
<td>10.2 Ensure family-friendly referrals</td>
<td>• Early Learning Hubs started coordinated enrollment with Preschool Promise in 2020; expansion anticipated next year to include Oregon Pre-Kindergarten, Baby Promise, Early Intervention/Early Childhood Special Education, and K-12</td>
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<td></td>
<td>• ODHS-SSP started implementation of ONE Integrated Eligibility (ONE IE) system, a one-stop platform for families to identify eligibility across multiple programs, including SNAP, TANF, ERICD and OHIC. Pilot phase began in 2020 with full implementation in 2021</td>
</tr>
<tr>
<td>10.2.2 Develop shared principles for building a community-level, family-friendly, respectful, and easy-to-navigate referral system so that families can easily access services and supports</td>
<td>• Several efforts across OHA improving screening and wraparound supports for children and families:</td>
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<td>• Integrated Care for Kids (InCK) Model: Work includes adding foster care status and risk into the Children's Health Complexity screening, two areas outside of health that will support increased screening for wraparound services</td>
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<td>• Social Determinants of Health (SDOH) Screening: A workgroup reporting to the OHA Metrics and Scoring Committee is currently in development for a proposal of an enhanced SDOH screening, including identifying and/or addressing individual health-related social needs through screening, i.e., food insecurity, housing</td>
</tr>
</tbody>
</table>
Raise Up Oregon Revision Process

Already time to start working on the next edition for 2024-2029!

- *Raise Up Oregon*, first edition, succeeded in bringing all of the sector and partner agencies to the table

- The goal for *Raise Up Oregon*, second edition, is to work with partner sectors and agencies to set the table

- Goal is also to Deepen the commitment to multi-sector and multi-agency priorities
WASHINGTON

Kelli Bohanon, Director, Early Learning Programs
Washington State Department of Children, Youth, & Families
PDG B-5: The Role of Strategic Plans in Comprehensive ECCE Systems Building—
*The Washington State Experience*

Kelli Bohanon, Director of Early Learning Programs
Washington State Department of Children, Youth and Families

[www.dcyf.wa.gov](http://www.dcyf.wa.gov)
Key Foundations of Washington State’s Early Learning System
Strategic Planning and Coordination: Central to System Advancement

• Clarity in landscape: state and community context
• Clarity among system participants
• Clarity in direction: vision, values, strategies
• Clarity and condition setting for roles, learning, growth, and shared accountability
• Cultivating shared commitment, knowledge, skills and behaviors to advance equity and inclusion
Critical Strategies and Lessons Learned in our First Decade (2010-2020)

• Helpful when tied to policy and funding (state and federal)
• Cross-system participation and structures
• Aligned agency/partner action plans and regular reporting
• Strong project management paired with strong facilitation (early and ongoing)
• Plan should serve as North Star framework for grant applications, policy strategy, decision-making, etc.
• More intentional equity strategy needed
“Our state has made great strides toward improving early learning outcomes, but historical systems continue to marginalize, exclude, or impose cultural norms on communities within our state. If we want different results, we can’t keep doing the same thing. We are committed to facilitate intentional design to interrupt these patterns.”

~ WA Preschool Development Grant Renewal Application- 2019

www.dcyf.wa.gov
Our Equity Focus: Intentional design to interrupt systemic oppression

PDG Equity Strategies

- Build equity leadership and accountability.
- Listen to and act with community.
- Shift the power within the group.
  - Modern leaders are facilitators who are centered in equity and inclusion, surround themselves with people with diverse experiences and come to decisions based on their input.
- Focus on systems change, in addition to programs and services.
- Ground the work in quantitative and qualitative data.
Key Tools for Building Equity Leadership and Facilitating Co-Design

Liberatory Design

Targeted Universalism
WA Early Learning Coordination Plan – Quick Overview

Community Driven Design

Equity based tool for funding, policy & programming decisions

Early Learning Coordination Plan

Needs Assessment

Goal & Strategies

Vision & Values

Goals & Strategies

Report Version

Coordination Structure

Community Created Content

Vision & Values

Needs Assessment
Imagine creating a way to coordinate our Early Learning Coordination Plan where....

- All partners share a strong commitment to equity and creating an anti-racist culture
- There is collective commitment to co-designing with lived experts
- There is a shared language for our work
- There is shared power in accountability, strategy and decision-making processes
- Partners collect, share and use data together to inform our system
- Partners across the system meet frequently to share progress, make course corrections and develop strategy
WA Early Learning Coordination Plan (ELCP) in 2022

• Update & officially publish the ELCP
• Steering Committee recommendations for coordination structure reflective of our equity commitments
• Cross-walking strategic plans across partners to identify roles, shared strategies, policy and funding priorities, etc.
• Commitment to continually build equity capacity with and across partners in the system
Critical Strategies and Lessons Learned (2019-present)

- Co-creation takes time - plan accordingly
  - *Create realistic workplans and budgets*
- Anti-racist work and conversations can become hard, very fast
  - *Invest in skilled, equity-centered facilitation*
  - *Observe and follow up personally*
- Learn together with communities and create shared language
  - *Liberatory Design*
  - *Human Centered Design*
  - *White Supremacy Culture & Antidotes*
  - *Targeted Universalism*
“The world doesn’t change one person at a time. It changes as networks of relationships form among people who discover they share a common cause and vision of what’s possible.”

- Margaret J. Wheatley and Deborah Frieze
DELAWARE

Madeleine Bayard, Senior Vice President
Rodel and Chair, Delaware Early Childhood Council
Early Childhood Council Strategic Plan Timeline

2008-2013
Early Success Plan

2013-2018
Sustaining Early Success Plan

2019

2020-2025
Strengthening Early Success Plan

State receives federal Preschool Development Grant—Birth to 5 grant for needs assessment and planning.

Strengthening Early Success: Building Our Future Together
2020-2025 Vision
## Methodology

Strategies for Engaging Over 1,000 Delawareans, Including Hundred of Parents

<table>
<thead>
<tr>
<th>Family and Professionals Research</th>
<th>Co-Design Sessions</th>
<th>Surveys</th>
<th>Stakeholder Meetings</th>
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<tbody>
<tr>
<td>410+ stakeholders engaged</td>
<td>200+ stakeholders engaged</td>
<td>3 surveys fielded to receive strategic plan feedback</td>
<td>20 group presentations for iterative feedback</td>
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<tr>
<td>304 parent text surveys</td>
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<tr>
<td>22 in-depth interviews</td>
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<tr>
<td>6 pop up design sessions</td>
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<tr>
<td>5 families shadowed</td>
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| Internal Stakeholder Interviews | | | |
|---------------------------------| | | |
| 6 DOE interviews | | | |
| 8 DHSS interviews | | | |
| 3 DSCFY interviews | | | |
| 13 other interviews | | | |

| Data Systems Assessment | | | |
|-------------------------| | | |
| 17 DOE interviews | | | |
| 22 DHSS interviews | | | |
| 2 DSCFY interviews | | | |

| Program/ Professional Data Analysis | | | |
|-------------------------------------| | | |
| 4 DOE databases | | | |
| 3 DHSS databases | | | |
| 2 DSCFY interviews | | | |
| 2 other databases | | | |
# Guiding Principles

## EQUITY
- Equitably serving all children and targeting development, language, resource, and/or family needs
- Serving all families with a focus on diversity, equity and inclusion

## MULTI-GENERATIONAL SUPPORT
- Supported and affirmed families
- Professionals act as partners with families in their children’s growth and development
- Serving and engaging families as their children’s first teacher and as the foundation for children’s success
- Child care options make sense for families’ everyday lives

## WHOLE-CHILD SUPPORT
- Serving the whole-child’s needs and those of their families—physical, mental, emotional, cognitive, behavioral
- Building protective factors with families: parental resilience, social connections, concrete support in times of need, knowledge of parenting and child development, and social and emotional competence of children

## EVIDENCE-BASED
- Strategies are based on robust brain science research, which emphasizes investing early to enable a strong, healthy start

## COHESION
- Connected health and education systems across birth-8 programs and services
- United and supportive professionals who serve families
- Mixed delivery system to meet families’ diverse needs
Early childhood care and education is a public good that every child deserves. **Whole child learning starts at birth.**

**Framework**
For Recommendations to Achieve Our Vision for 2025 and Beyond

- **ACCESS TO HOLISTIC SERVICES**
  - Support Families in Meeting and Advocating for Children’s Needs
  - Meet Children’s Health, Mental Health, Developmental and Educational Needs

- **ACCESS TO HIGH QUALITY PROGRAMS**
  - Support Increased Child Care Quality and Capacity
  - Support Families in Finding the Right Program Fit
  - Increase Financial and Geographic Access to Quality

- **NAVIGATE A SIMPLE SYSTEM**
  - Integrate Governance
  - Integrate Data Systems
  - Increase Financial Investments in Professionals, Programs, and Services

- **PARTNERSHIPS WITH PROFESSIONALS**
  - Support and Develop Early Childhood as a Profession
  - Achieve Culturally and Linguistically Responsive, Inclusive Practices
  - Increase Compensation and Build Systems of Support
§ 3002 Early Childhood Council. (a) The Delaware Early Childhood Council (ECC) shall be the State Advisory Council on Early Childhood for children from birth to 8 years of age, and carry out all such functions designated in the federal Improving Head Start for School Readiness Act of 2007 [P.L. 110-134] et seq., and those functions designated herein and those assigned by the Governor, the General Assembly, and the Interagency Resource Management Committee (IRMC), provided sufficient moneys are available from the annual State appropriations act, federal funding, private funding, or a combination thereof. (b) The ECC shall be comprised primarily of private sector members but shall include all representatives as designated in the above-referenced federal legislation and shall advise the Governor and General Assembly on a continuing basis, working with the IRMC, concerning the status and improvement of services of the early childhood sector and the implementation of the State’s early childhood strategic plan. In addition to any responsibilities assigned by the Governor through the IRMC, the Delaware Early Childhood Council shall make recommendations to the Governor, the General Assembly, and the IRMC that promote the appropriate coordination and effectiveness of state services and policies.

The ECC shall be responsible for maintaining and expanding a statewide network of early care and education institutions that includes providers, advocates, state program officers, private and nonprofit community institutions, and others who support the development and delivery of high-quality early childhood services.

§ 3005 The Department of Education shall staff the Delaware Early Childhood Council (ECC) with support from the Interagency Resource Management Committee (IRMC) as needed. The ECC will report annually to the IRMC, the Governor, President Pro Tempore, Speaker of the House, and the General Assembly’s committees on Education, Health and Social Services, and Health and Human Development regarding the status of its work and the progress of Council plans and proposals. A summary of the Council’s work shall be included in the IRMC’s annual report.

Delaware Early Childhood Council
https://www.doe.k12.de.us/Page/3760
Lessons Learned

- **Strategic plans**  
  ✓ keep systems thinking in the forefront  
  ✓ Bring together cross-agency efforts  
  ✓ Provide consistent vision for leadership from Administration to Administration and when funding becomes available

- **Be opportunistic:** leverage federal or one time funding – Head Start, PDG

- **Advance and Monitor**  
  - Engage stakeholders  
    - advocate organizations to target specific issues and create transparency  
    - center voices of those served: hold meetings at naptime or evening to include providers  
  - Empower policymakers (especially educators, parents, and small business advocates)  
  - Capitalize on policy milestones (e.g. PDG, CCDF plan)  
  - Dedicate staffing, consulting teams, and leadership who can devote time and effort  
    - Partner with philanthropy for project management/capacity funding, loaned executives, and fellows  
  - Annual Tracking  
    - DECC annual stock take by recommendation – what advanced, next year priorities  
    - Annual report as required in code
OPEN DISCUSSION

• Share questions and/or comments.
KEY TAKEAWAYS FROM STATE PRESENTERS

David Mandell, Oregon
Kelli Bohanon, Washington
Madeleine Bayard, Delaware
KEY TAKEAWAYS

• Engagement and Collaboration
  o Engage, Engage, Engage – during the planning, design, and implementation
  o Cross-agency and community collaborators are critical - in planning, design, and implementation

• Equity
  o Strategic planning is an opportunity to advance equity by developing and acting on a shared vision
  o Equity is embedded in behavior and is present in everything; power shifting
KEY TAKEAWAYS

• Action
  o Plan is not a shelf sitter or an endpoint, states focus is strategic plan into action
  o Plan informs and aligns to policy and funding decisions
  o Progress is tracked, shared and celebrated
  o Strategic planning is ongoing, continuous, and a learning process

• Strategic planning is core and foundational to systems-building work
PDG B-5 TA CENTER
A Service of the Office of Child Care

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Arlington, VA 22209-2268
Email: PDGB5TA@sri.com

Subscribe to updates
http://www.occ-cmc.org/occannouncements_sign-up/

This Center is funded by the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care.
Contract Number HHSP233201500041I