

Edward Street Strategic Planning: 2017 - 2023

Strategic Planning Focus Question

How do we truly make a difference in early childhood education by capitalizing on opportunities not addressed by others, understanding that we are in the unique position in Central MA of being *the* facilitator and linkage to field research, advocacy, policy development and political influence?

Mission

Edward Street Child Services collaborates to improve the quality and impact of early education and care, enhancing the development of young children and strengthening families in Central Massachusetts.

Vision for the Early Learning Community

What does the community look like if ESCS has delivered on its mission and impacted the quality of early education and care?

High Quality Delivery			
The community ...			
Has cross-sector alignment for early learning	Supports a thriving workforce of valued, well-compensated professionals	Drives quality by universally employing research-based practices across early learning environments	Assures high quality early childhood education is available and accessible to all

Voice	
The community ...	
Recognizes ESCS as a leader in early education and care advocacy	Is comprised of parents that are knowledgeable and engaged advocates for their children

Investment		
The community ...		
Invests in early education by all	Understands the value of early education	Proclaims Worcester as a highly desirable community because of its early education investment

The ESCS Approach for getting it done:

Where could ECSC have the greatest impact based on leveraging its expertise, unique role, and credibility, and addressing the needs in early education and care?

Convener/facilitator

- Talk about issues related to advocacy
- Bring stakeholders together as one strong voice, e.g. workforce, quality, difficult issues
- Convene stakeholders re: investment

Cross-Sector Alignment

- Share and deepen use of the Framework – early learning, health, mental health, family engagement
- Sell, activate people, and develop ownership
- Elevate the data, the need, and establish benchmarks

Advocacy

- Help define quality and identify needs/current realities
- Take state level leadership – attend EEC meetings
- Stay informed – Directors group, state and national research
- Deepen strategic relationships, the City, WPS, EEC, etc.

Messaging

- Build a message center
- Press releases
- Share data, what the field and stakeholders need to know
- Create the value that early childhood learning is integral to everyone's agenda, especially the City, business, and schools

ESCS Strategic 5-Year Goals

- Support a thriving workforce of valued, well compensated professionals
- Work toward cross sector alignment for early learning
- Influence the investment in early education and care
- Advance high quality early learning environments
- Expand and stabilize the ESCS infrastructure

Goals	Year 1: Sept, 2017 – June, 2019	Year 2: July, 2019 – June, 2020	Year 3: July, 2020 – June, 2021	Year 4: July, 2021 – June, 2022	Year 5: July, 2021 – June, 2023
	Indicators of Success				
Support a thriving workforce of valued, well compensated professionals	<ul style="list-style-type: none"> • Educator content knowledge is increased • Active member of EEC's Advisory Council 	<ul style="list-style-type: none"> • All Master Teacher mentees know about NAEYC (national professional org.) • Corporations have identified the value of quality care for the workforce 	<ul style="list-style-type: none"> • Recognized value between K-3 and Birth – 5 years • Raised public awareness of the need for early education and care compensation to be increased 	<ul style="list-style-type: none"> • Six scholarships recipients earned QCC/WSU Leadership Certificates • Central MA ECE providers networked into information and advocacy system 	
Work toward cross sector alignment for early learning	<ul style="list-style-type: none"> • Clear leadership, goals/objectives and fundraising plans activated for Worcester Reads 	<ul style="list-style-type: none"> • Leveraged Alignment Partnership Council (or other entity) to drive ownership and adoption of Worcester's Early Learning Framework • Expanded family resource alignment across community (0-5 years) • Established a Data Collaborative focused on children 0-8 yrs. old • Year 2 	<ul style="list-style-type: none"> • Recognized value between K-3 and Birth – 5 years • Raised public awareness of the need for early education and care compensation to be increased 	<ul style="list-style-type: none"> • X% children entering kindergarten met or exceeded screening/assessment for readiness 	<ul style="list-style-type: none"> • Community preschool-school data system developed
Influence the investment in early education and care	<ul style="list-style-type: none"> • Advocacy network of senior leaders in place locally for letter writing, testimony, etc. • Chamber hosted Children's Breakfast theme (Spring 2018) 	<ul style="list-style-type: none"> • A Young Children's Cabinet institutionalized at city level • All funding opportunities related to the Framework are tracked and responded to, as appropriate • Our Framework document is activated and has a timeline • Raised public awareness and marketing of our endeavors – locally or statewide • Year 2 	<ul style="list-style-type: none"> • DOE calls Worcester and brings us pilot projects • Worcester-identified early childhood project supported by businesses 		
Advance high quality early learning environments		<ul style="list-style-type: none"> • Sought out for consultative advice on quality early learning environments • Hosted the conversation for what it would take; a forum on early learning environments 	<ul style="list-style-type: none"> • Presentations held on current environment for early learning providers, boards, other CBOs, and business community 		
Expand and stabilize the ESCS infrastructure	<ul style="list-style-type: none"> • ESCS IT assures strong technology backbone and platforms for current and 3-year growth • Upgraded and current HR policy structure in place 	<ul style="list-style-type: none"> • Increased visibility for ESCS work and contributions • Marketing and branding solidified 	<ul style="list-style-type: none"> • Donor-based expanded by XX 		

First Year Implementation Actions

Goal 1: Support a thriving workforce of valued, well compensated professionals

Indicators of Success	First Year Actions	Primary Responsible Party	Associated costs
Educator content knowledge is increased Year 1	<ul style="list-style-type: none"> ▪ Co-sponsor 3 professional development forums for early educators, e.g. Trauma and Early Learning (Sept.) with Health Foundation ▪ Collaborate with EPS, IHE, and WTHS to determine baseline number of early educators in the degree pipeline 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
Active member of EEC's Advisory Council Year 1	<ul style="list-style-type: none"> ▪ Attend 90% EEC Advisory Council meetings ▪ Attend 90% EEC Board meetings (public) 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
All Master Teacher mentees know about NAEYC (national professional org.) Year 2	<ul style="list-style-type: none"> ▪ Oriented x# MT Mentees to NAEYC and benefits/resources ▪ Give MT Mentees descriptive information on "Power to the Profession" ▪ Research and plan MT Mentee membership opportunities 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
Corporations have identified the value of quality care for the workforce Year 2	<ul style="list-style-type: none"> ▪ Determined how to capitalize on Chamber's access to business owners ▪ Plan and execute Business meetings with 5 CEOs (Towards creating core leadership group) 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
Recognized value between K-3 and Birth – 5 years	<ul style="list-style-type: none"> ▪ Identify 4-5 quality touch points (e.g. Directors and Principals informed monthly on common issues) 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪

<p style="text-align: right;">Year 3</p>	<ul style="list-style-type: none"> ▪ Get invited to quarterly WPS principals mtgs. ▪ Develop a professional relationship with Superintendent, Deputy Superintendent, and WPS senior staff (e.g. Mgrs for Instruction and School Leadership) 		
<p>Raised public awareness of the need for early education and care compensation to be increased</p> <p style="text-align: right;">Year 3</p>	<ul style="list-style-type: none"> ▪ Identify core stakeholders (e.g. WAAEYC) ▪ Network existing local efforts ▪ Establish ways to engage with all local legislators 	▪	▪
<p>Six scholarships recipients earned QCC/WSU Leadership Certificates</p> <p style="text-align: right;">Year 4</p>	<ul style="list-style-type: none"> ▪ Develop plan to give four additional educators ESCS Scholarships 	▪	▪
<p>Central MA ECE providers networked into information and advocacy system</p> <p style="text-align: right;">Year 4</p>	<p>Y1: Explore and research information and resource system, including partnership options</p> <p>Y2: Decide and design system</p> <p>Y3: Share active system for relevant information and resources with all Central MA ECE providers</p>	▪	▪

Goal 2: Work toward cross sector alignment for early learning

Indicators of Success	First Year Actions	Primary Responsible Party	Associated Costs
<p>Clear leadership, goals/objectives and fundraising plans activated for Worcester Reads</p> <p style="text-align: right;">Year 1</p>	<ul style="list-style-type: none"> ▪ Determine next steps to focus and grow Worcester’s CGLR activity ▪ Determine if Worcester Reads expands to fully incorporate all pillars of CGLR ▪ Expand participating membership in WR ▪ Solidify leadership of Worcester Reads ▪ Determine funding needs and identify fundraising targets to meet needs ▪ Develop social media strategy/tool to support families (0-5) 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
<p>Leveraged Alignment Partnership Council (or other entity) to drive ownership and adoption of Worcester’s Early Learning Framework</p> <p style="text-align: right;">Year 2</p>	<ul style="list-style-type: none"> ▪ Determine future of APC – membership, goals, etc. ▪ Identify strategy to more deeply engage health and mental health representatives 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
<p>Expanded family resource alignment across community (0-5 years)</p> <p style="text-align: right;">Year 2</p>	<ul style="list-style-type: none"> ▪ Revamp WFP community meeting structure to include broader stakeholder representation and focus on alignment of resources for families ▪ Host/co-host 3 integrated “touch points” with members of Worcester’s Legislative Delegation highlighting the alignment and integration of programs/resources; consider doing this in partnership with other groups, like WAAEYC and WPS 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪

<p>Established a Data Collaborative focused on children 0-8 yrs. old</p> <p style="text-align: right;">Year 2</p>	<ul style="list-style-type: none"> ▪ Determine who should be at the table ▪ Determine what data is needed ▪ Determine who are data owners currently ▪ Identify resource needs to create a data backbone for community ▪ Research other communities or states that have done this (leverage CGLR communities) 	<p style="text-align: center;">▪</p>	<p style="text-align: center;">▪</p>
<p>PR Campaign started with solid design</p> <p><i>Focus:</i> Increase stakeholder investment in young children – parents, business, etc. “Here’s what you can do...this is your role...”</p> <p style="text-align: right;">Year 3</p>	<ul style="list-style-type: none"> ▪ Research completed on best practices in marketing and public awareness campaigns to support young families (e.g. Born Learning) ▪ Identify 1-3 companies or organizations that can design the plan and tools 	<p style="text-align: center;">▪</p>	<p style="text-align: center;">▪</p>
<p>Providers & parents report seamless transition from preschool to kindergarten</p> <p style="text-align: right;">Year 3</p>	<ul style="list-style-type: none"> ▪ Develop plan for district-wide adoption of kindergarten readiness definition ▪ Transition tools for families are shared community-wide 	<p style="text-align: center;">▪</p>	<p style="text-align: center;">▪</p>
<p>Worcester’s expansion plan for high-quality preschool plan in motion</p> <p style="text-align: right;">Year 4</p>	<p>YR1: Build buy-in for PreK Expansion</p> <ul style="list-style-type: none"> ▪ Follow and identify key learning from 5 initial Preschool Expansion cities ▪ Build buy-on with City Leadership and Business Leaders around need for expanded high-quality preschool <p>YR2: Activate implementation strategy</p> <ul style="list-style-type: none"> ▪ Collaborate with APC & City to create local implementation strategy for Worcester’s PreK Expansion Plan 		

	<ul style="list-style-type: none"> Advocate for funding options that help activate PreK Expansion Plan 		
<p>X% children entering kindergarten met or exceeded screening/assessment for readiness</p> <p style="text-align: right;">Year 4</p>	<p>Y1: Determine a community-wide Kindergarten Readiness Assessment (KRA)</p> <ul style="list-style-type: none"> Inventory data available on kindergarten readiness at community and WPS level Research KRA tools and implementation practices from other communities (CGLR) and states Build common agreement on assessment tool(s) to measure kindergarten readiness <p>Y2: Implement kindergarten readiness assessment (KRA) tool to get baseline</p> <ul style="list-style-type: none"> Pilot implementation at community preschool and WPS screening level Process and analyze data and ease of implementation <p>Y3: Establish community goal for kindergarten readiness</p> <ul style="list-style-type: none"> Determine 2 year targets based on implementation baselines 		
<p>Community preschool-school data system developed</p> <p style="text-align: right;">Year 5</p>	<ul style="list-style-type: none"> Establish working relationship with new WPS Research Officer (TBH) Incorporate community-school data sharing into WPS strategic plan Establish usable data format relating to kindergarten readiness data – use by school and programs 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

Goal 3: Influence the investment in early education and care

Indicators of Success	First Year Actions	Responsible Party	Associated Costs
Advocacy network of senior leaders in place locally for letter writing, testimony, etc. Year 1	<ul style="list-style-type: none"> ▪ On WPS strategic planning committee and regular meetings with the superintendent and deputy superintendent 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
Chamber hosted Children’s Breakfast theme (Spring 2018) Year 1	<ul style="list-style-type: none"> ▪ Alignment Partnership Council stories told/shaped along with all else already doing (15 stories are generated) ▪ Presentation to Chamber & build relationships 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
A Young Children’s Cabinet institutionalized at city level Year 2	<ul style="list-style-type: none"> ▪ City Manager and staff are engaged in early learning agenda and Framework adoption ▪ Regional Chamber of Commerce engaged in early learning agenda and Framework adoption ▪ Funders engaged in early learning agenda and Framework adoption 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
All funding opportunities related to the Framework are tracked and responded to, as appropriate Year 2	<ul style="list-style-type: none"> ▪ Determine baseline funding related to Framework ▪ Build tracking system 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
Our Framework document is activated and has a timeline	<ul style="list-style-type: none"> ▪ Co-lead GWCF public event ▪ Co-sponsor Health Foundation Forum 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪

Year 2			
<p>Raised public awareness and marketing of our endeavors – locally or statewide</p> <p>Year 2</p>	<ul style="list-style-type: none"> ▪ Gather data via CMHRMA on workforce needs ▪ Local corporation HR leaders are interviewed (5-10) – deeper dive on workforce needs and efforts 	▪	▪
<p>DOE calls Worcester and brings us pilot projects</p> <p>Year 3</p>	<ul style="list-style-type: none"> ▪ Build stronger relationships and visibility with EEC, ESE and DHE ▪ Seek representation on department workgroups (e.g. EEC Career Lattice WG) ▪ Quarterly mtgs. with regional leadership at EEC ▪ 2-3 meetings with EEC Commissioner each year 	▪	▪
<p>Worcester-identified early childhood project supported by businesses</p> <p>Year 3</p>	<ul style="list-style-type: none"> ▪ Had x # conversations around core needs to ID 3 -5 potential projects ▪ Review recent pilots and innovations 	▪	▪

Goal 4: Advancing high quality early learning environments

Indicators of Success	First Year Actions	Primary Responsible Party	Associated Costs
We are sought out for consultative advice on quality early learning environments Year 2	<ul style="list-style-type: none"> ▪ Gather, compile information and innovations for a presentation on current state of the field ▪ Inventory and organize local content professionals and organizations ▪ Pull in state-level knowledge/innovation ▪ Identify professional development opportunities for content and best practice 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
Hosted the conversation for what it would take; a forum on early learning environments Year 2	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
Presentations held on current environment for early learning providers, boards, other CBOs, and business community Year 3	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪

Goal 5: Expand and stabilize the ESCS infrastructure

Indicators of Success	First Year Actions	Primary Responsible Party	Associated Costs
ESCS IT assures strong technology backbone and platforms for current and 3-year growth Year 1	<ul style="list-style-type: none"> ▪ Inventory current IT equipment, capacity and need ▪ Create IT plan to upgrade and stabilize current IT systems ▪ Invest in upgrading IT systems; coincide some upgrades with office move 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
Upgraded and current HR policy structure in place Year 1	<ul style="list-style-type: none"> ▪ Form and activate Board HR Committee ▪ Review HR policies ▪ Design new policies to (1) maintain compliance, (2) support and retain high-quality employee base ▪ Review and revise Employee Handbook 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
Increased visibility for ESCS work and contributions Year 2	<ul style="list-style-type: none"> ▪ Launch new ESCS website ▪ Review, update and connect ESCS website suite (Day of Play, ESCS, Early Childhood Central) ▪ Develop ESCS press releases, op-eds, and blog post ideas to entice coverage ▪ Create plan to get ESCS staff interviewed, asked to participate on panels, and participate in speaking engagement/presentations ▪ Establish Social media presence 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
Marketing and branding solidified Year 2	<ul style="list-style-type: none"> ▪ Decide on organization name ▪ Develop logo, look and feel, and packaging 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
Donor-based expanded by XX Year 3	<ul style="list-style-type: none"> ▪ Develop and implement “Six (6) Touchpoint Plan for donors/funders 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪

