

# Mile High Early Learning Strategic Framework



## OUR VISION



A dynamic community of thoughtful, engaged, and innovative individuals who foster diversity and empower children, families, and staff to thrive and share in the journey of lifelong learning.

## OUR MISSION



Mile High Early Learning ensures all children thrive by cultivating every child's potential, engaging families, and championing our early learning workforce.

## FRAMEWORK FOR STRATEGIC PLANNING



Mile High Early Learning embraces a Montessori-inspired approach that centers children within the context of family, acknowledges the importance of the workforce and quality programs, and recognizes the influence of the broader community and system.

## GUIDING PRINCIPLES

### CHILDREN

We believe every child deserves a community that centers their unique learning, growth, and development.

### FAMILIES

We engage families as champions for their child's growth and development and value caregivers as a child's first and most important teacher.

### STAFF

We create a culture where staff are valued, healthy, and engaged in program development.

### EXCELLENCE

We embrace innovation, assessment, and reflection to continuously learn and improve in pursuit of our mission.

### COMMUNITY

We build connections to the communities where we work and boldly call for policy and systems change on behalf of the early care and education field.

### STEWARDSHIP

We are responsible stewards of the resources entrusted to us and are accountable to the communities we serve.

# RESULTS & PROGRESS MEASURES

**RESULT: All children engaged in Mile High Early Learning programs reach their developmental potential and have the foundations for future success**

- > Developmental screening data
- > My Teaching Strategies/other assessment data
- > Child data is disaggregated to assess and understand impact on closing opportunity gaps

**RESULT: Mile High Early Learning families are engaged as champions and advocates for their child's learning and development**

- > Periodic feedback from families on engagement, needs
- > Policy Council participation
- > Families support early literacy at home (e.g. read to children, create a home library)

**RESULT: Mile High Early Learning staff are engaged, supported, and thriving in their roles**

- > Classroom Assessment Scoring System (CLASS) data
- > Staff professional development, continuing education, credentials
- > Periodic feedback from staff on satisfaction, engagement, and sense of belonging

**RESULT: Mile High Early Learning is an exemplar for equity and diversity in early childhood**

- > Competitive pay, benefits, and supports
- > Career pathways and leadership opportunities
- > Progress on trauma-informed care and anti-racism metrics

**RESULT: Mile High Early Learning boldly advocates for community and systems change on behalf of the early care and education field**

- > Policy advancements at community and state levels
- > Engagement and leadership in policy coalitions



# INITIATIVES

Our Initiatives are centered on three focus areas where Mile High Early Learning will prioritize its work for the next one to two years. Work plans will be developed for each initiative that outline the activities, timelines, person(s) responsible, and anticipated deliverables. Work plans will be reviewed and updated annually.

## COMMUNITY BUILDING INITIATIVE

- > Assess and update onboarding, training, and professional development offerings and approaches
- > Create consistent opportunities for staff input, conversations, and connection to strengthen a sense of belonging
- > Build cross-training and cross-learning opportunities across sites and teams
- > Expand opportunities for families to be an integral part of services and programs
- > Enhance relationships, connection, and communication across families, staff, community partners, and leadership

## WORKFORCE ENHANCEMENT INITIATIVE

- > Assess, understand, and build a plan around systemic and organizational workforce changes (e.g. quality workforce, recruitment and retention, advancement pathways)
- > Prioritize advocacy at community and state levels around supporting a strong early childhood workforce (e.g. investment, scholarships, continuing education)
- > Evaluate compensation, benefit package, and incentive offerings

## PROGRAM EXCELLENCE INITIATIVE

- > Ensure programs and services are high-quality and achieving the impact desired
- > Promote holistic approaches and models, making them available to other programs and partners
- > Develop plans to reinstate pre-pandemic policies (in alignment with public health guidance) that meet the needs of families and staff
- > Develop and invest in plans to institutionalize trauma-informed care and equity work at all levels within the organization



## OUR VISION FOR EQUITY

Children, families, and staff of all racial, cultural, economic, and social backgrounds are joyfully welcomed into a learning community that prioritizes equity and finds strength in diversity.

# DECISION MAKING CONSIDERATIONS

These Decision Making Considerations help guide evaluation of new policies, potential partnerships, day-to-day operations, and other opportunities.

## OUR MISSION

- > How does the opportunity benefit children and families?  
How will it have a transformative impact?
- > How does the opportunity support our commitment to being culturally responsive and providing equitable access to programs and services?
- > How does the opportunity benefit our workforce and culture-building efforts?

## EQUITY

- > How does the opportunity align with trauma-informed practices?
- > How does the opportunity have the potential to impact marginalized groups in our community? How does it help expand opportunities for early childhood leaders from marginalized communities?
- > What are potential blind spots where the opportunity might undermine our commitment to equity? How might it support us to be an antiracist organization?

## ORGANIZATIONAL CAPACITY

- > What indicates that the opportunity is financially prudent/efficient?
- > To what degree do we have the organizational capacity (administration, staff, resources) to do it well?
- > What are potential unintentional consequences to our workforce?  
How might we minimize those?

## PARTNERSHIPS

- > How does the opportunity leverage our strengths and expertise?  
What indicates we are uniquely positioned to do it?
- > In the case of a partnership opportunity, how is it mutually enhancing?

As we celebrate the past 50 years providing services to children farthest from resources, the organization also envisions what is possible for the next 50 years. This 2022 strategic framework is the product of hundreds of hours gathering the thoughts, ideas, and dreams of Mile High Early Learning families, staff, and key stakeholders.