

A close-up photograph of a young child with light brown hair, wearing pink-rimmed glasses and a bright green smock. The child is smiling and pointing their right index finger towards the camera. In the foreground, there is a white paint palette with various colors of paint. The background is slightly blurred, showing more of the child's green smock and a wooden surface.

WE ARE ECI

Strategic Plan
2023-2026



OUR VISION:

**Every child, beginning at birth,
will be healthy and successful.**

TO ALL EARLY CHILDHOOD STAKEHOLDERS:

The Early Childhood Iowa State Board is proud to share 'We Are ECI: Strategic Plan 2023-2026.' This plan builds upon the work that began with the initial 'We Are ECI 2019-2022' plan. This new strategic plan reflects the evolving partnerships and a collective vision that builds upon work to strengthen the comprehensive early childhood system that support young Iowa children and their families.



We are proud of the collaborative efforts (state and local) that are happening in order to support early childhood programs and partnering with families to ultimately achieve our vision of 'every child, beginning at birth, will be healthy and successful.'

The ECI State Board, including its makeup of citizens and state agency leadership, continue to be committed to implementation of strategies to continue to move the system forward. We recognize that in order to achieve our vision, it takes the collective expertise of leaders, practitioners, families and community members to work together to support priorities and strategic action. As we work together with early childhood leadership, the ECI State Board will continue to promote a systems thinking approach, focus on system priorities and implement data-based information to move towards evidence-based strategies and programming across the state.

We are excited to develop a outcomes-based process to implement this plan through deliberate strategies that are data informed and grow the foundation of Iowa's early childhood system.

Respectfully,

Aaron Johnson, ECI State Board Chair

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EXECUTIVE SUMMARY

“We are ECI” provides the roadmap Iowa needs to move closer to ensuring the vision that, **“Every child, beginning at birth, will be healthy and successful.”** Building from our early childhood system’s history of statewide collaborations across communities, with a commitment to high expectations, early childhood services in Iowa will provide equitable access to opportunities for all children to be healthy and successful.

We embrace the mantra of, not about us without us, as we work toward making meaningful connections to build and make changes to the current early childhood system to meet the diverse needs of all children and their families. Changes in the early childhood system will be based on a frequent assessment of strengths, needs, and outcomes using those results to plan and implement services and systems that respond to the diversity of the population.

Embracing on-going statewide feedback to inform strategic planning has been our approach in Iowa as we continue to strengthen and implement our collective strategic plan. Building awareness of early childhood system efforts across state and local levels, through use of the strategic plan to guide priorities, has led to achievements across all five overarching goals. At the foundation of all of Iowa’s early childhood system work is a strong advisory structure and decision-making path. This structure provides organizational support and capacity for cross-system teams to implement the work of the strategic plan. Utilizing our public-private advisory group, Stakeholders Alliance, which meets at

least quarterly, we discuss the strategic plan progress and goals to ensure we are gathering stakeholder considerations and keeping our partners apprised of strategic plan efforts and engaged in the work.

In response, strategic plan implementation will advance from the Stakeholders Alliance to the Steering Committee and system component groups, which will identify and convene implementation teams. With this collective approach, stakeholders can contribute to strategic plan implementation efforts via the work that best fits with their content expertise and lived experiences.

Implementation teams will be developed based on priorities as identified by on-going statewide feedback, such as the most recent *Iowa Families with Young Children: 2022 Statewide Family Survey* that included more than 2,000 responses from families across 95% of Iowa counties.

We also learned more about *Advancing Connectivity for Families During the COVID-19 Pandemic: Evaluation of Iowa’s Phones for Families Program*. While these two data sources were generated from survey methods, Early Childhood Iowa’s commitment to putting the state’s most informed, passionate, and data-drive resources to work to ensure all Iowa children are successful from birth, is the reason for the development of Iowa’s Integrated Data System for Decision-Making, known as I2D2 (i2d2.iastate.edu).



DATA IS A VALUABLE RESOURCE

73%

We counted children served in multiple programs and **unduplicated counts to document that 73% of children born in Iowa and enrolled in public schools attended a center-based preschool program the year before kindergarten.**



While our data systems do not collect waiting lists, we learned from provider survey data that **68% of centers serving infants/toddlers and 49% of those serving preschool children had documented waiting lists comprising 40% and 70% of their enrollments, respectively.**

60%

I2D2 data also revealed that **nearly 60% of Iowa's kindergartners experienced at least 1 risk at birth that is known to significantly influence kindergarten outcomes** (e.g., poverty, low maternal education, birth to a teen mother, birth to a single mother, inadequate prenatal care, preterm/low birth weight, or smoking during pregnancy). Rural and racial/ethnic minority children experience more individual and cumulative birth risks compared to other children.



In 2022, we conducted a comprehensive early child care workforce study, including surveys of home and center providers, that provided more information about these challenges. Survey results showed that **51.6% of all workers indicated their household income from all sources was less than \$50,000 last year.** However, this percentage was much higher for unmarried workers (81.6%). More than 17% had other paid jobs in addition to early care and education. This survey also identified a gap in benefits provided, with only 42% of workers reporting receiving health insurance, 34% receiving retirement benefits, and 27% receiving dental insurance.



Providing support for acquiring education remains a need to help the workforce. According to the 2022 workforce survey, many early care and education workers do not have post-secondary degrees but are interested in obtaining more education. Specifically, **24% of the workforce currently have a high school diploma or less and ~28% have some college but no degree.** While 47.2% of the early care and education workforce is interested in more education, the cost of courses and working during the times at which the courses are offered were identified as barriers against additional education. Only 14% reported receiving funding for education. Until the field is professionalized and increased education comes with appropriate and competitive pay, the system will struggle to increase the education of the early care and education workers.

SOURCES (pages 5, 6, 7):

2019 Provider Survey N=591

2022 Provider Survey N=4,282

2022 Family Survey N=2,185

2019 Preschool Access brief (differences in preschool experience, by county) - https://i2d2.iastate.edu/wp-content/uploads/2021/02/I2D2_VisualBrief_PreschoolAccess_V4A.pdf

2019 Preschool waiting lists - https://i2d2.iastate.edu/wp-content/uploads/2021/10/I2D2_VisualBrief_ChildCareChallenges_Update_V1A.pdf

2022 family access to child care (awareness, accessibility, perceptions of child care) - <https://i2d2.iastate.edu/wp-content/uploads/2022/09/7-September-2022.pdf>

2022 family access to mental health (adequacy, use) - <https://i2d2.iastate.edu/wp-content/uploads/2022/09/8-September-2022.pdf>

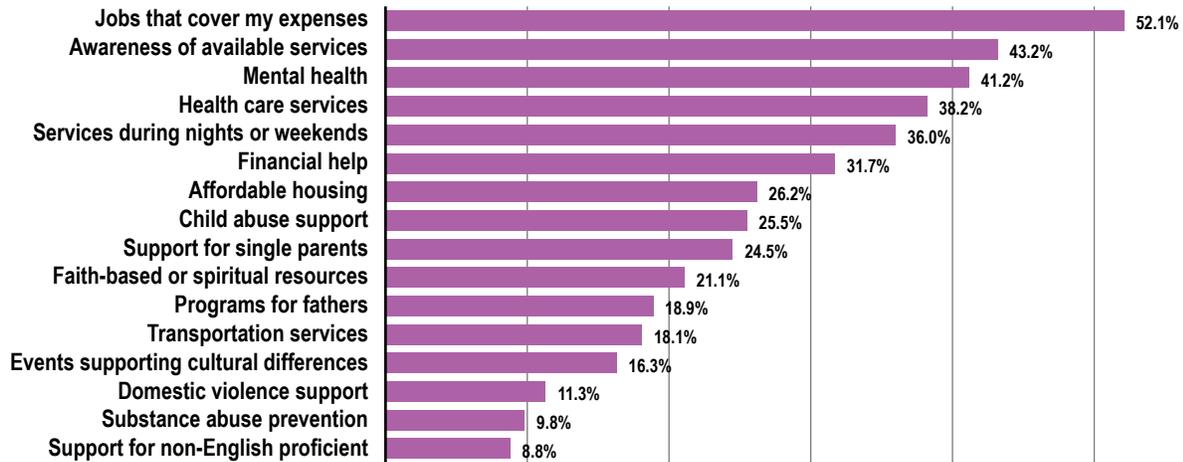
2022 FAMILY SURVEY RESPONSES



Regarding MENTAL HEALTH

- Mental health resources are fundamental to the success of families, especially since the start of the COVID-19 pandemic.
- Families report significant problems with access and adequacy of mental health services, particularly for low-income families.
- Improving access and quality of services among the most at-risk families is central to mitigate the effects of the pandemic on mental health.

What do you think are the most important areas of support needed for your family’s well-being and success?



Mental health services important but inadequate

“While things have improved since my family moved to Iowa in 2014, there is still a terrible lack of mental health resources available for children and adults, especially in rural locations.”

3rd

Mental health is 3rd (out of 16) most important support needed for family well being



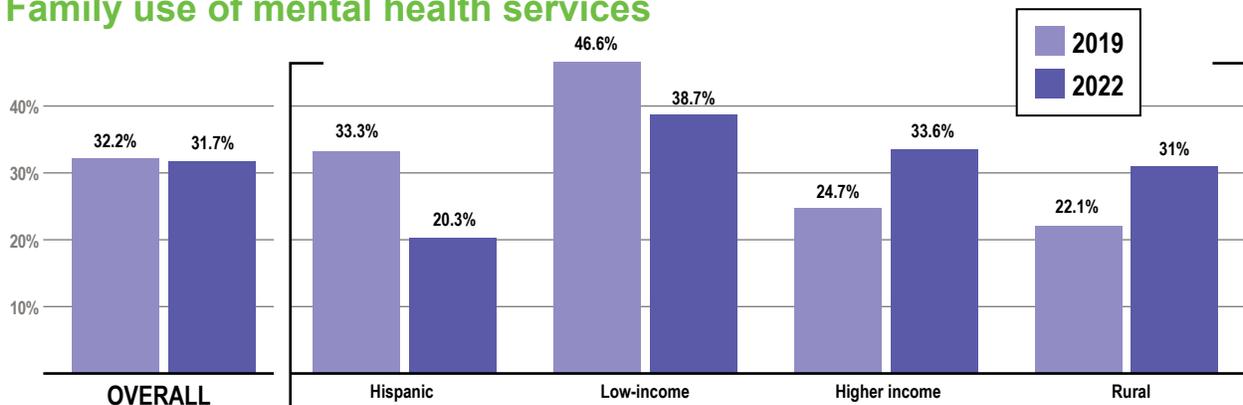
53% rated mental health services in their area as low adequacy



60% rated substance abuse treatment as low adequacy

NO INCOME DIFFERENCES

Family use of mental health services

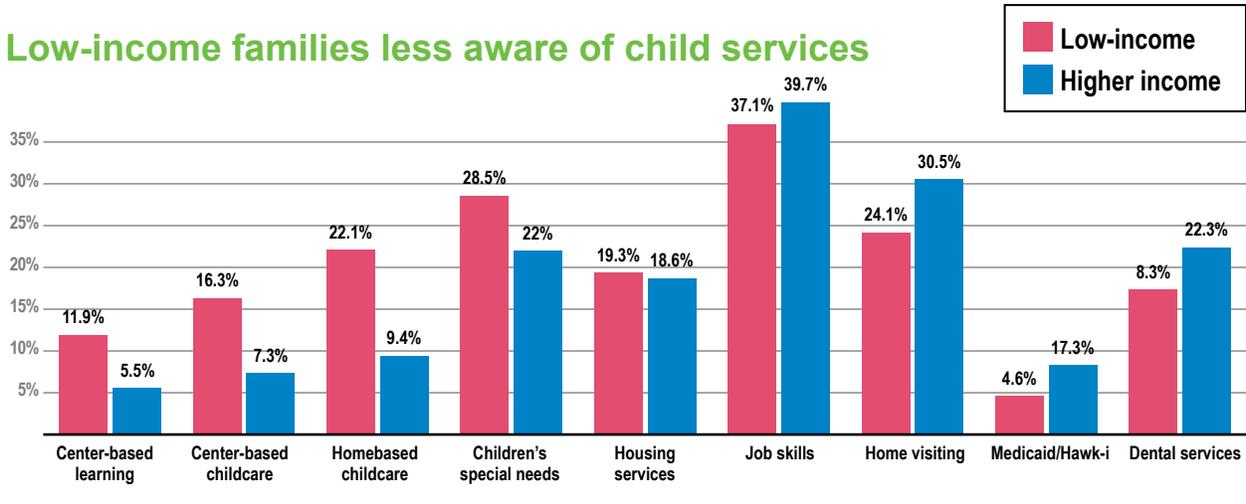




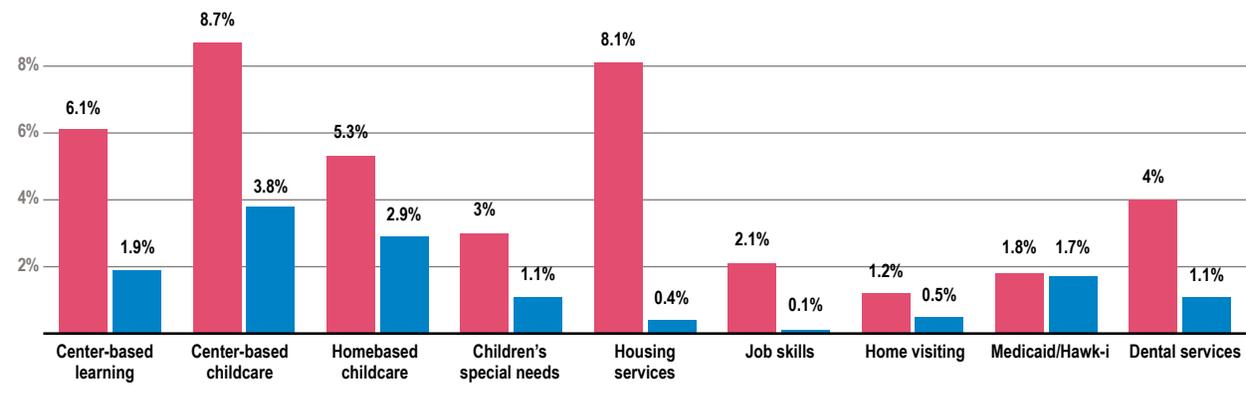
Regarding CHILD CARE

- Low-income families are at a disadvantage to find and enroll in child care services. Thus, expanding outreach to them is fundamental to improve equity in service provision.
- Barriers to accessing child care (e.g. waiting lists, transportation) and preferences (e.g. location, cleanliness, atmosphere, licensing requirements) when selecting child care differed among urban and rural families, suggesting that a variety of child care settings may be necessary to meet parental expectations and needs.
- Working parents face more challenges related to schedules and transportation, suggesting that longer or flexible schedules may be better suited to meet their needs.

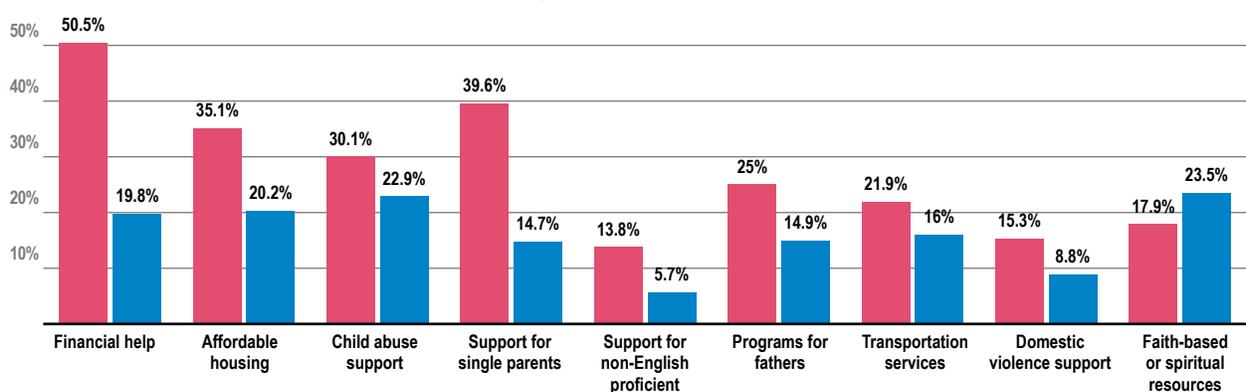
Low-income families less aware of child services



Low-income families less able to access services



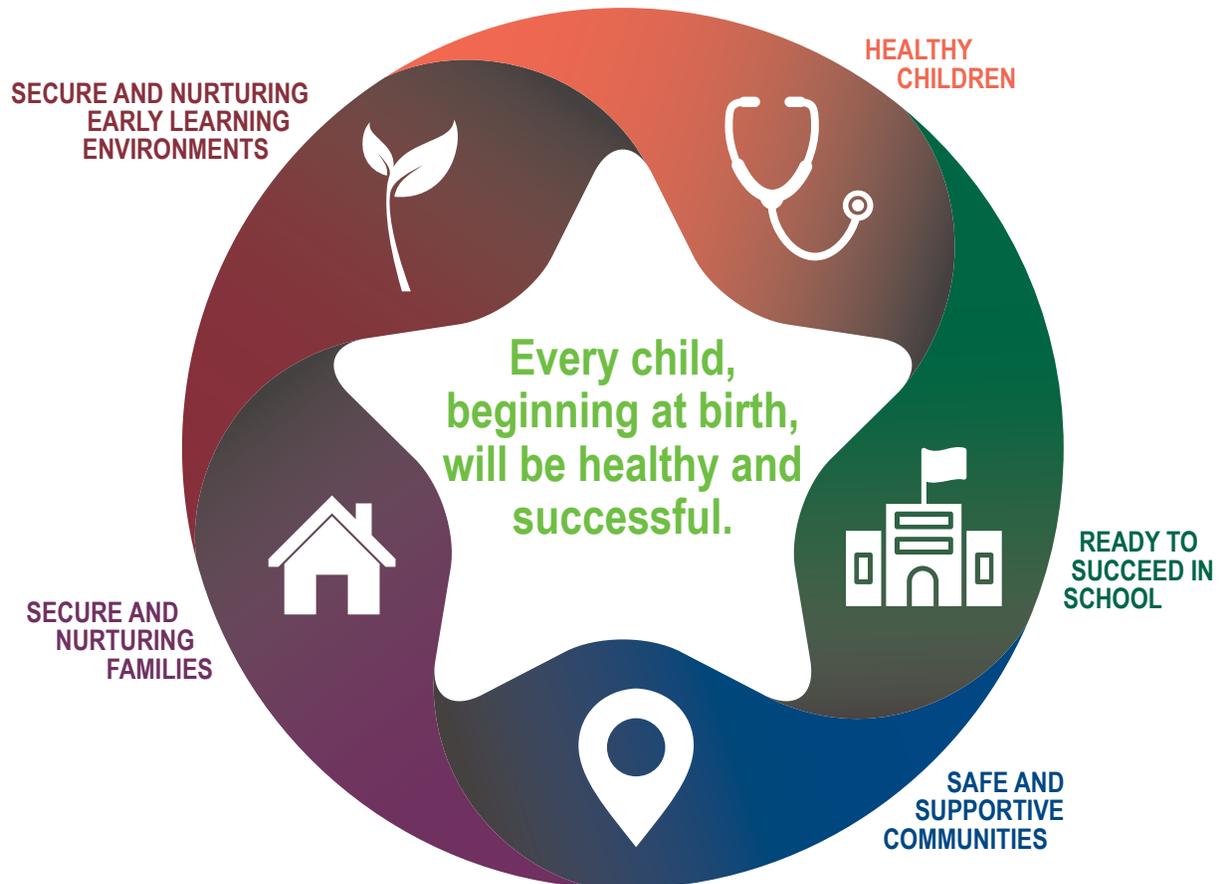
Low-income families report higher rates of needed support



LEGISLATED STATEWIDE RESULT AREAS FOR EARLY CHILDHOOD IOWA

Early Childhood Iowa has legislated result areas which best reflect the needs of young children and families in Iowa. These five result areas include: secure and nurturing early learning environments; secure and nurturing families; safe and supportive communities; children are ready to succeed in school; and healthy children. These result areas are quantified by statewide

indicators adopted by the ECI State Board. Statewide indicators help determine progress made toward achieving the result areas. Statewide indicators are population measurements and are usually collected by public agencies. Both the ECI State Board and ECI area boards select state-wide indicators to evaluate progress toward the five state result areas.



Understanding System Development

Because system-building is the paramount function of ECI, a common understanding of system and system development is required. ECI understands a system to be a collection of parts that must interact with each other to perform a particular function as a whole. Equally important is the notion that a system maintains its existence through the mutual interaction of its parts. System development is understood to be the progressive linking and testing of system components to merge their functional and technical characteristics

into a comprehensive, interoperable system. Since system development is at least, in part, a matter of discovery as much as creation, a final definition is needed for system change, which is understood as the revision of the ways that system components (and the people they comprise) think, perceive, behave, and use their resources to create a more effective (doing the right things) and more efficient (doing things rightly) system.

The Early Childhood Iowa Stakeholders Guiding Principles

The purpose of the Early Childhood Iowa Stakeholders is to be a catalyst, convener, consultant, and capacity-enhancer in the development of Iowa's comprehensive, integrated early care, health, and education system.

The work of the ECI Stakeholders guiding principles are the central beliefs that guide the system's approach to analyzing needs assessment data and defining the goals and strategies included in the strategic plan.



CHILDREN AND FAMILIES ARE OUR NORTH STAR

Family voices are central to determining our plan, identifying its priorities and strategies, and deciding how to carry out our work. Effective partnerships with families allow us to truly understand needs and how best to address them. Further, the voices of all families must be heard, not just those our system serves.



BRAIN SCIENCE

The decisions we make about what services to provide, when, and for whom are grounded in the science of brain development. A child's brain develops rapidly in the first three years of life, and ninety percent of the brain's architecture is developed by the age of 5. Research shows that early childhood experiences and relationships shape the architecture of the brain, and high-quality care produces long-lasting, positive outcomes for children.*



EQUITY

We embrace the mantra of not about us without us as we work toward equity within the early childhood system. We commit to shared leadership with communities of color and other underserved and underrepresented groups to work toward equitable access and outcomes for all children and families in our state. Our vision includes every child which requires us to examine data for disparities by race, ethnicity, family income, geographic area, language, culture, different-abledness and other distinguishing characteristics in analyzing problems, identifying solutions and defining success.



DIVERSE PARTNERSHIPS

We cannot do this work alone. We will engage families and community members throughout the process, learning in partnership as we go. We recognize that our goals and proposed actions require the input, expertise, and collaboration of multiple partners within and across our comprehensive early childhood system. Partners enter the work together as equals committed to a shared purpose.



DATA IS A VALUABLE RESOURCE

We maintain high standards for data ethics while acknowledging that decision-making is more relevant and effective when we have better access to information. We commit to using data in service of the public good – to support Iowa's children and families.

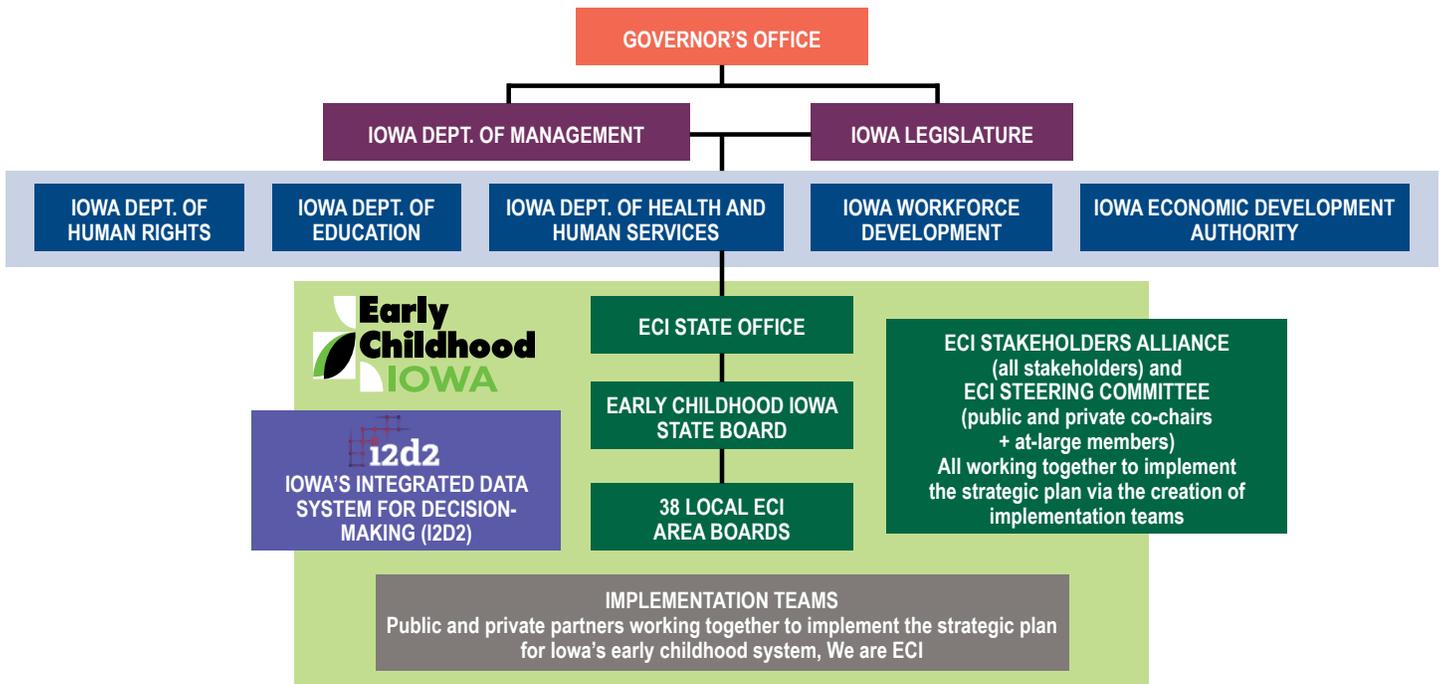


ACCOUNTABILITY

We will set bold, clear priorities for action, and we will do what we say we will do. We hold ourselves accountable for measurable action on the goals of this plan. We commit to transparency and inclusion throughout all phases of our work.

* For more information about the science of policy to practice, visit: https://developingchild.harvard.edu/resources/three-early-childhood-development-principles-improve-child-family-outcomes/?utm_source=newsletter&utm_medium=email&utm_campaign=august_2019

EARLY CHILDHOOD IOWA STRUCTURE



ECI State Board

The Early Childhood Iowa State Board provides oversight of the ECI Area Boards to provide governance for planning and collaboration of services to support young children and their families. There are currently 38 area boards that cover all of Iowa's 99 counties. The ECI State Board includes citizen members appointed by the Governor, the agency directors (or designees) of the Departments of Education, Economic Development Authority, Human Rights, Health and Human Services, and Workforce Development, and ex-officio legislators.

ECI Local Area Boards

The 38 ECI Area boards are charged to reach the desired results to improve the quality of life for young children and their families at a local level. These local boards consist of citizens, elected officials, and representatives of education, health, human services, faith, business, and consumers and work together with other early childhood partners, including program and service providers and other early childhood funders.

UTILIZING THE EARLY CHILDHOOD IOWA INFRASTRUCTURE

The Early Childhood Iowa infrastructure is utilized to ensure that each component of the system is present and functioning as well as possible to identify needs of children and families, organize system priorities, develop a strategic plan, and work on implementing the strategic plan via a continuous improvement approach of results-based accountability. As strategic plan implementation work has progressed, our system component groups frequently found overlaps of work and collaboration opportunities, as part of meeting regularly as a Steering Committee.

As efforts in Iowa continue to move forward with results-based accountability, data-informed decision making will be examined at the implementation teams' level and coordinated throughout the Early Childhood Iowa infrastructure. As cross-collaboration grows, other standing committees and early childhood programs will continue to connect, expand, and publicly share various data and information to build upon the coordination and organizational implementation of early childhood programs and services.

ECI Stakeholders Alliance

The ECI Stakeholders Alliance was formed, as we know it today, in 2007. ECI formed six system component groups for strategic plan implementation efforts. These are the core focus areas:

- Governance, Planning and Administration
- Results Accountability
- Public and Family Engagement
- Professional Development
- Resources and Funding
- Quality Services and Programs

The ECI Stakeholders Alliance serves as a public-private advisory group to the ECI State Board, Iowa Legislature, and the Governor. The Stakeholders Alliance is open to anyone who self-identifies as a stakeholder in seeing the state reach its vision through its result areas. The purpose of the Alliance is to oversee and provide input into the development of a comprehensive, integrated early childhood system for Iowa that meets the needs of children, 0-5 years of age and their families.

ECI Steering Committee

The Early Childhood Iowa infrastructure is used to bring stakeholders together in a collaborative and action-oriented space. The ECI Steering Committee was established to provide leadership, organize, manage, and coordinate the activities of the ECI Stakeholders Alliance and the six system component groups. The ECI Steering Committee's roster is made up of public and private co-chairs from each of the system component groups. Additionally, there are at-large members on the ECI Steering Committee roster and members designated to meet the requirements of the State Advisory Council (State and Federal). Representation includes, but is not limited to: institutions of higher education, state agency responsible for child care, Head Start agency, state educational agency, Head Start State Collaboration Office, state agency responsible for programs under section 619 or part C of the Individuals with Disabilities Education Act (20 U.S.C. 1419, 1431 et seq.), state agency responsible for health or mental health care, local education agency (Area Education Agency), local provider of early childhood education and development services, and the Early Childhood Iowa State Office Administrator.

THE ECI STAKEHOLDERS ALLIANCE

serves as a way to reach out to stakeholders to ask them to be a part of an implementation team. The role of the Stakeholders Alliance include:

- Serve as the state advisory council required Head Start Act of 2007.
- Conduct a statewide needs assessment at least every five years, updated annually.
- Develop recommendations regarding the establishment of a unified data collection system for early childhood development programs and services.
- Develop recommendations regarding statewide professional development systems for early care, health, and education providers.
- Assess the capacity and effectiveness of two- and four-year public and private institutions of higher education in the state for supporting the development of early childhood educators.
- Make recommendations for the implementation and advancement of the state's early learning standards.
- Coordinate the development and implementation of an ECI strategic plan based on the needs assessment.
- Assist in the assignment and execution of responsibilities across agencies and other entities to achieve strategic goals.
- Identify opportunities for, and barriers to, collaboration and coordination among federally-funded and state-funded early care, health, and education programs and services, including collaboration and coordination among state agencies responsible for administering such programs.
- Develop public/private partnerships to support the early childhood system.

IOWA'S STRATEGIC PLAN

2023-2026

Utilizing the Early Childhood Iowa infrastructure and jointly informing local community needs and statewide opportunities as ideas come together via the various system roles, Early Childhood Iowa will develop new implementation teams that will activate the five strategic plan goals, intentionally evaluating any potential duplicative efforts. Teams will use a common action plan template, identify supportive metrics, outline corresponding timelines, and expand relevant content experts among public and private stakeholders who share a common interest in the strategies and action steps per implementation team. The Steering Committee meetings will discuss the implementation

team goal progress and identify any areas of duplication or drift from intended action and implementation steps. Quarterly, the Stakeholders Alliance will meet to learn about implementation team progress and opportunities for stakeholder engagement.

As we move towards implementation of the 2023-2026 updated strategic plan, we will maintain our five goals and strengthen the corresponding strategies and action steps to reflect current needs assessment data using intentional reflections of more than 2,000 stakeholder voices, most of which include families who are actively involved in the zero to five early childhood system.



GOAL 1

Promote a coordinated infrastructure to advance the early childhood system.



GOAL 2

Build public will for investing in young children and families.



GOAL 3

Transform the early childhood workforce through formal education, improved professionalization, increased skills and competence, and new approaches to implementing best practices.



GOAL 4

Ensure that young children and families receive the services they need when they need them.



GOAL 5

Improve the quality of early childhood services for young children and their families across early care and education; health, mental health, and nutrition; and family support services.

MOVING IOWA'S EARLY CHILDHOOD SYSTEM FORWARD

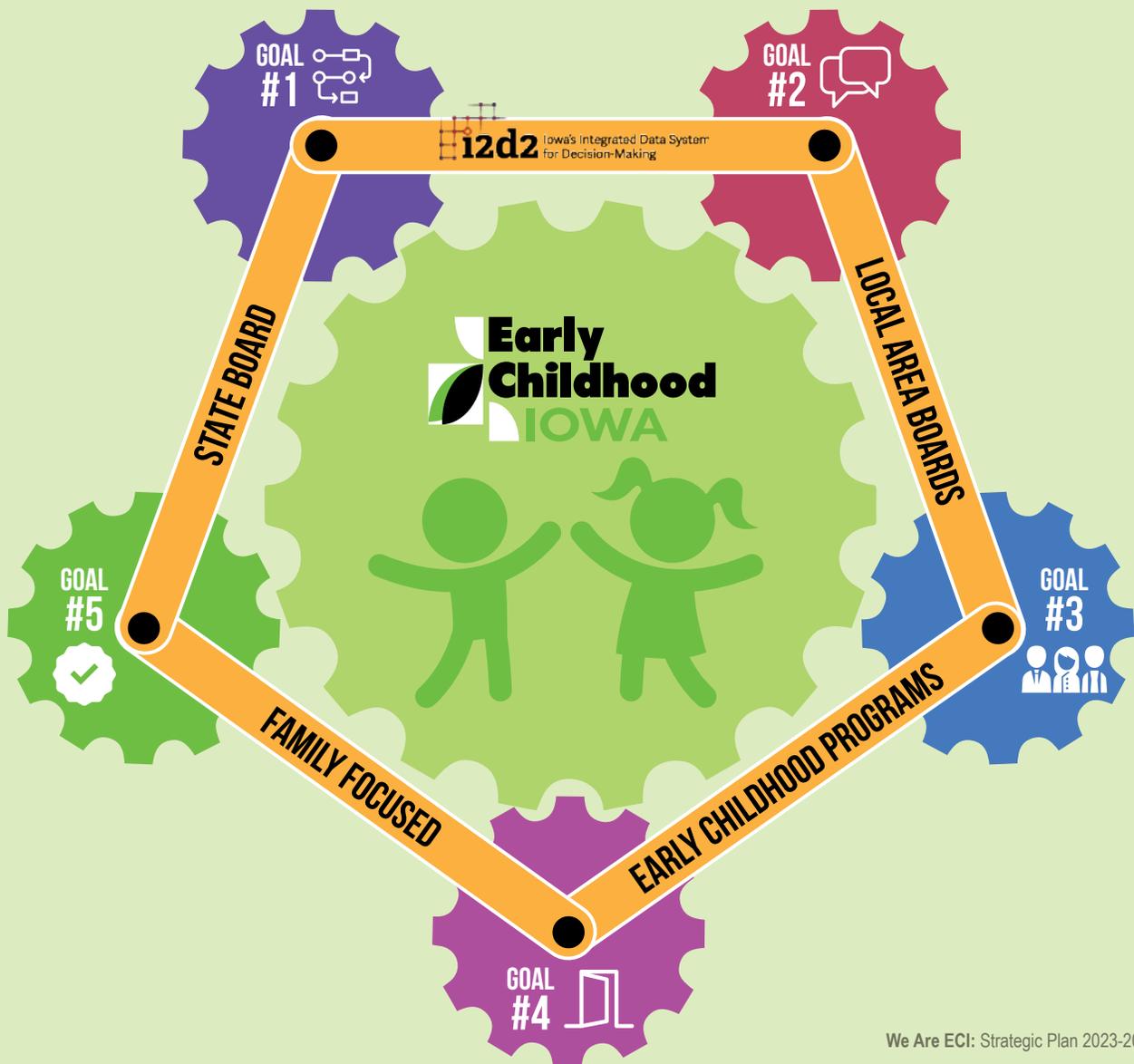
Respond to current system leverage points to identify the work to accomplish as defined in the ECI strategic plan goals.

Identify strategies and corresponding action steps that align to the ECI strategic plan goals.
↳ Component Groups and Implementation Teams

Lead an integrated and connected early childhood system among statewide public sector and local private sector agency/ organization systems to reduce separate or duplicated efforts.
↳ ECI Stakeholders Alliance, Steering Committee, and Teams

Engage relevant resource experts and direct service providers to complete core activities.

Continue to strengthen data-based decision making for the early childhood system.





GOAL 1

Promote a coordinated infrastructure to advance the early childhood system.

EXPECTED OUTCOMES

To strengthen cross-sector, data integration capabilities of I2D2. The expected outcomes include, but are not limited to: a) studying the impacts of COVID-19 and better understanding the needs of low-income and disconnected families, b) understanding more about the quality and availability of services, particularly for underserved communities, high-poverty communities, and rural areas, c) document the distinct numbers of children being served across our 0-5 services and capacity of programs to serve them, and d) assess existing and emerging needs of the Early Care and Education (ECE) workforce.

To collect additional data (e.g., family/provider surveys, focus groups) that is not readily available in administrative data systems and, where possible, we will develop routine and systematic ways for such data collection. Administrative data is collected from public agencies for program administration that is repurposed for evaluation, monitoring, and evaluation.

- More focus on **prevention strategies** and deliberate coordination: promotion of reflective consultation and trauma-informed care trainings (i.e. Lemonade for Life, Connections Matter), intentional collaboration with organizations that specialize in community response (i.e. Prevent

Child Abuse Iowa, ACES 360, etc.), build from successful local coalitions to strive to build efficiencies for local collaboration to intentionally bring similar perspectives, missions, and visions to collectively strengthen services and respective outcomes for children and their families.

- Build an annual **state of early childhood report** framework and process to update it. This may include additional data elements (administrative data to I2D2; routine family/provider surveys), streamlining of data collection from state and local sources, and/or visualizations of how to best share annual updates for stakeholders at state and local levels.
- Advance **data-informed decision-making by using I2D2** to continue studying relevant groups of young children and their families, including expanding the data lake model to ensure readiness for integration projects to better understand:
 - impacts of COVID-19
 - the needs of families
 - about the quality and availability of services, particularly for underserved communities where there are gaps in services or access barriers
 - rural area needs.



STRATEGIES

Expand collaboration and coordination among state and local programs and agencies serving young children and their families.

Develop and nurture effective public-private partnerships at a state and local level.

Infuse data-based discussions and decision-making processes throughout the early childhood system.



GOAL 2

Build public will for investing in young children and families.

EXPECTED OUTCOMES

To use the ongoing data-informed approach from Goal One, routinely engage the Stakeholders Alliance and Steering Committee public and private active groups, and adjust strategies and action steps, based on stakeholder needs and project outcomes.

- Increase communication at state, local, and regional levels to share what we are learning, and continue to emphasize the importance of 0-5.
- Annual state of the state in early childhood report utilized as a tool to inform the public.

- Host an early childhood summit – every 2-3 years to connect all early childhood professionals, advocates, etc.
- Expand family and provider hub ideas through strengthening website communications, training, and other materials for families and providers across our early childhood system.
- Build a connected set of messages to promote and market success in early childhood programming.



STRATEGIES

Communicate the value of The First 2,000 Days as the most critical stage of the human lifecycle.

Partner with families and communities to improve communication about what young children and families need and how the system responds.

Engage families as leaders and advocates for a comprehensive early childhood system.

GOAL 3

Transform the early childhood workforce through formal education, improved professionalization, increased skills and competence, and new approaches to implementing best practices.

EXPECTED OUTCOMES

To expand educational opportunities for the early childhood workforce with equitably aligned compensation and benefits.

Continue to support the early childhood workforce:

- **Develop recruitment strategies** for new people into the field.
- **Promote compensation strategies/parity** to build the early childhood system's workforce.
- Expand the ease and utilization of **early childhood career pathways** to include tracking and alternative entry paths.
- Infuse more **supports for mental health professionals**- including training for providers to manage their own Adverse Childhood Experiences (ACES).
- Increase awareness of **social and emotional development of children** and school readiness.
- Implement opportunities for **on-boarding early childhood coaches and trainers** in multiple languages.
- Implement strategies to **promote a diverse workforce**.



STRATEGIES

Create a larger, more skilled early childhood workforce.

Provide new or expanded early childhood workforce supports to enhance the quality of early childhood programs and services.

Support existing child care to achieve full enrollment and full fee collection, generating revenues that cover per child costs: Opportunities Exchange, Iron Triangle.*

Continue to support statewide T.E.A.C.H. Early Childhood® Iowa and Child Care WAGES® Iowa

Implement an aligned salary scale for early childhood system adopted career pathways for the early childhood workforce sectors; inclusive of levels tied to increasing skill in the field through formal education and competencies.

* https://info.childcareaware.org/hubfs/OpEx_2019_IronTriangle.pdf

GOAL 4

Ensure that young children and families receive the services they need when they need them.

EXPECTED OUTCOMES

For information to not only reach families but to be made available in a minimum of five languages in addition to English. Languages will be determined based on available data on spoken languages.

- Expand the awareness of **family support home visiting programs** and services so more eligible families are served.
- Ways to **strengthen supports for families**: re-entry into the workforce; engagement with families for services that meet their needs; strengthen opportunities for families to participate in SWVPP (equitable access); leverage technology expansion for connecting with families.
- Expand **partnerships with Statewide Voluntary Preschool Program (SWVPP)/Head Start and child care** to meet families' needs.
- Establish or strengthen **coordinated intake, via an electronic platform with streamlined information**, so families do not need to repeat information and so families are enrolled in services they need when they need them.



STRATEGIES

Improve and expand equitable access to high quality early learning opportunities and services, with focused intentionality for young children and families who have at-risk factors.

Improve transitions among early childhood programs and between the early childhood and PK-12 education systems.



GOAL 5

Improve the quality of early childhood services for young children and their families across early care and education; health, mental health, and nutrition; and family support services.

EXPECTED OUTCOMES

Strengthen professional competencies and supporting the wellbeing of Iowa's early childhood workforce.

- Promote **quality initiatives for child care** (i.e. Iowa's Quality for Kids® (IQ4K®)).
- Strengthen **business supports** for ALL early childhood programs, including targeting the non-profit boards and private public partnerships.
- Expand relevant projects that show promise to **support early identification and intervention** (i.e., Nine To Thrive; Sesame Street in Communities).

- Expand work that is **supporting children's mental/behavioral health**.
- Explore incentives that promote participation in **credentialing programs**.
- **Increase cross-sector fidelity and consistency**.



STRATEGIES

Promote and incentivize the use of evidence-based programs and services across the early childhood system.

Adopt a collective impact approach to investing in high-quality, evidence-based services, programs, and activities across the early childhood system.

Incentivize programs to transition from implementing promising practices to the adoption of evidence-based strategies and program delivery.

A photograph of a woman in a yellow shirt carrying a child on her shoulders. The child has their arms raised in the air. They are outdoors at sunset, with the sun low on the horizon, creating a warm, golden glow. The woman is wearing a white and grey striped shirt. The child is wearing a yellow shirt and dark shorts. The background is a bright, hazy sky with the sun setting behind a line of trees or a horizon.

EXPECTED OUTCOMES AND SYSTEM PRIORITIES

We will base changes in the early childhood system on a frequent assessment of strengths, needs, and outcomes using those results to plan and implement services and systems that respond to our diverse population. We will move forward with our strategic plan outcomes and strategies by developing action plans, to be coordinated via component groups and their implementation teams. The implementation teams will be charged with exploring the work, identifying corresponding metrics, and analyzing data to pivot to the next level based on milestone outputs and outcomes. Establishing implementation teams that will prioritize the strategic plan goals, strengthen public and private partnerships, and collectively identify measurable action steps to move the needle on priorities is key in our planning process.

- Appendices will be developed to provide strategic plan implementation templates to promote the process plan, do, study, act; with the integration of systems thinking strategies. These documents will be developed by the ECI Steering Committee and utilized across the six component groups and their implementation teams.
- Measures will come from implementation teams as these teams work on a system convening initiative or project.



STATE OF IOWA DEPARTMENT OF
Health AND Human
SERVICES

Strategic Plan 2023-2026

Iowa Department of Health
and Human Services
Office of Early Childhood Iowa
earlychildhood.iowa.gov

APPROVED JANUARY 2023