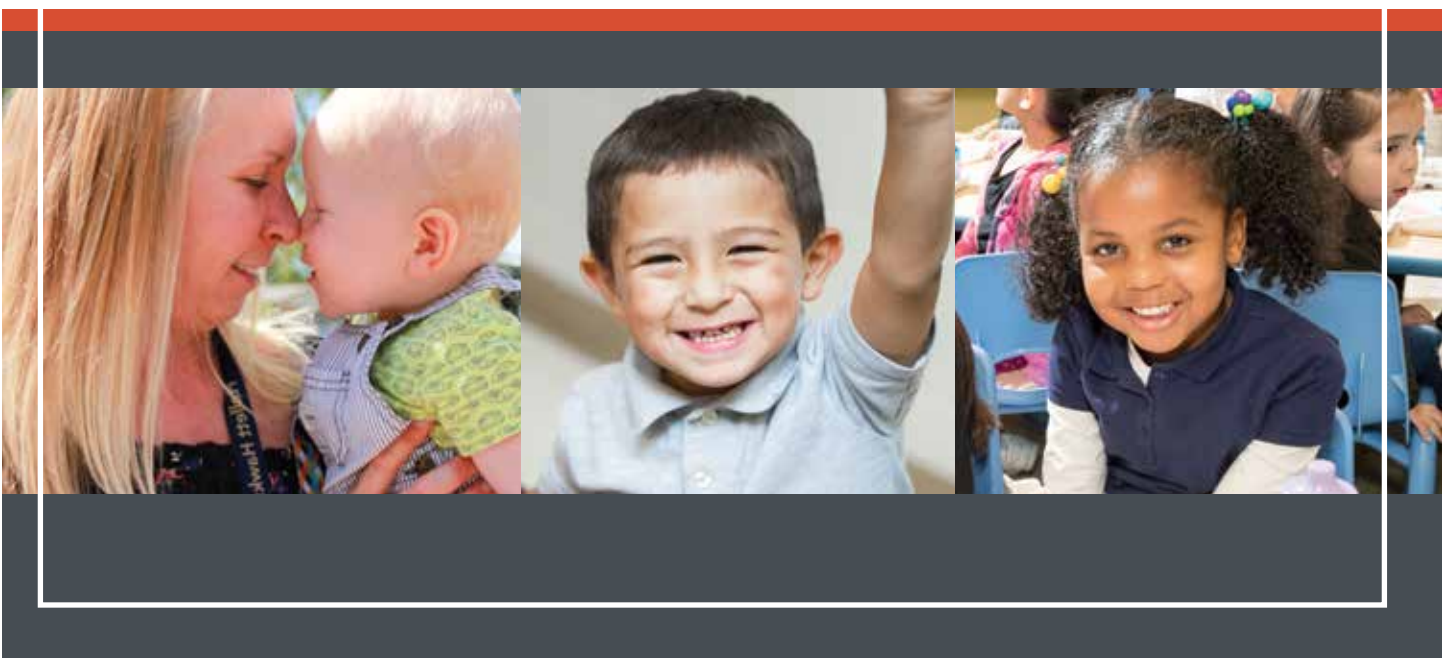




# **Birth to Eight Roadmap**

## **Phase II: Implementation Planning**



## A Letter from the Birth to Eight Roadmap Initiative Co-Chairs

Dear friends, partners and supporters of the Birth to Eight Roadmap,

In 2016, a convening of Denver early childhood leaders launched the Birth to Eight Roadmap with this ambitious vision: *families living in neighborhoods of concentrated poverty have the support needed to ensure their young children reach their developmental potential and succeed in school and in life, starting with early language and literacy.*

Our motivation is simple - **we want Denver to be the most literate city in the nation.** We believe this goal is achievable if we all work together to support young children. **We know** that children who do not read proficiently by the end of third grade are four times more likely to drop-out of school. **We know** that high-quality early learning experiences can set young learners on a pathway to future academic success. **We know** that by starting early, we have greater opportunity to identify potential delays and help children develop to the best of their potential. Unfortunately, many of Denver's children do not have equal access to these experiences. Our shared mission is to create a community-wide network centered around young children and their families that ensures all of Denver's children have equitable access to experiences and supports that will enable them to thrive.

We all have a role to play in implementing the vision of the Birth to Eight Roadmap. Throughout 2017, hundreds of representatives from Denver's early childhood community came together to develop specific action plans around the Roadmap recommendations. This report summarizes those action plans and describes other areas of progress. The plans connect and build upon existing community assets to support and empower families. By placing families at the center of the effort and joining forces through collective planning and action, we can make Denver the most literate city in the nation. We welcome you to find a role for yourself and join the movement!



Happy Haynes  
DPS Board of Education

Erin Brown  
Mayor's Office of Children's Affairs

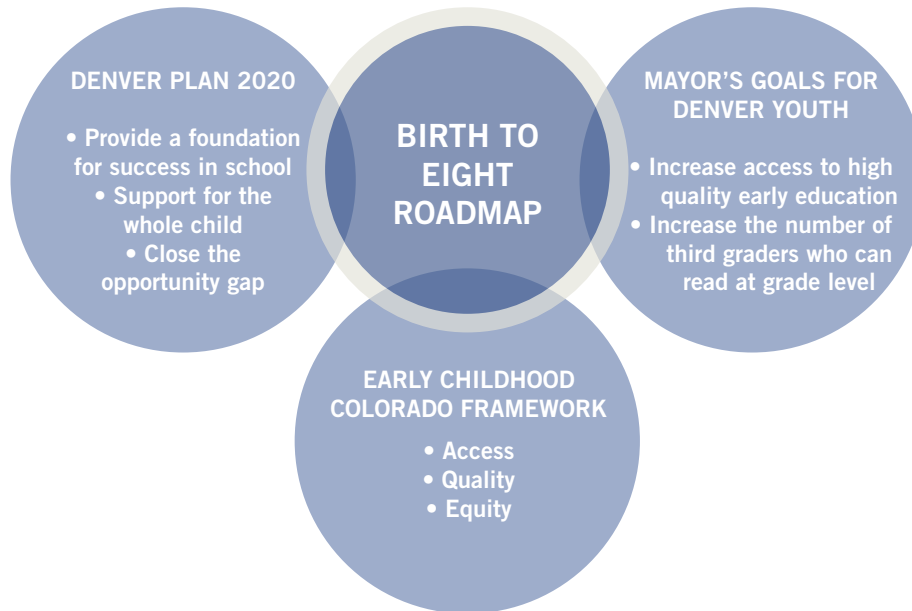
Barbara O'Brien  
DPS Board of Education

Don Mares  
Denver Human Services








## Context & History

Grounded in the convergence of shared goals and priorities expressed in Denver Public School's Denver Plan 2020, the Mayor's Goals for Denver Youth, and the Early Childhood Colorado Framework, the overall goal of the Birth to Eight Roadmap is **to support and empower families living in neighborhoods of concentrated poverty so that young children in these neighborhoods reach their developmental potential and succeed in school and life, starting with early language and literacy.**



The Birth to Eight Roadmap outlines five Guiding Principles and eleven Actionable Recommendations organized around the Early Childhood Colorado Framework, a shared vision for early learning and development, health and well-being, and family support and education. These recommendations are implemented by a network of Roadmap partners, including Denver Public Schools (DPS), the City and County of Denver, and community-based providers.

Early Childhood Colorado Framework Domains				
 <b>Family and Child</b>	 <b>Relationships:</b> Caregiver, teacher and other professional	 <b>Environments:</b> Home, neighborhood, program, school	 <b>Colorado:</b> Local and state systems	 <b>Colorado:</b> Local and state systems
Birth to Eight Roadmap Five <i>Guiding Principles</i>				
Engaged and Supported Families	Effective Professionals	Citywide Culture of Language and Literacy	Shared Leadership	Continuous Improvement
Birth to Eight Roadmap Eleven <i>Actionable Recommendations</i>				
#1-4	#5-6	#7-9	#10	#11

## Birth to Eight Roadmap Timeline

This report reflects the collective work of the Planning phase (January-August 2017) of the Birth to Eight Roadmap.

### VISION

DEC 2015 - JUNE 2016

- › Map current landscape
- › Review available research and exemplars
- › Convene Steering Committee
- › Solicit stakeholder feedback and input
- › Produce Birth to Eight Roadmap

### PREPARE

JULY 2016 - DEC 2016

- › Secure DPS Early Ed Staffing for Roadmap effort
- › Convene meetings with community partners

### PLAN

JAN 2017 - AUG 2017

- › Reconvene Steering Committee
- › Convene community work groups to develop action plans
- › Approve Theory of Change

### LAUNCH

SEPT 2017 - DEC 2017

- › Determine governance for implementation
- › Finalize communications plan
- › Complete fundraising plan
- › Set measurable goals
- › Finalize strategic plan
- › Identify quick wins

### IMPLEMENT

2018 - 2020

- › Continue implementation of action plans across all recommendations
- › Use data for continuous improvement
- › Ongoing communications and community engagement

The Planning phase was powered by community engagement. Work groups comprised of hundreds of community leaders representing a diverse network of Denver organizations were convened to develop implementation plans for the Birth to Eight Roadmap. These work groups further defined the eleven Roadmap recommendations, established core values for each recommendation's purpose and activities, and developed action plans. Each action plan aligns with a strategy outlined in the Birth to Eight Roadmap Theory of Change (next page).



# THEORY OF CHANGE

We know that the connections between a child's environment, experiences and learning opportunities work together to impact a child's developmental trajectory.



## VISION

Families living in neighborhoods of concentrated poverty have the support needed to ensure their young children reach their developmental potential and succeed in school and in life, starting with early language and literacy.

## PROBLEM

We want all of Denver's children to reach their developmental potential and succeed in school and life.



### Environmental Context

Young brains and bodies constantly gather information about the environment, including:

- Family and other relationships
- Community environments



### Embedding of Experiences

Information embeds in the blueprints for the development of brain architecture and biological systems. Children can develop differently as a result of factors like:

- Quality of relationships
- Poverty
- Race-based inequalities
- Other persistent stressors



### Development Impacts Learning

Learning outcomes are affected by the developing brain architecture and biological systems.



### Community Assets

Encourage optimal development including:

- Resilient, healthy families and caregivers
- High-quality learning environments
- Community resource providers
- Healthcare providers



## Shared Strategy

To effect change, the community designed an approach that works across these connections. The Birth to Eight Roadmap does not create a new set of programs. Rather, through a shared vision for change, the Roadmap **connects existing community assets** in order to: provide opportunities for collaboration; **partner with families to build on their strengths**; and **enhance the quality of early learning opportunities**. This in turn allows stakeholders to use resources in an efficient and effective manner, and to identify and fill gaps in programming and support services.

## Birth to Eight Roadmap Strategies



- ✓ Promote consistency across settings by implementing tools, standards and approaches
- ✓ Implement shared and sustained leadership across services and programs
- ✓ Embrace data-driven continuous improvement

Connect Existing Community Assets	Partner with Families	Enhance Quality
<ul style="list-style-type: none"> <li>• Launch an “Early Opportunity System” to enable early screening and support</li> <li>• Implement a birth to eight language and literacy strategy</li> <li>• Create a network of resource hubs</li> </ul>	<ul style="list-style-type: none"> <li>• Support neighborhood-based parent leadership</li> <li>• Focus on ECE-K transitions through Countdown to Kindergarten</li> <li>• Forge agreements between cultural institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Increase and align professional learning and coaching</li> <li>• Increase access to high-quality early education through alternative prekindergarten delivery methods</li> </ul>



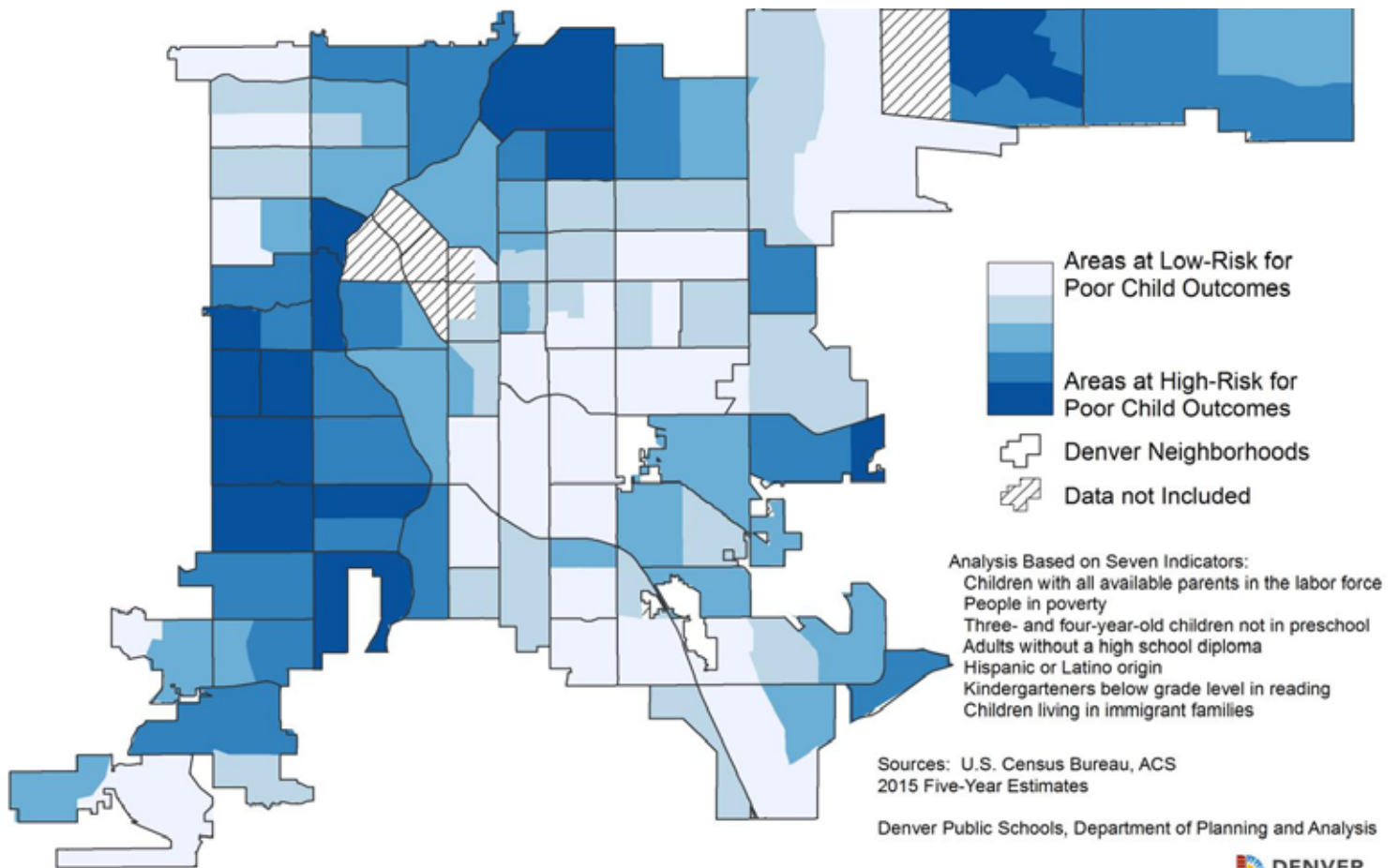
# Current State of Denver

The Birth to Eight Roadmap strategies for implementation respond to Denver’s current context.

## Kindergarten Readiness

Many Denver children walk through the doors not fully prepared; a child’s likelihood of readiness differs vastly depending on the neighborhood.

- Based on multiple factors, the neighborhoods shown in the darker colors are areas where students are less likely to be ready for kindergarten.
- The lack of kindergarten grade level reading proficiency in these neighborhoods is one factor that demonstrates a lack of kindergarten readiness.



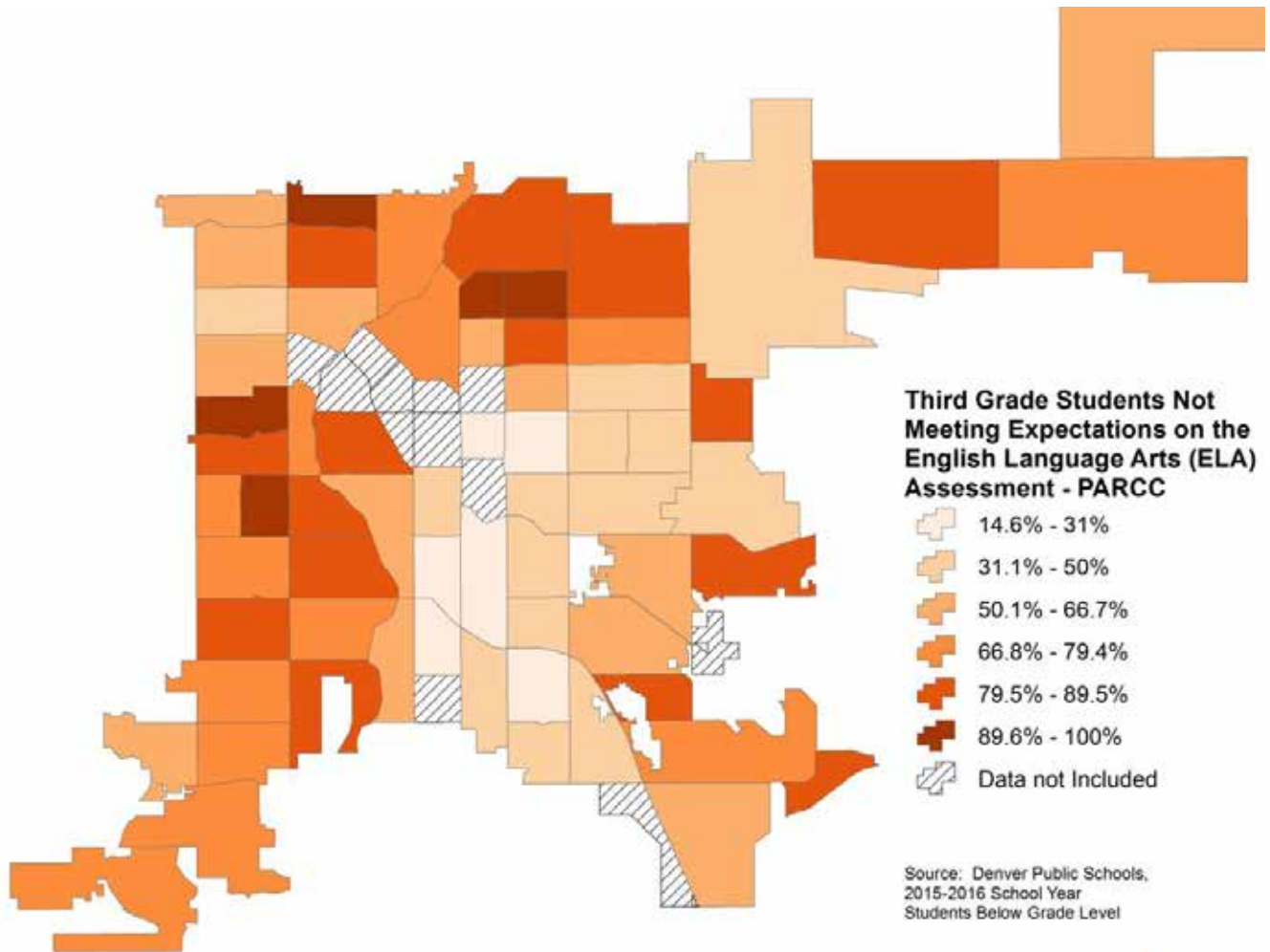
Status of Denver’s Children: A Community Resource, 2017.



### 3rd Grade Reading

There is a high overlap in neighborhoods that show children struggling with grade-level appropriate proficiency in reading at third grade.

- The neighborhoods shown in the darker colors are areas where students are less likely to be proficient in reading by third grade.



Status of Denver's Children: A Community Resource, 2017.





## Overall Child Well-Being

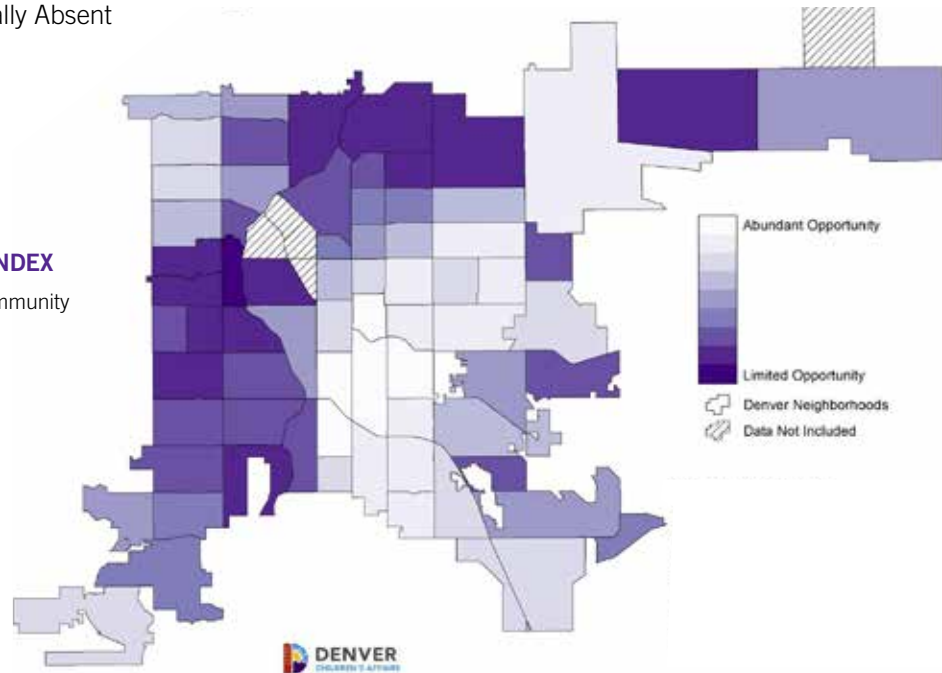
Many factors contribute to school readiness and achievement. The Birth to Eight Roadmap will use a data-driven approach to turn the curve and support children and families throughout Denver.

## Aggregated Child Well-Being Indicators

1. Births to Women without a High School Diploma
2. Teen Births
3. Overweight or Obese Children
4. Kindergarteners not Reading at Grade Level
5. Third Graders Not Reading at Grade Level
6. Ninth Graders Chronically Absent
7. Adults without a High School Diploma
8. Children in Single-Parent Families
9. Children in Poverty
10. Unemployment
11. Violent Crime

### 2017 CHILD WELL-BEING INDEX

Status of Denver's Children: A Community Resource, 2017.



## Good News: Progress on Learning Outcomes

Denver students are making progress on learning outcomes, as measured by various assessment tests, including the Colorado Measures of Academic Success (CMAS), the Partnership for Assessment for Readiness for College and Careers (PARCC), and Istation.

### Overall

- For 7 consecutive years, DPS students have outpaced their peers statewide in academic growth in both English Language Acquisition and Math. (CMAS 2017)

### Literacy Progress

- In 2016-2017, 6% more 3rd grade students met or exceeded expectations on the state literacy assessment compared to only 0.8% more students in 2015-2016. (PARCC 2017)
- 4,000 more K-3 students are reading at or above grade level. (Istation)

### Equity Progress

- Students of color, students in poverty, English language learners, and students with disabilities all made greater academic progress than their classmates. (CMAS 2017)
- Literacy gaps narrowed for students of color, English language learners, and students in low-income households. (PARCC)
- Growth in English Language Acquisition is the strongest ever made by DPS students. (CMAS 2017)

## Birth to Eight Roadmap Action Plans

Between March and August 2017 Roadmap recommendation action plans were developed with community partners, convened by the groups below. The action plans align with the strategies outlined in the Birth to Eight Roadmap Theory of Change. Leadership at Denver Public Schools and the City and County of Denver also continued to refine and implement existing efforts (e.g. Countdown to Kindergarten).

LEAD/CONVENER	RECOMMENDATIONS
City and County of Denver	<ul style="list-style-type: none"> <li>• Focus on ECE-K transitions through Countdown to Kindergarten</li> <li>• Forge agreements between cultural institutions</li> </ul>
Denver Public Schools	<ul style="list-style-type: none"> <li>• Implement a birth to eight language and literacy strategy</li> <li>• Increase and align professional development and coaching</li> </ul>
Parents	<ul style="list-style-type: none"> <li>• Support neighborhood-based parent leadership</li> </ul>
Early Milestones Colorado	<ul style="list-style-type: none"> <li>• Launch an “Early Opportunity System” to enable early screening and support</li> <li>• Increase access to high-quality early education through alternative prekindergarten delivery methods</li> <li>• Create a network of resource hubs</li> </ul>
All Partners	<ul style="list-style-type: none"> <li>• Promote consistency across settings by implementing common tools, standards and approaches</li> <li>• Implement shared and sustained leadership across services and programs</li> <li>• Embrace data-driven continuous improvement</li> </ul>

Due to the scope of this effort and necessary sequencing of work, some recommendations will receive heightened attention in the Implement Phase. The information in the pages that follow provides a snapshot of the approved action plans.





ENGAGED AND SUPPORTED FAMILIES

## Recommendation #1:

Launch an “Early Opportunity System” to enable early screening and support

### Early Opportunity System Definition:

An early opportunity system should identify opportunities, and recognize risks, to support children, age birth to eight, with developmental milestones and provide these children and families with resources as needed.

### Proposed Activities:

QUICK WINS	ACTIVITY	POTENTIAL REACH	LEAD PARTNER(S) •ADDITIONAL PARTNERS	RESOURCE STATS	TIMELINE TO BEGIN
✓	Streamlining Organizational Processes & Structures. Stronger coordination and collaboration between key screening and referral partners to streamline and improve the overall processes related to screening, referrals, and services.	All Denver children	DPS Child Find, Rocky Mountain Human Services, Denver Health, Assuring Better Child Health & Development	N/A for Initial Steps	Fall 2017
	Supporting Professionals. Targeted developmental training, coaching, messaging, and outreach to support professionals that work with families with young children to have the tools needed to support families in making informed decisions about how to help their children reach their maximum developmental potential.	TBD	Assuring Better Child Health & Development	Need to Secure Funds	TBD



ENGAGED AND  
SUPPORTED  
FAMILIES

## Recommendation #2:

Support neighborhood-based parent leadership

### Family Leadership Definition/Scope:

Parents will work to help make their community's schools, social services, health care providers and other entities become more responsive to and supportive of children and families.

### Proposed Activities:

QUICK WINS	ACTIVITY	POTENTIAL REACH	LEAD PARTNER(S) •ADDITIONAL PARTNERS	RESOURCE STATS	TIMELINE TO BEGIN
	Collaborate with work group Co-Chairs/ Implementation Leaders to identify how they envision family leadership in their Recommendations and connect organizations and families to the work.	Matches potential reach of individual recommendation action plans	DPS	Family Support Partner DPS	Fall 2017
	Gather feedback from families served through from Bright Spots resource hubs to identify how they see themselves as parent/ family leaders and what leadership means to them.	Bright Spots resource hubs	DPS, Bright Spots resource hubs	Senior Research Analyst and Family Support Partner DPS	October 2017
	Host learning community meetings twice a year in which groups focusing on family leadership can come together, share their work, and collaboratively plan.	Citywide	TBD	TBD	January 2018



ENGAGED AND  
SUPPORTED  
FAMILIES

## Recommendation #3:

Increase access to high-quality early education through alternative prekindergarten delivery methods

### Alternative Prekindergarten Delivery Definition:

Alternative Prekindergarten Delivery means the provision of early learning opportunities for children, age birth-5, outside of a classroom setting.

### Proposed Activities:

QUICK WINS	ACTIVITY	POTENTIAL REACH	LEAD PARTNER(S) •ADDITIONAL PARTNERS	RESOURCE STATS	TIMELINE TO BEGIN
✓	Conduct Study on PreK Choices. Conduct study to examine why families make the PreK choices that they make.	Study scope #s TBD	Denver Public Schools	Secured (DPS Senior Research Analyst position)	Fall 2017
✓	Expand HIPPY. Expand Home Instruction for Parents of Preschool Youngsters home visiting program to additional families of preschool-aged children.	65 families • 1 new site (30 families) • 1 expansion site (35 families)	Parent Possible • Roots Family Center • Focus Points Family Resource Center	Partially Secured (AmeriCorps and foundations)	Fall 2017
Potentially	Expand Play & Learn Groups. Expand facilitated Play & Learn programming to additional families of children ages birth to three.	20 children per group (# of new groups TBD -fund dependent)	Clayton Early Learning, Mile High Early Learning • Bright Spots resource hubs	Need to Secure Funds	TBD
Potentially	Expand Little University. Expand Denver Public Library's Little University play-based early literacy program to additional families of children ages birth to five.	Up to 40 families at 2 new sites	Denver Public Library	Need to Secure Funds	2018
Partially	Provide School Readiness Training to FFN Providers.	TBD	Denver Early Childhood Council	Need to Secure Funds	Fall 2017 & TBD



ENGAGED AND  
SUPPORTED  
FAMILIES

## Recommendation #4:

### Focus on ECE-K transitions through Countdown to Kindergarten

#### Transitions/Countdown To Kindergarten Definition/Charge:

Investments in resources and services for children and families in the earliest years can be maximized with strong intentional transitions into the kindergarten to grade twelve system. Countdown to Kindergarten (C2K) is a city campaign targeting some of Denver’s most under sourced neighborhoods that aims at identifying, recruiting, convening, and providing parents with workshops and resources that will help them prepare their students for kindergarten and beyond. In the 2016-17 school year, the Mayor’s Office of Children’s Affairs (OCA) created C2K partnerships with community orgs, selected three sites, and designed the branding and website for the initiative. OCA also ran 14 workshops with 420 unduplicated attendees.

#### Proposed Activities:

QUICK WINS	ACTIVITY	POTENTIAL REACH	LEAD PARTNER(S) •ADDITIONAL PARTNERS	RESOURCE STATS	TIMELINE TO BEGIN
	Develop a long-term vision and strategic plan for Countdown to Kindergarten. <ul style="list-style-type: none"> <li>As the Mayor’s Office of Children’s Affairs is not set up to do direct programming, will need to determine who what organization is best positioned to run C2K workshops.</li> <li>Will need to consider how big this project should become.</li> </ul>	Targeted Neighborhoods	Mayor’s Office of Children’s Affairs, Denver Public Schools, Denver Early Childhood Council, Denver Preschool Program	TBD	September 2017
	Secure long-term funding for C2K programming. <ul style="list-style-type: none"> <li>Current model cost is approximately \$5,000 a site to run all 6 parent workshops which include interpretation services, childcare, food, and book distribution. Workshops are conducted in Spanish and translated into English via interpreter.</li> </ul>	Citywide	Denver Public Schools, Denver Early Childhood Council, Denver Preschool Program <ul style="list-style-type: none"> <li>Clayton Early Learning</li> <li>Denver Public Library</li> </ul>	TBD	TBD (After strategic plan is crafted)



EFFECTIVE  
PROFESSIONALS

## Recommendation #5:

Develop and implement a birth to eight language and literacy strategy that incorporates the DPS Early Literacy Plan

### DPS Early Literacy Plan Definition:

In 2015, Denver Public Schools developed the Literacy 2020 Plan rooted in the district's strategic plan, the Denver Plan 2020. This strategic plan is in support of the district's ambitious goal of ensuring 80% of DPS third-graders will be at or above grade level in reading and writing by 2020. Since DPS is committed to providing a strong foundation for success in school, attaining literacy proficiency by the end of the third grade is an essential step in students' journey to reaching the vision of a DPS graduate and closing the opportunity gap for all students. Rooted in Denver's Birth to Eight Roadmap, the plan focuses on the vital work of building the capacity of school leaders, instructional leadership teams, and teachers, while providing high-quality curricular resources and supports to meet the needs of all students.

### Proposed Activities:

QUICK WINS	ACTIVITY	POTENTIAL REACH	LEAD PARTNER(S) •ADDITIONAL PARTNERS	RESOURCE STATS	TIMELINE TO BEGIN
	Shift to a differentiated model of professional learning for Early Literacy Specialists in each school.	All DPS Elementary Schools	Denver Public Schools	Secured	Fall 2017
	Instructional Leadership Teams to make autonomous early literacy professional learning decisions for their buildings.	All DPS Elementary Schools	Denver Public Schools	Secured	Fall 2017
	Select high-quality, CDE-approved intervention curriculum resources that include Spanish language and literacy parity.	All DPS Elementary Schools	Denver Public Schools	Curriculum in Review. DPS staff Secured.	Fall 2017
	Strengthen resources and offerings of professional learning in direct response to student achievement data and needs in the field.	All DPS Elementary Schools	Denver Public Schools	Secured	Fall 2017



EFFECTIVE  
PROFESSIONALS

## Recommendation #6:

Increase and align professional development and coaching

### Increase And Align Professional Development And Coaching Definition:

Effective teachers and early childhood professionals have the strongest impact on child outcomes outside the home environment. Close collaboration between Denver Public Schools Early Education, Denver’s Early Childhood Council, the Denver Preschool Program, and Clayton Early Learning will align and expand professional development and coaching provided to community early learning providers. We will build upon ongoing work, emphasize transitions between early learning professionals and kindergarten teachers and work towards long-term alignment on practice, language and expectations of developmentally appropriate milestones.

### Proposed Activities:

QUICK WINS	ACTIVITY	POTENTIAL REACH	LEAD PARTNER(S) •ADDITIONAL PARTNERS	RESOURCE STATS	TIMELINE TO BEGIN
✓	Shared Professional Development between DPS and community sites. <ul style="list-style-type: none"> <li>DPS to open PD to community and invite DPS teachers to DECC listed PD</li> </ul>	Citywide	Denver Public Schools, Denver Early Childhood Council <ul style="list-style-type: none"> <li>Denver Public Library</li> </ul>	Secured	September 2017
	Strengthen the cross-Denver Professional development community. <ul style="list-style-type: none"> <li>DPS Early Ed partners actively reaching to community sites</li> <li>Map to link schools to boundary community sites</li> <li>Development of shared PD objectives linked to ELDGs</li> </ul>	Citywide	Denver Public Schools, Denver Early Childhood Council, Denver Preschool Program <ul style="list-style-type: none"> <li>Clayton Early Learning</li> <li>Denver Public Library</li> </ul>	Secured	October 2017
✓	Strengthen kindergarten transitions within DPS schools and in community sites. <ul style="list-style-type: none"> <li>Resource menu to support transitions of students into K</li> <li>More effectively use TS Gold data platform for K transitions</li> <li>Outreach for families around K transition</li> </ul>	Citywide	Denver Public Schools, Denver Public Library <ul style="list-style-type: none"> <li>Denver Early Childhood Council</li> <li>Denver Preschool Program</li> <li>Clayton Early Learning</li> </ul>	Secured	September 2017
✓	Standard evaluation (survey for all professional development across Denver).	TBD	DPS (DECC, Denver PPP, Clayton Early Learning)		August 2017
	Development of best practices for professional development to be used across Denver.	TBD	Denver Early Childhood Council, DPP, DPS		January 2017





CITYWIDE  
CULTURE OF  
LANGUAGE AND  
LITERACY

### Recommendation #8:

Forge agreements between cultural institutions and others to use consistent strategies and messaging about early learning and development

A coordinated language and literacy effort should reach all environments in which children interact and participate – parks, libraries, churches and museums. The Birth to Eight Roadmap continues to work on articulating formal agreements between museums, cultural institutions and others to use consistent strategies, approaches and key messages around early childhood language and literacy.



CITYWIDE  
CULTURE OF  
LANGUAGE AND  
LITERACY

### Recommendation #9:

Create a network of birth to eight resource hubs that will support neighborhood priorities

#### Resource Hubs Definition:

A resource hub is a network of dynamic and responsive coordinated resources for families, within a defined geographic, cultural or linguistic community, with an emphasis on areas of concentrated poverty. A resource hub partners with families to enhance access and direct services that support developmental milestones and improve literacy and language skills for children age birth to eight, as well as other services that support and leverage family strengths and contribute to economic security (e.g., education, employment, health, housing, financial, and legal supports).

#### Proposed Activities:

QUICK WINS	ACTIVITY	POTENTIAL REACH	LEAD PARTNER(S) •ADDITIONAL PARTNERS	RESOURCE STATS	TIMELINE TO BEGIN
✓	Explore. Create a Community of Practice among Bright Spots resource hubs for the purpose of learning from and cataloguing best practices to create a toolkit that could be used for growth and sustainability.	5 Bright Spots resource hubs and those they serve.	Bright Spots resource hubs	Need to Secure Funds for Project Management	Fall 2017
	Extend. Conduct a risk, reach, and resource assessment to understand additional language and literacy needs, service gaps, costs, and capacity for expansion to reach more families.	5 Bright Spots resource hubs, additional organizations, and those they serve.	Bright Spots resource hubs • Other hub-like organizations	TBD - Need to Secure Funds	TBD - Initial attention on Explore plan



CONTINUOUS  
IMPROVEMENT

## Recommendation #11:

Embrace data-driven continuous improvement

### Data-Driven Continuous Improvement Definition/Scope:

To track how Birth to Eight Roadmap efforts impact students and their families and use these learnings inform future practice. To do this, this group will:

- a. **Leverage partnerships** across the city to build a stronger **understanding of the collective information resources** available for evaluating needs, measuring progress, and outcomes to support reporting needs.
- b. **Identify informational needs** and advocate for collection of data/information to that might strengthen our ability to assess city-wide needs and measure progress.
- c. **Leverage cross-city collaboration** to support development of data-sharing agreements.

### Proposed Activities:

QUICK WINS	ACTIVITY	POTENTIAL REACH	LEAD PARTNER(S) •ADDITIONAL PARTNERS	RESOURCE STATS	TIMELINE TO BEGIN
✓	Align definitions of kindergarten readiness, considering only existing data.	ECE programs around Denver (DPP, Clayton Early Learning, DPS, etc.)	Denver Public Schools	Workgroup Members	Fall 2017
✓	Identify the information available/missing to improve understanding of Birth-4 enrollment needs in Denver.	8+ programs (city, community, and DPS) who need this information to allocate resources	TBD	Workgroup Members	Fall 2017
	Identify information available/missing regarding decision-making among families who do not enroll child in Pre-K/Alternative Pre-K.	TBD	TBD	Workgroup Members	Fall 2017
	Develop recommendations for efficient, effective, and thoughtful data-sharing practices for organizations across the city.	8+ programs (city, community, and DPS) who can benefit from data-exchange	TBD	Workgroup Members	Fall 2017

## Moving Forward

The City and County of Denver, Denver Public Schools, and the many community organizations that serve Denver's children birth to eight years old and their families have worked together to develop the key strategies and action plans outlined above. Additional action plans are in development as indicated below.

### Recommendations #7 and #10

#### Recommendation #7: Common Tools, Standards and Approaches

Partners recognize the importance of aligning approaches across common metrics such as the state's Early Learning and Development Guidelines. Using the guidelines as a starting point, the Birth to Eight Roadmap data team is currently developing a common kindergarten readiness definition, and upon finalizing that, will review baseline measures and current targets as well as establish measures for tracking, monitoring, and evaluating Birth to Eight Roadmap progress.

#### Recommendation #10: Governance

The organizing partners of this effort, Denver Public Schools and the City and County of Denver, realize both the opportunities and complexities of aligning this work and maintaining forward momentum. As the work moves into implementation, the governance must evolve. The Birth to Eight Roadmap Co-Chairs are currently working to finalize a governance structure that will delineate the roles and responsibilities of Roadmap organizing partners during implementation. The governance structure will also outline the roles and obligations of partner organizations who commit to aligning their organization's work with the work of the Birth to Eight Roadmap. We expect this commitment to include a willingness to share data and learnings, refine practices already in place, and engage in continuous improvement efforts to most effectively serve families and children.

### Communicating the Effort

The Birth to Eight Roadmap work is important, and needs a communications strategy that engages families and partners across Denver. The Birth to Eight Roadmap outlined a clear set of recommendations to inform Denver's path forward to realize the Roadmap's vision and goals. Organizations currently involved in the Birth to Eight Roadmap work have a firm understanding of the context and strategies for effecting change. Several Roadmap recommendations included very specific communications goals, including the launch of a campaign to raise awareness for families about the importance of early language and literacy. During the Launch phase of the work, the Birth to Eight Roadmap will finalize an overall communications strategy, including branding and both internal (e.g., key messages to partners) and external communications strategy to help families realize their role and available support to nurture their child's optimal development.

### The Opportunity Ahead

The City and County of Denver, Denver Public Schools and the many community organizations that serve Denver's children birth-to-eight and their families have worked together to discuss and develop the action plans across the various recommendations outlined in the Birth to Eight Roadmap. Only with the ongoing involvement of Denver's community leaders, policy-makers, funders, and most importantly, families will the vision of Denver as the most literate city in the nation be realized. We look forward to engaging all of Denver's stakeholders in the implementation of the Birth to Eight Roadmap.

## Acknowledgements

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**KEY: Bold** = Co-Chair of a Work Group; *Italics* = Steering Committee

## Appendices

- I. Birth to Eight Roadmap
- II. Roadmap Theory of Change
- III. Detailed Action Plans, Definitions, Core Values and Components for Recommendations 1, 3, and 9
- IV. Map of Bright Spots resource hubs
- V. Roadmap Partner Lists (Steering, Planning, and Executive Committees and Work Groups)





This document was produced by  
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