

Colorado PLT Strategic Plan 2021-2025

Colorado PLT's Mission:

To advance environmental literacy and promote stewardship through excellence in environmental education, professional development, and curriculum resources that use trees and forests as windows on the world.

CO PLT Strategic Priorities and Outcomes for 2021-2025

1. Audiences

- a. Workshop Relevance
- b. Target Audiences
- c. Accessibility
- d. Communications

2. Facilitators

- a. Engagement
- b. Training
- c. Networking
- d. Diversity
- e. Tools

3. Network

- a. Partnering
- b. Support

4. Cultural Equity

5. Funding

- a. Workshop Fees
- b. Partners
- c. Grants
- d. Alternative Funding Sources

Details of CO PLT's Strategic **Priorities** and **Outcomes**:

1. **Audiences**

By this plan's completion at the end of 2025, Colorado PLT will have accomplished the following relative to audiences:

a. **Workshop Relevance** - improved workshop relevance based on the following actions:

- Link PLT's new K-8 guide to current Colorado Academic standards
- Offer specific workshops.
 - Grouped grade level workshops
 - Workshops by audience- formal, nonformal, preservice, natural resource professionals
 - Workshops by topic
- Develop evaluation metrics to track relevancy.
 - Grade level bands (include middle school & high school)
 - Homeschool & caregivers
 - Topics
 - Timeliness (virtual adaptations, current issues)
 - How workshop participants use PLT after trainings
- Offer recognition to schools or districts that encourage use of PLT in their classrooms (Outstanding PLT school, PLT Green School, etc).
- Build the network- learning pathways.
 - Offer multiple opportunities for participants to engage- PLT doesn't become a one and done training but scaled with multiple ways to engage in professional development.
 - Offer topic specific workshops (STEM, Energy, Water, Wildfire, etc.).
 - Create a plan for a resource bank to continue to make PLT relevant for the times.
 - For instance, how can PLT adapt to COVID and support teachers, parents and students?
 - Have wildfire messaging and resources ready to go for when wildfires breakout, etc.
 - The PLT advisory council will evaluate and plan for this each year during work planning.
 - Share this resource bank in applicable places- PLT website, newsletter, etc.
 - Combine with the other Projects to build an environmental education learning pathway. Ensure that audiences understand the differences between PLT, Wild, Wet, etc.

b. **Target Audiences** - better reach of target audiences based on the following actions:

- Identify underserved populations (cultural and geographic) and plan workshops that meet their needs and interests. Tools- audit current workshop participants. Needs assessment to identify who is missing-
 - Culturally

- Geographic
 - Grade levels
 - Middle & high school
 - PreK - Elementary
 - Home school populations
 - Caregivers
 - Families
 - Immigrants
 - Informal educators
 - Formal educators- private, public, charter, parochial
 - PreService Teachers
- Evaluate our efforts and reassess focused audiences every two years (see tools in first bullet). Keep in mind tools & resources coming from National PLT.

c. Accessibility - better accessibility based on the following actions:

- Offer virtual, in person, and hybrid workshops.
- Assess the cultural relevance of the program for target audiences and adapt it for target audiences if and as needed.
- Ask what learners need (ADA, Language Translation, Sheltered instruction, financial assistance).
- Provide resources, guidelines, and facilitator trainings for increasing the accessibility of our workshops for identified needs.

d. Communications - improved communications based on the following actions:

- Develop and implement a marketing/communications plan for target audiences, which may include any combination of the following:
 - Culturally diverse and equitable
 - Geographic
 - Middle & high school
 - PreK - Elementary
 - Home school populations
 - Caregivers
 - Families
 - Immigrants
 - Informal educators
 - PreService
- Explore new communication tools: Ideas include social media to market to much larger audiences. Teachers, educators, experts can do “take-overs” and share their ideas, projects, activities, etc. Perhaps market workshops on NextDoor since people go here for information, etc.
- Communicate to facilitators who prioritized audiences are & develop facilitators who can serve those audiences.

2. Facilitators

By this plan's completion at the end of 2025, Colorado PLT will have accomplished the following relative to facilitators:

a. Engagement - better facilitator engagement based on the following actions:

- Create facilitator commitment/ check in form to be used on an annual basis
 - Commitment form will
 - outline various levels of engagement- ex) leading workshops, sharing PLT with networks, contributing to the Colorado Branch, promoting PLT at a conference, leading a facilitator training.
 - Include a list of expectations & code of conduct for facilitators.
 - Check in
 - with current facilitators who said that they would still like to be a part of the program but have not engaged by attending a training, check in, survey, leading workshop.
 - Evaluate facilitator effectiveness & address needs (utilize participant workshop evaluations)
- Create a system to recruit new facilitators- create an advisory council committee to work on this. Evaluate how many facilitators are needed in each region. Use this info to guide target numbers for annual plans.
- Plan for annual recognition of active facilitators- ask them how they would like to be recognized.

b. Training - improved facilitator trainings based on the following actions:

- New Facilitator training
 - Frequency- will depend on need. See targets from engagement. How many people do we want to participate in PLT annually? Do we have enough facilitators to meet this need?
 - Evaluate models- hybrid Zoom/in person.
 - Mentorship program- develop Master Facilitators to be able to mentor new facilitators.
 - Cater towards different facilitator needs. For example, a college student who becomes a facilitator will need different things than a school teacher facilitator. Idea- connect different types of facilitators to lead mixed workshops (ex- formal & non formal)
- Provide at least one training opportunity a year for current facilitators to be updated on the latest PLT materials/best practices/educational trends.
 - Assess current facilitator needs and education trends.
 - Offer Diversity, Equity, & Inclusion training.
 - Utilize evaluations from workshop participants to identify areas of facilitator growth.
 - Offer opportunities for facilitators to share their skill sets and provide trainings to other facilitators.
 - Offer opportunities to connect and learn from other facilitators- Cofacilitators.
- Develop a facilitator training ladder to encourage continued training & keep facilitators engaged.

- Create a path for facilitators to work their way up to Master Facilitators.
- Develop a Master Facilitator program.
 - Mentor new facilitators
 - Connect and learn from other facilitators
 - Gain recognition

c. Networking - enhanced facilitator networking based on the following actions:

- Provide facilitator networking opportunities.
 - Evaluate
 - Mode- in person/ virtual
 - Location- statewide/ regional
 - Format- evaluate communication so facilitators are aware of current priorities and opportunities to engage.
 - Monthly Facilitator Update- email
 - Quarterly check in
 - Annual networking event

d. Diversity - increased facilitator diversity based on the following actions:

- Develop facilitator recruitment, training, and strategies in response to the needs of the target audiences (see audiences).
 - Seek out and train facilitators for diverse cultures representative of Colorado (Native American, Hispanic, Asian, etc.).
 - Create a set of targeted goals to achieve a diverse facilitator team.
- Offer yearly facilitator training on Diversity, Equity, & Inclusion topics (ex-cultural competence for educators, anti-racism).

e. Tools - improved facilitator-related tools based on the following actions:

- Develop a sharing network for facilitators (flyers, agendas, activity resources, etc.).
- Develop regional Activity Trunks that house Activity resources for workshops.
- Develop topic specific workshop templates/agendas (STEM, Energy, Water, Wildfire, etc.) to encourage facilitators to branch out from PLT basic workshops. Put in a toolkit along with marketing materials that contains flyers and branding messages.
- Connect facilitators to scientists for resources (ex- Skype a Scientist, CSU resources, Extension, the Bug Zoo, the Denver Museum of Nature and Science, CSFS Science & Data Division, etc.).

3. Network

By this plan's completion at the end of 2025, Colorado PLT will have accomplished the following relative to network:

a. Partnering - increased partnering with statewide environmental education programs that provide relevant professional development and environmental education resources to each area of the state based on the following actions:

- Evaluate partnership between CSFS & CAEE- roles, funding, etc.
- Partner with national and statewide projects to offer joint trainings.
 - CAEE's Regional Councils
 - Water Education CO for WET
 - Beetles
 - CSU Extension
 - Ag in the Classroom
 - Forest to Faucets program
 - CPW environmental Education programs
 - PROJECT WILD
 - Teaching Environmental Science Naturally (TEN)/Outdoor Understanding for Teachers (OUT)
 - Conservation districts educational outreach programs
 - Girl Scout and Boy Scout programs to provide PLT activities that meet their badge and advancement requirements
- Develop a system to consistently reach out to and work with colleges/universities.
 - Partner with college pre-service teacher programs
- Assess potential for new partners to collaborate with to help us achieve strategic priorities. (ex look for partnerships to support PLT's new curriculum products like Colorado Tree Coalition for *Discover Your Urban Forests*)
- Offer joint facilitator trainings for WET, WILD and PLT.

b. Support - improved support for facilitators and statewide users of PLT based on the following actions:

For Facilitator Networks:

- Develop regional PLT facilitator networks.
 - Empower facilitators to use their communication networks to spread the word about PLT.

For Statewide Users:

- Establish a ladder of engagement to deepen engagement within the network.
 - Develop MicroCredentials (credential for completing a series of trainings) or other incentive to encourage continued participation in the network.

- Develop a PLT Learning Community.
 - Provide facilitator-workshop participant social gatherings (area in-person or virtual) to continue the engagement.
 - Provide opportunities for resource exchange, discussion of progress, etc.
 - Share additional resources, materials, & trainings from national PLT network

- Create a plan to develop the PLT Green School Network in Colorado.

4. Cultural Equity

By this plan's completion at the end of 2025, Colorado PLT will have accomplished the following relative to cultural equity:

- Identify and build relationships with organizations that represent groups that PLT is currently missing.
- The Advisory Council of PLT has the same demographic as we would like to see in the field (exclusive of PLT staff).
 - Black (more than one member)
 - Hispanic (more than one member)
 - Asian (more than one member)
 - Caucasian (more than one member)
 - Native American (more than one member)
 - 50% Rural
 - 50% Front Range
- All Advisory Council members, facilitators, and staff have access to and have completed cultural awareness training.
- Developed an on-going needs assessment to determine the areas that PLT can plug into for the program's underrepresented audiences.
- Work with a facilitator to develop equity strategies for PLT Colorado.
- In possible future hiring opportunities for PLT, the Advisory Council will attempt to help recruit a diverse pool of potential candidates.
- Increase # of Spanish speaking facilitators.
- Ensure opportunities for PLT trainings in each of Colorado's geographic regions.
- Increased facilitators on the Eastern Plains.
- Develop scholarship policies/strategies with an eye to cultural equity as well as other goals.

5. Funding

By this plan's completion at the end of 2025, Colorado PLT will have accomplished the following relative to securing funding to serve the needs of audiences & other strategic plan priorities:

a. Workshop Fees - revenue from workshop fees will be based on the following actions:

- Evaluate cost recovery to support the program, analyzing current pricing structures, and determining the need for a workshop fee scale.
- Ensure costs of workshops does not deter offering the program in lower economic areas.

b. Partners - increased revenue from partners and partnerships based on the following actions:

- Seek out partners to provide funding.
 - GOCO/Gen Wild
 - CO Dept of Ed
 - minority support groups- BLM, NCAAP
 - US Fish & Wildlife Service
 - Bureau of Land Management
 - CAEE Regional Councils
 - CSU/ Warner College
- Continue to show value PLT provides to state sponsors CSFS & CAEE.
- Ensure that potential funders are aware of PLT and accomplishments.
 - Annual report for partners & funders

c. Grants - increased revenue from grants based on the following actions:

- Apply for 2 grants per year to support PLT.
 - National PLT- SFI Education Grants, ee360
 - American Forest Foundation- Tree Farm grants
 - SFI community grants
 - Other grant opportunities as available and appropriate

d. Alternative Funding Sources - increased revenue from alternative funding sources such as the following:

- Look for consistent funding sources such as:
 - Individual donors & companies of PLT participants
 - E-mail campaign
 - Fundraising campaign

e. Create a Strategic Budget

- Evaluate funding sources and priority resource needs, as well as the effectiveness of those sources.