

## Washington Early Learning Partnership: 2015-2016 Strategies [DRAFT]

2015-16 Priority Strategies	Briefly, What is currently underway?	What actions need to be taken in the coming year? Who has lead for actions?	What collaboration is necessary?	What are S.M.A.R.T.* goals to make progress on these strategies? (See below for example—try to make goals are <u>measurable</u> ).	Early Learning Advisory Council (ELAC) Input on June 2, 2015
<p><i>SAMPLE:</i> Strategy #1: Increase breastfeeding, access to healthy food and food security, through information and support so that children have optimal nutrition.</p>	<ul style="list-style-type: none"> <li>• Provide toolkits and mentoring for early learning professionals.</li> <li>• Enhance performance standards for the Early Childhood Education and Assistance Program to include best practices on healthy eating and physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>• The Cross Agency Team needs to conduct appreciative inquiry process to identify what is working in early learning settings.</li> <li>• The Cross Agency Team needs to compile data and meet with legislature within three months.</li> </ul>	<ul style="list-style-type: none"> <li>• Department of Health (administer inquiry)</li> <li>• Department of Early Learning (compile data)</li> </ul>	<ul style="list-style-type: none"> <li>• By June 1, all appreciative inquiries are submitted and data is collected.</li> <li>• By July 1, all data is made presentable for legislature so action items are determined before session.</li> </ul>	
<p><b>Strategy #4 “Build Continuum of Infants and Toddlers Services and Programs”</b></p>	<ul style="list-style-type: none"> <li>• Created a Birth to Three Plan status update, with interagency partners, and presented it to WELP in October, 2014.</li> <li>• Assess current efforts to build a continuum of services and programs for infants and toddlers. Outline needs, gaps and opportunities.</li> <li>• Establishing a Birth to Three subcommittee of ELAC (ELAC Members, Regional Advisors and experts) to track and promote progress of implementing Washington’s Birth to Three Plan, informed by the ELAC Infants and Toddlers work group recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>• DEL can share the draft Birth to Three Plan status update with WELP and other partners and use to advise where statewide agencies and partners can focus their attention and joint efforts to further advance key strategies and a comprehensive system of supports.</li> <li>• Task the B-3 Subcommittee to conduct the assessment.</li> <li>• Establish membership; convene meetings; create a charter; and make recommendations on building a continuum of services and programs for infants and toddlers and other efforts, such as the CCDF Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration among several agencies was marshalled in order to produce the document. Partners can be engaged to share the status update in 2015/16.</li> <li>• DEL convenes the B-3 subcommittee. WELP partners participate in conducting the assessment.</li> <li>• DEL provides staff capacity to convene. DEL, DOH, Thrive, OSPI, DSHS and other partners recruit members and participate in the subcommittee.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>By September 1, 2015</b>, DEL will share the current B-3 plan update document with WELP and other B-3 partners to advise future efforts.</li> <li>• <b>By December, 2015</b>, the B-3 Subcommittee will complete the assessment.</li> <li>• <b>By April, 2016</b>, the B-3 Subcommittee will finalize recommendations to ELAC, WELP, and DEL to advise next actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Embed supports for Family Friends and Neighbor care (FFN) (#17) and enhancing licensing policies (#22) that impact the quality of care for infants and toddlers, so they do not get lost.</li> <li>• Recognize other work we are doing for example, PD to increase the quality of care for infants and toddlers with IMH endorsements coming to Washington.</li> </ul>

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<b>Strategy #5 “Make Home Visiting Available to At-Risk Families”</b>	<ul style="list-style-type: none"> <li>• TANF emerging pilot</li> <li>• Implementation science development work is complete</li> <li>• Data transition is ongoing, critical</li> <li>• Advocacy successes through clarity of purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Key: TANF success while scaling</li> <li>• Key: Other scaling helps state footprint</li> <li>• Key: PP are amplified through process</li> <li>• Also: Use these to tell the HV story so scale continues</li> <li>• Also: Manage private match needs</li> </ul>	<ul style="list-style-type: none"> <li>• Same as existing collaboration and governance structures</li> <li>• Focused community engagement and support in specific places</li> <li>• Close work with PP agencies to create capacity to replicate</li> </ul>	<ul style="list-style-type: none"> <li>• 3 existing TANF cohorts at 50% enrollment by <b>June 30</b></li> <li>• 5 new TANF programs launched by <b>June 30</b></li> <li>• HV launched in 3 new, critical need communities by <b>June 30</b></li> <li>• 2 PPs ready to replicate in following year</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Combined Strategies: #16,#25,#26 #30 “Ensure Social-Emotional Learning – Parents, Caregivers, Early Learning Professionals; Provide Health, Mental Health and Social-Emotional Consultation in Early Learning Settings; Ensure Continuum of Social-Emotional Learning—Children”</b>	<ul style="list-style-type: none"> <li>• Broad based brain development module disseminated across early learning workforce.</li> <li>• Innovation sites piloting social emotional capacity building intervention pilots</li> <li>• Compassionate schools trainings being delivered to school When staff time is available)</li> <li>• Legislation pending regarding standards for Social Emotional Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Need to conduct an environmental scan of all professional development (PD) efforts underway across early learning, health, TANF, , K-12, housing, community, and the APPI focused upon increasing caregiver and child social emotional capacity.</li> <li>• Need to develop a plan to build upon synergy of existing PD efforts and find alignment across efforts to create efficiency, coordination and common language</li> </ul>	DEL, FOI, APPI, OSPI Who would lead?	<ul style="list-style-type: none"> <li>• By <b>October 1, 2015</b> a lead agency would be identified to complete an environmental scan of professional development efforts that address Social Emotional learning and caregiver capacity.</li> <li>• By <b>March 1, 2016</b> the scan is completed and results are shared with WELP and other key stakeholders to identify potential hotspots for action.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Strategy #35 “Strengthen Public Awareness and Action”</b>	DEL & Thrive are currently working together to form a 2-year plan that will achieve set of communications goals. Once	<b>Lead: DEL &amp; Thrive</b> <ul style="list-style-type: none"> <li>• Identify key early learning stakeholders and communication lead for</li> </ul>	DEL & Thrive must re-establish the communications network with key communicators.	<b>By September 30, 2015:</b> DEL and Thrive will have built a list of leverageable partners with specific communications leads for each	<ul style="list-style-type: none"> <li>• Appreciate that this is a priority strategy. Encourage unified messages across</li> </ul>

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	<p>achieved, these goals will strengthen public awareness and action to carry us beyond the remaining five years of the state Early Learning Plan.</p>	<p>each</p> <ul style="list-style-type: none"> <li>• Coordinate with advocates/policy leads</li> <li>• Establish annual calendar for meetings and locations</li> </ul> <p><b>Lead: DEL, Thrive, Comm. network</b></p> <ul style="list-style-type: none"> <li>• Establish common goals and objectives with statewide and local partners for comprehensive communications strategy including specific goals and measurable outcomes</li> <li>• Build comprehensive and detailed list of targeted audiences at the state and local level including specific contact information and meetings schedules (e.g., School Board members and meetings, City Council members and meetings, etc..)</li> </ul>	<p>After this is established, the key communicators, Thrive and DEL need to consistently collaborate.</p>	<p>organization involved.</p> <p><b>By November 30, 2015:</b> DEL, Thrive and the communication representatives will establish regular meetings and work toward united, clear, and consistent communication and public awareness goals.</p> <p><b>By January 30, 2015:</b> DEL, Thrive and the communication representatives will have identified clear target audiences and will begin distributing consistent messaging.</p>	<p>agencies with public awareness efforts.</p>
<p><b>Combined Strategies: #23 “Implement Comprehensive Professional Development and Compensation System”</b></p>	<ul style="list-style-type: none"> <li>• MERIT, Washington’s professional development registry is available and data from the registry has produced the first Early Learning Workforce report (2013).</li> <li>• Core Competencies are in</li> </ul>	<ul style="list-style-type: none"> <li>• Current compensation data and to inform salary schedule</li> <li>• Additional coordination with higher education on career pathways and course articulation</li> <li>• Develop an ECE degree program standards board</li> <li>• Expand support, policy and</li> </ul>	<ul style="list-style-type: none"> <li>• Higher education partners</li> <li>• Education Research and Data Center (ERDC)</li> <li>• Office of Superintendent of Public Instruction (OSPI)</li> <li>• Data analytics team (3SI)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>September 2015</b> Professional Development Consortium reconvenes</li> <li>• <b>January 2016</b> Coaching Certificate will be made available for EA coaches</li> <li>• <b>By July 2016</b>, early learning salary report will be available</li> </ul>	<ul style="list-style-type: none"> <li>• In the activities for #23, how can we comprehensively address pre-service and in-service system needs?</li> <li>• #23 focuses on PD, but does not address compensation issues in</li> </ul>

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	<p>place as a guiding resource for PD system development</p> <p>Update policies related to continuing education for early learning professionals, including training and trainer approval policies and quality assurance measures</p>	<p>practice around dual language instruction and supports for early learning professionals</p> <ul style="list-style-type: none"> <li>• PDC reconvenes to support future growth and alignment across PD state system work.</li> <li>• Development of credentials such as a Coaching Certificate and Infant/Toddler Certificate</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Development Consortium (PDC)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>By July 2016</b>, updated policies and practice related to continuing education for early learning professionals</li> </ul>	<p>the EL system with public &amp; private mixed delivery system. Look at The Gates Foundation report to start (Bob has this report).</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Combined Strategies: #10, #11, #27 and 28. “Increase Use of Early Literacy Services and Programs; Expand Early Numeracy Programs; Align Prekindergarten and K-3 Instructional and Programmatic Practices; and Implement Kindergarten Readiness Assessment (WaKIDS)”</b></p>	<ul style="list-style-type: none"> <li>• School districts are implementing the K-4 Literacy legislation, that places an increased focus on the importance of early literacy. ESDs are providing early literacy PD for PreK-K-1 teachers.</li> <li>• An “Early Numeracy Pathway” has been developed, which is being used in early numeracy trainings across the state</li> <li>• The Early Learning Collaboration component of WaKIDS continues to provide an incentive to schools and school districts to connect with early learning providers to align their instructional efforts and enhance the transitions for children from early</li> </ul>	<p>OSPI will be leading the following actions:</p> <ul style="list-style-type: none"> <li>• An Early Literacy Pathway document will be created and widely disseminated, and in conjunction with ESDs, additional PD will be provided in Early Literacy, including two or more “Reading Summits.”</li> <li>• Professional development resources or modules will be created for training on Early numeracy and steps will be taken to offer the training across the state</li> <li>• The phase-in of WaKIDS will continue with additional funding for full-day kindergarten, including the Early Learning collaboration component that will improve P-3 alignment</li> </ul>	<p>Other participants will include:</p> <ul style="list-style-type: none"> <li>• Department of Early Learning</li> <li>• Thrive Washington</li> <li>• Child Care Aware</li> <li>• Educational Service Districts</li> <li>• School Districts</li> <li>• Early Learning providers</li> <li>• Families</li> </ul>	<ul style="list-style-type: none"> <li>• The Early Literacy Pathway and Early Numeracy professional development resources/modules are created and disseminated statewide by <b>December 31, 2015</b>. The number of Early Literacy PD opportunities will increase by 200%.</li> <li>• There will be increased evidence of early learning collaboration, as reported in the annual survey of principals leading the implementation of WaKIDS.</li> <li>• The number of children being assessed by WaKIDS will exceed 65% of kindergarten students in the 2015-16 school year</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate that early numeracy is a priority. WaKIDS data shows the need for this specific focus.</li> </ul>

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	<p>learning into Kindergarten.</p> <ul style="list-style-type: none"> <li>There are a growing number of examples of school districts and Educational Service Districts that conduct professional development opportunities for early learning providers and school district teachers and staff.</li> </ul>				
<p><b>Strategy #6 “Ensure Developmental Screening”</b></p>	<p>DOH leads this in partnership with all the WELP partners and several others, including Washington Chapter of the AAP. Early Childhood Comprehensive Systems grant provides staff support to coordinate and support the collective impact effort.</p> <ul style="list-style-type: none"> <li>Maternal Child Health block grants funds local health jurisdictions</li> <li>Data group researching shared, cross-agency, data system (block grant funds supporting staff lead)</li> <li>Help Me Grow WA Partnership – advancing the common agenda,</li> </ul>	<p>DOH manages/administers/implements the grants, provides backbone and evaluation support, coordination, communication, and technical assistance</p> <p>This is ongoing work – is at least a 5 year plan from now - several objectives are being pursued concurrently, with various progress measures. In the coming year the Partnership will begin tracking shared measures (potential measures have been identified, but not confirmed yet)</p> <p><i>Note if legislation passes re: primary care reimbursement, that will have a big affect, but will mainly impact HCA, DOH, and WCAAP, not so much the other</i></p>	<p>WELP and other partners collaborate to provide leadership and take aligned actions to advance the Partnership work - agencies collaborate by authorizing staff to participate on Action Teams, the Focus &amp; Momentum Team, and the data group</p> <p>Training: DEL Early Achievers collaborate with HMG WA Partnership to determine criteria for achievement (of this EA mark), content of training, and definitions of scaffolding training &amp; expectations</p> <p>DEL Infant Toddler</p>	<p>Increase # of Infant Toddler consultants trained in promoting developmental screening in early care settings by.....</p> <p>Increase # of Early Achievers... (but first it needs to be defined, and approved training developed, a training implementation plan, etc – so this would involve a plan created by DEL in partnership with the HMG WA. Plan needs to include items already noted, as well as plan for implementation and delivery of training, system of CQI – feedback loops</p> <p>Increase # of primary care providers trained by... (kate has wcapp contract)</p> <p><b>By December 2015</b> the data group</p>	

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	including work with WCAAP to provide physician training	<p><i>WELP partners, so is not detailed here</i></p> <p>Some discussion as to when we seek to do public messaging around this – would need all WELP collaboration, but may not be the goal for this next year</p>	Consultation and Help Me Grow WA Partnership collaborate to roll out training (the pilot from Yakima, per LAUNCH grant)	will determine financing plan for shared data system	

\*S.M.A.R.T. Goals = Specific, Measurable, Achievable, Realistic and Timely

Click here to see example of “S.M.A.R.T. Goals”: [http://www.hr.virginia.edu/uploads/documents/media/Writing\\_SMART\\_Goals.pdf](http://www.hr.virginia.edu/uploads/documents/media/Writing_SMART_Goals.pdf)

### Additional input from ELAC

- What the role of the Racial Equity Theory of Change in this process? We do not see a lot of explicit reference (i.e. how to implement changes in professional development (#23) with an equity lens).
  - Ensuring parent voice (#20 & 21) is one way to address equity. DEL and Thrive could partner on supporting/strengthening parent voice.
- In WELP’s communication about the priorities, they should let people know which other priorities are being addressed by individual agencies.
- Consider adding Strategies #12 & #29 as priorities and anything that needs to be addressed for the Early Start Act. ECEAP and Full Day K facilities, capital improvements to comply with ERS and work force challenges come up across the state. Effective implementation of The Early Start Act should be paramount. Cannot implement ESA without addressing these issues.
- WELP should focus on what is realistic and doable – some combinations are too big. Consider picking one priority and measure the things we really want to change.
- Consider how the five agencies can work together on the CCDF Block grant plan. For example, the partner agencies can collaborate to implement family engagement through consumer education and outreach strategies.