

## Annual and Midyear Report Form

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Annual Report - Time Frame: January-December 2013

Mid-Year Report - Time Frame:

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**Briefly describe your accomplishments in the following areas. Where possible, indicate the goals from your work plan and the desired and actual outcomes**

Facilitate collaboration among Early Head Start and Head Start grantees and entities that provide child and family services to low-income families. Describe your accomplishments and outcomes in the following areas, as applicable.

### **School Transition**

To foster seamless and long-term success of Head Start children by promoting continuity of services between Head Start Child Development and Learning Framework and State early learning standards including pre-K entry assessment and interoperable data systems.

#### List Goal(s):

1. Smooth transitions occur for children between Head Start and school entry.
2. Early Learning Guidelines are implemented in ways that support various audiences (including parents, professionals, and diverse communities) and support integration of the Guidelines as a foundational element of Washington early learning systems efforts.
3. Head Start data is included in Washington efforts to tell the story of early learning through data.
4. Partners across the Pre-K through 3<sup>rd</sup> continuum in Washington have opportunities for shared learning and relationship development.

#### List Strategy(s):

1. Support the regional early learning coalitions to partner with ESDs to refine and implement the early learning collaboration component of WaKIDS.
2. Continue to serve on the cross-agency work team dedicated to implementation of the Guidelines
3.
  - a) Serve as lead Head Start contact within DEL for the build out of capacity for the Early Learning Management System (ELMS) to integrate Head Start sites into the system.
  - b) Serve on early learning data governance work group convened by DEL.
  - c) Facilitate development and implementation of data sharing agreements between DEL and Head Start grantees to transfer child level data into the state longitudinal data system known as the P-20 Warehouse.

4. Support implementation of the annual Starting Strong P-3 conference.

Describe the Outcomes/Results:

1. HSSCO funds were included in DEL's contract with Thrive by Five Washington to support the regional coalitions through Community Momentum Grants. The early learning collaboration component of WaKIDS is a part of the Community Momentum Grants. The Coalitions have each undertaken activities in their regions that align with the WaKIDS ELC framework developed last summer. Activities have focused on creating opportunities for early learning and kindergarten/elementary school teachers and staff to come together to analyze and use WaKIDS regional data as well as transition activities focused on supporting individual children.
2. The HSSCO worked with the cross-agency work team dedicated to Guidelines implementation to develop a draft Guidelines implementation plan based upon recommendations from a variety of sources including the Guidelines Redesign Committee, the Guidelines stakeholder input day held in October, and consultation with agency staff. This draft was shared with ELAC and revised based upon feedback. The next step is that it will go to the Early Learning Partnership (DEL, OSPI, and Thrive leadership) for their review. It should be noted that many aspects of Guidelines implementation are happening already such as integration into Early Achievers, trainings available online, integration into the CCA infant/toddler curriculum funded by DEL, presentations at various conferences, etc.
3.
  - a. The HSSCO has served as the Head Start contact within DEL for development of Head Start functionality in the Early Learning Management System (ELMS). This has included providing the developers with general information about Head Start and participating in a series of conversations to develop requirements for the build out. The first release of new functionality became operational in October. The HSSCO served as primary contact with Head Start users and provided significant user support as well as working with developers to identify system problems and determine solutions. Having a data base of Head Start sites is necessary for Head Start participation in Early Achievers. Currently, the majority of Washington grantees (including tribal) have entered site information into the ELMS system.
  - b. DEL has not yet convened an early learning data governance workgroup but the HSSCO has been involved in a series of cross division conversations within DEL as well as with partners at the Education Research Data Center (ERDC), WSA, Region X, and OSPI about the best way to move this work forward.
  - c. The HSSCO has worked with the new Data Governance Manager within DEL to support moving forward with developing and implementing processes for inclusion of Head Start data in the P20 data warehouse. DEL currently has convened a technical work group consisting of

interested grantees and state level staff focused on the logistical aspects of data transfer as well as a group focused on the conceptual/policy aspects of this work which includes representatives from interested grantees, WSA, Region X, and ERDC.

4. HSSCO funds were included in the contract to support implementation of the 2013 Starting Strong conference and the HSSCO participated in the event and did representatives from many local Head Start grantees.

### **Professional Development**

To collaborate with institutions of higher education to promote professional development through education and credentialing programs from early childhood providers in states

#### List Goal(s):

1. Efforts to increase the qualifications of Head Start teachers do not compromise the capacity of AIAN programs to have tribal staff in classrooms.
2. Washington's professional development registry, MERIT, is inclusive of Head Start staff and serves as a tool for Head Start grantees to track the professional development of their staff.
3. Head Start teachers are able to take advantage of available resources related to degrees and credentials.

#### List Strategy(s):

1. Support the First People's First Steps Alliance to explore alternative credentialing pathways for tribal early learning teachers.
2. Serve as lead Head Start contact within DEL for planning modification of MERIT for Head Start use and convene opportunities for direct Head Start user input.
3. Provide up to date information regarding Washington Head Start grantees to OSPI for inclusion on low-income schools list so that teaching staff are able to claim Perkins student loan forgiveness benefit.
4. Work to get Head Start included in eligibility for scholarships through Early Achievers.
5. Ensure that Head Start staff are aware of current education/credentialing options in WA and that those options meet Head Start needs. (sally)
6. Participate in DEL efforts to update the education verification process and career lattice as well as to develop RBPB competencies....

#### Describe the Outcomes/Results:

1. The HSSCO has a contract in place with the Foundation for Early Learning (FEL) to provide support for the project to explore alternative credentialing options for tribal early learning teachers. FEL convenes and supports the First People's First Steps Alliance. FEL has worked with the Alliance to identify a

lead for this work- the team is led by Dr. Michael Pavel. Dr. Pavel is a professor at the University of Oregon and a member of the Skokomish Tribe. The team has developed a plan for the project and is currently implementing the first phase which is focused on information gathering via literature review, mapping of current options, and a series of focus group conversations with tribal communities and partners. A report of findings and recommendations will be completed in February of 2014.

2. The HSSCO has been intensely engaged in efforts over the past year to plan and implement modifications to MERIT for Head Start users. The HSSCO, in partnership with other DEL staff, convened a user input day for Head Start and ECEAP program staff to learn about MERIT and provide advice about modifications needed. Internally, the HSSCO has served as the Head Start representative on the work team to develop requirements for phases one and two of modifications for Head Start. Modifications have been focused on the basic functionality needed for Head Start to be able to join Early Achievers. This includes additions and adaptations related to existing MERIT functions such as position titles, slot information, etc. as well as the creation of new functionality to reflect the Head Start grantee to site operating structure. Phase one modifications were released in October. Phase two modifications are scheduled to be released in January.
  
3.
  - a. The HSSCO has worked with OSPI to provide grantee information so that all Head Start grantees are included on the low income schools list and employees are therefore eligible for Perkins loan forgiveness. Information regarding this benefit has been provided to Head Start grantees.
  
  - b. The HSSCO has worked with DEL professional development staff to revise policy regarding the Opportunity Grants and Washington Scholars scholarship opportunities to make these available to Head Start staff who are associated with grantees participating in Early Achievers.
  
  - c. The HSSCO has a contract in place with Sally Holloway from Whatcom Community College to develop materials and tools which outline current ECE degree and credentialing opportunities across the state and to provide orientation to Head Start grantees regarding these opportunities and tools.
  
  - d. The HSSCO currently serves on the workgroup to review and revise the Washington Career Lattice and the education verification system as well as the workgroup to develop core competencies for relationship based professional development.

## **Child Care and Early Childhood Systems**

To coordinate activities with the State agency responsible for State CCDBG program and resource and referral, to make full-working-day and full calendar year services available to children. Include Head Start Program Performance Standards in State efforts to rate the quality of programs (Quality Rating and Improvement System, or QRIS) and support Head Start programs in participating in QRIS and partnering with child care and early childhood systems at the local level.

### List Goal(s):

1. Head Start grantees participate in Early Achievers (Washington's QRIS)
2. Early Achievers serves as vehicle for information sharing and relationship building between Head Start and child care.
3. Head Start service distribution information is taken into account in efforts to expand early learning opportunities equitably across the state.

### List Strategy(s):

1. Work with HS/ECEAP Early Achievers pilot to test processes for HS/ECEAP participation in Early Achievers and use findings to develop customized pathway for future HS/ECEAP participation.
2. Work with HS/ECEAP Early Achievers pilot to develop processes for operationalizing training/resource center concept outlined in Washington's Race to the Top application.
3. Partner with ECEAP to conduct periodic updates to the saturation study which details breakdown of Head Start and ECEAP services available in WA down to the school district level.

### Describe the Outcomes/Results:

1. The Head Start/ECEAP Early Achievers pilot is now complete and the findings have been used to develop a Reciprocity Pilot Project Report and Reciprocity Plan. The Plan outlines pilot findings and how the pathway for Head Start and ECEAP participation in Early Achievers will look going forward. The HSSCO has been intensely engaged in DEL efforts to develop processes necessary to implement the recommendations outlined in the Plan.
2. The first round of training resource centers (TRCs) are now operational and have begun to implement activities. Resource sharing activities for this phase include the following areas: parenting classes, developmental screenings, reflective practice/professional learning groups, language and literacy, and CLASS supports. Contracts for TRC activities are in place with seven grantees.
3. The HSSCO supported collection of Head Start slot data for inclusion in the saturation study which will inform distribution of new ECEAP slots.

## **Regional Office Priorities**

To support other regional office priorities such as, but not limited to,

- family and community partnerships;
- health, mental health, and oral health;
- disabilities; and
- support to military families.
- Other special OHS and ACF initiative requests for HSSCO support should be routed through the OHS Regional Offices

## **List Goal(s):**

1. Head Start grantees have increased capacity to meet children's oral health needs.
2. There is increased access of Head Start services by children and families involved in the child welfare system.
3. Strengths-based family support philosophies and strategies are embedded in Washington's early learning system.
4. Strong partnership takes place between OHS Region X and DEL.

## **List Strategy(s):**

1. Building upon the work of the Head Start Dental Home Initiative, continue to provide opportunities for Head Start staff to come together with ABCD regional coordinators to engage in peer and cross program learning and planning.
2. Engage in dialogue with DSHS Children's Administration staff regarding reasons for low utilization of Head Start services by children and families involved in child welfare and strategies for improving utilization.
3. Provide support to the Strengthening Families Washington Collaborative to engage in strategic planning and capacity building.
4. Convene opportunities for leadership from OHS Region X and DEL to come together to share information and engage in joint planning.

## **Describe the Outcomes/Results:**

1. The HSSCO worked in partnership with the Washington Dental Service Foundation (WDSF) to convene a meeting of Head Start/ECEAP health staff and Access to Baby and Child Dentistry (ABCD) regional coordinators. The focus of the meeting was to provide information about each of the programs and facilitate cross-program learning, communication and planning related to supporting the oral health of young children in low-income families in Washington.

2. The HSSCO has provided information to lead staff for the Child Welfare Early Learning Partnership project and has distributed information about the project and its findings to Head Start grantees. The goal of the project is to utilize early education partnerships to expand protective factors and mediate the effects of adverse experiences of families involved in the child welfare spectrum from prevention to permanency.
3. The HSSCO contributed funds to the DEL contract with Melissa Ransdell to provide strategic consultation for the work of the Strengthening Families Washington Collective. Through this work the collective has adopted a new operational structure, Holacracy, which encompasses decision making strategies and role accountabilities for the leadership circle. The consultant also worked with the Strengthening Families Washington team at the Dept. of Early Learning to identify our role with the Collective outlining common factors, gaps and opportunities to align our work allowing for coordinated collaboration.
4. The HSSCO has convened opportunities for DEL and OHS Region X to engage in information sharing and planning related to development and implementation of Head Start participation in Early Achievers.

**Briefly describe your additional accomplishments and outcomes in the following areas. Where possible, indicate the goals from your work plan and the desired and actual outcomes**

**Head Start involvement in the development of state policies, plans, processes and decisions. Including**

- your activities with State Advisory Council (SAC) on Early Childhood Education and Care or other activities related to the SAC
- your activities with the Head Start Association both State and Regional
- other activities as appropriate

**List Goal(s)**

1. Two-way communication between the HSSCO and local Head Start grantees takes place so that grantees have information about state level initiatives and opportunities for input and participation and the HSSCO has information about grantee needs and interests.
2. Key Partners in Washington have access to information about Head Start including details specific to Washington.
3. Head Start perspective is included in state level planning and decision making.

**List Strategy(s):**

1.
  - a. Distribute bimonthly HSSCO newsletter.

- b. Leverage WSA meetings/conferences as opportunities to connect with Head Start grantees in order to both gather and distribute information.
  - c. Visit Head Start grantees to learn about the diverse ways Head Start services are being provided across the state and provide opportunities for dialogue with local programs about their needs and interests related to state level activities/initiatives.
- 2. Serve as single point of contact for Head Start at the state level and respond to requests
- 3.
  - a. Serve on the Early Learning Advisory Council (ELAC).
  - b. Participate in internal DEL dialogue and planning efforts.
  - c. Ensure Head Start representation is included in opportunities for stakeholder engagement at the state level.

**Describe the Outcomes/Results:**

- 1.
  - a. Newsletters were distributed to Head Start programs and partners in February, April, June and September. All newsletters are available on the HSSCO page of the DEL website.
  - b. The HSSCO was represented at the winter WSA meeting in March, the Head Start directors meeting in July, the fall WSA meeting in October, and the winter directors meeting in November.
  - c. The HSSCO made visits to the Opportunity Council in Bellingham and the Port Gamble S’Klallam tribe in Kingston. HSSCO staff had the opportunity to learn about grantee operations and concerns and to engage in conversation with program leaders.
- 2. The HSSCO responded to various requests for data and information including throughout legislative session.
- 3.
  - a. The HSSCO continues to serve as an active member of the Early Learning Advisory Council along with the Head Start program representative also on the council.
  - b. The HSSCO has brought Head Start perspective to a variety of DEL efforts mentioned throughout this document including Early Achievers, MERIT, and efforts to collect longitudinal early learning data.

- c. Head Start local programs are currently well represented across state level efforts and initiatives including Early Achievers, MERIT modifications, Advancing Racial Equity, the State to Local Coordination Project, and the Ready and Successful Schools work group.

**Work with the required annual needs assessment regarding the needs of Head Start grantees with respect to coordination, collaboration, alignment of services and alignment of curricula and assessments.**

The annual needs assessment will be implemented in the winter. It has previously been done in the fall but due to feedback from grantees the HSSCO has obtained permission from Region X to postpone it to winter when grantees have fewer competing priorities.

**A description of the work you have completed on developing or revising the five-year strategic plan.**

The five-year strategic plan was updated in the spring and has been submitted to OHS and posted online.

**Briefly describe your efforts to support the coordination of Head Start services to American Indian/Alaska Native and Migrant and Seasonal Head Start programs in your State.**

AIAN and MSHS programs are included in all HSSCO communications and opportunities for participation in state level activities. Both AIAN and MSHS were represented in the Early Achievers pilot. The HSSCO also serves on the advisory committee for the AIAN Head Start Collaboration Office. In addition, the work in partnership with the First People's First Steps Alliance is deeply focused on the needs of AIAN Head Start programs.

**Describe additional activities and successes in the past year.**

List Goal(s):

1. Washington's early learning system building efforts are intentional about meeting the needs of children and families of color.
2. Washington Head Start grantees are able to provide recruitment information to families who may be eligible for services.

List Strategy(s):

1. Participate in the Advancing Racial Equity effort led by Thrive by Five Washington to develop and implement a racial equity theory of change.
2. Implement and maintain data sharing agreements between DEL and individual grantees to provide DSHS client information by zip code to grantees to be used for recruitment.

**Describe the Outcomes/Results:**

- a. The Racial Equity Theory of Change document is complete and is serving as a resource to guide conversations about how we as state ensure that we are addressing the opportunity gap with intention as we implement the Early Learning Plan. The HSSCO is a participant in the continuing community of practice for this work.
  
1. The HSSCO partnered with DEL ECEAP to provide DSHS client information to be used in recruitment efforts to interested Head Start grantees via data sharing agreements. DEL currently has data sharing agreements with 29 grantees.

**How do your responses to the questions above impact your approved work plan for the current or coming year?**

Because the work plan was recently updated, there is no significant impact at this time.