

## ECEAP Expansion Think Tank July 17, 2017 Meeting Summary

This paper summarizes the updates provided by DEL and Think Tank member input provided at the July 19, 2017 ECEAP Expansion Think Tank meeting.

### I. UPDATES

In addition to updates noted in the attached PowerPoint slides, DEL shared the following.

- A. Kelli Bohanon shared updates related to ECEAP. In addition to what is included on the attached PowerPoint, she noted that [SB 5605](#) (allows DEL, OPSI and DSHS to share portable background checks) passed. OSPI, DEL and DSHS are now working on implementation.
- B. Kelli also noted that funding for facilities will begin soon after the capital budget passes. DEL and the Department of Commerce are working on implementation. (Capital budget has not yet passed.)
- C. Nicole Rose shared updates about DEL's transition to the Department of Children Youth and Families (DCYF)
  - Ross Hunter will begin serving as the Director of the new Department as of August 1, 2017. Heather Moss has been appointed as the DEL Director during for the upcoming transition year.
  - The DCYF website can be found [here](#). The website includes the list of deliverables, information about the Office of Innovation, Alignment and Accountability (OIAA).
  - Office of Innovation, Alignment and Accountability (OIAA), which will consist of 8-10 staff, will plan the implementation of the new Department as described on the [Department Website](#). Over the course of the next year, beginning July 1, 2017, OIAA is tasked with developing and presenting a plan for the establishment of the DCYF, including consulting with stakeholders on the development of the plan, and engaging through the Secretary with the Department of Social and Health Services (DSHS), Department of Early Learning (DEL), Office of Financial Management (OFM) and the Office of the Governor to achieve the best possible results for the children and families of Washington. In conjunction with research institutions, including university-based research institutions, the Education Research Data Center, the DSHS Research and Data Analysis office, the Washington State Institute for Public Policy, the Washington State Center for Court Research, and federally recognized tribal representatives, OIAA will facilitate the establishment of technical and policy work groups to aid in the development of an integrated portfolio management and administrative structure for the DCYF. This includes establishing mechanisms for effectively partnering with community-based agencies, courts, small businesses, the federally recognized tribes in the state of Washington, providers of services for children and families, communities of color, and families themselves.
  - A question was asked about the implications of the transition for the Early Learning Regional Coalitions, coalitions, the Early Learning Advisory Council, State Interagency Coordinating Council, and the Indian Policy Early Learning work group. This will be part of the transition discussion and information will be shared when it is known.
- D. Early Childhood Workforce Council. The new Council has held its first meeting. Information about Council work and meetings can be found online [here](#). The ECE Workforce Council will provide advice and recommendations to the Department of Early Learning, other education-related state agencies, colleges and universities pertaining to: Early Learning Competencies, Credentials, and Standards; Career Pathways; Culturally Responsive Professional Development; and Workforce Expansion.
- E. Garrison Kurtz shared updates about the Contracting Work Group. These updates are included in the attached PowerPoint.
- F. Bea Kelleigh shared updates about the Core Team that is working with DEL to complete the Self-Assessment of Pre-K Quality. The core team is close to completing the Self-Assessment. Two surveys have been

conducted. (Many thanks to the teachers and directors who dedicated precious time to responding to the survey.) Recommendations from the Core Team about next steps for program quality improvement will be included in the Expansion Plan.

## II. Readiness Pathways for Different Types of Providers

Developing ways to help potential new providers determine if ECEAP is a good fit for their organization, submit a strong proposal, and prepare to deliver high-quality ECEAP services is essential to ECEAP expansion. Provider types include child care centers, child care family homes, school districts, and rural and remote providers. Think Tank members were asked to suggest ways to strengthen near-term readiness pathways drawing upon the attached *Right Slot Right Place Map* of steps and actions. Small groups explored the following three questions about ways to promote readiness.

### Questions

- A. Variations - *What, if any, variations from policies, rules, standards and requirements might be needed and why?*
- B. Supports - *What, if any, different supports will be needed for the pathway?*
- C. Resources to Redeploy - *What ideas do you have for how DEL and/or contractors could redeploy resources to make this possible?*

A. Highlights. Each small group shared the following highlights of their discussion.

- Child Care Centers - There should be a mandatory orientation webinar for potential ECEAP Subcontractors.
- Family Child Care Homes - There should be a competency-based assessment for teachers rather than depending so much on credentials.
- School Districts - Provide sample organizational charts to help potential providers “see” the responsibilities and requirements and consider how they might fit in their organizations.
- Rural and Remote - Increase income eligibility, allow more over-income slots and allow smaller slot minimums.

B. Comments. Responses to each question are noted in the provider steps (drawn from the *Right Slot, Right Place Map*) are noted on the following pages below for each type of provider.

Child Care Center Readiness Pathway					
Steps	1. Set Slots & Policy	2. Identify & Engage Potential Providers	3. Enable Provider Readiness	4. Prepare Providers to Offer Services	5. Provide High-Quality ECEAP Services
<b>ECEAP Contractors / Providers</b>	a. Determine availability of eligible families in service area.	b. Learn about ECEAP services & requirements. c. Consult with DEL/community partners about need. d. Determine fit with agency philosophy, plans, finances. e. Identify space or request facilities support.	f. Participate in readiness process (if new). g. Assess ability to reach EA level 4 / staff services. h. Explore contractor/subcontractor role. i. Create business plan & financial model.	j. Recruit, hire & train staff. k. Participate in orientation/training. l. Train teachers in GOLD™. m. Set up data/reporting systems. n. Recruit /enroll families. o. Set up environments. p. Set staff PD plans.	q. Meet all standards/requirements r. Achieve EA 4/5 rating. s. Enter ELMS data. t. Administer child assessments. u. Implement CQI practices. v. Implement strong cultural/linguistic responsiveness practices. w. Connect with regional partners
A. Variations	a. <u>Eligibility</u> . Change rules so that more over income children can be served in ECEAP. b. <u>Eligibility</u> . Change criteria of eligibility at the local level. Follow DSHS guidelines (200% FPL) but stagger for points of eligibility.	c. <u>Orientation</u> . Require a mandatory ECEAP Orientation before new contractors submit applications.		d. <u>ELMS/Enrollment Training</u> . Conduct this training in the Summer so that providers can be prepared. e. <u>Scholarships</u> . Continue/expand Early Achievers scholarships. f. <u>Internships</u> . Create ability for intensive student teaching internships. g.	
B. Supports				a. <u>ELMS/Enrollment Training</u> . Conduct this training in the Summer so that providers can be prepared. b. <u>Scholarships</u> . Continue/expand Early Achievers scholarships. c. <u>Internships</u> . Create ability for intensive student teaching internships. d. <u>Workforce Pipeline</u> . Incorporate ECEAP (or ECE?) into Running Start.	e. <u>Subcontractor Webinars</u> . Hold webinars for subcontractors.
C Resources					

Child Care Family Home Readiness Pathway					
Steps	1. Set Slots & Policy	2. Identify & Engage Potential Providers	3. Enable Provider Readiness	4. Prepare Providers to Offer Services	5. Provide High-Quality ECEAP Services
ECEAP Contractors / Providers	<ul style="list-style-type: none"> <li>a. Determine availability of eligible families in service area.</li> </ul>	<ul style="list-style-type: none"> <li>b. Learn about ECEAP services &amp; requirements.</li> <li>c. Consult with DEL/community partners about need.</li> <li>d. Determine fit with agency philosophy, plans, finances.</li> <li>e. Identify space or request facilities support.</li> </ul>	<ul style="list-style-type: none"> <li>f. Participate in readiness process (if new).</li> <li>g. Assess ability to reach EA level 4 / staff services.</li> <li>h. Explore contractor/subcontractor role.</li> <li>i. Create business plan &amp; financial model.</li> </ul>	<ul style="list-style-type: none"> <li>j. Recruit, hire &amp; train staff.</li> <li>k. Participate in orientation/ training.</li> <li>l. Train teachers in GOLD™.</li> <li>m. Set up data/reporting systems.</li> <li>n. Recruit /enroll families.</li> <li>o. Set up environments.</li> <li>p. Set staff PD plans.</li> </ul>	<ul style="list-style-type: none"> <li>q. Meet all standards/ requirements</li> <li>r. Achieve EA 4/5 rating.</li> <li>s. Enter ELMS data.</li> <li>t. Administer child assessments.</li> <li>u. Implement CQI practices.</li> <li>v. Implement strong cultural/ linguistic responsiveness practices.</li> <li>w. Connect with regional partners</li> </ul>
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B. Supports	<ul style="list-style-type: none"> <li>a. <u>Administrative funds</u>. Provide additional administrative funds. This model costs more.</li> <li>b. <u>Programming</u>. Summer programming funds are important for this business model.</li> <li>c. <u>Slot/subsidy rates</u>. Address the issue of FCCH's receiving less for ECEAP than for WCCC. Make ECEAP subsidy rate the same as the higher Head Start rate.</li> <li>d. <u>Risk factors</u>. Add additional funding for very high-risk children.</li> <li>e. <u>Shared Services</u>. Have family support done by shared service hub.</li> <li>f. <u>Subcontractor rates</u>. Ensure adequate slot rates % is passed through to FCCHs.</li> </ul>			<ul style="list-style-type: none"> <li>g. <u>Shared service hubs</u>. Create shared services hubs for FCCH comprehensive services.</li> <li>h. <u>Funding</u>. Allow partial slot rates for non-eligible children to preserve capacity.</li> </ul>	<ul style="list-style-type: none"> <li>i. <u>Fluctuating capacity</u>. Find a way to preserve capacity during fluctuation of enrollment.</li> </ul>
C Resources				<ul style="list-style-type: none"> <li>a. <u>Reframe politics of credentialing</u>. Degrees are easy to communicate, vs. competencies.</li> </ul>	

Rural and Remote Readiness Pathway					
Steps	1. Set Slots & Policy	2. Identify & Engage Potential Providers	3. Enable Provider Readiness	4. Prepare Providers to Offer Services	5. Provide High-Quality ECEAP Services
<b>ECEAP Contractors / Providers</b>	a. Determine availability of eligible families in service area.	b. Learn about ECEAP services & requirements. c. Consult with DEL/community partners about need. d. Determine fit with agency philosophy, plans, finances. e. Identify space or request facilities support.	f. Participate in readiness process (if new). g. Assess ability to reach EA level 4 / staff services. h. Explore contractor/subcontractor role. i. Create business plan & financial model.	j. Recruit, hire & train staff. k. Participate in orientation/training. l. Train teachers in GOLD™. m. Set up data/reporting systems. n. Recruit /enroll families. o. Set up environments. p. Set staff PD plans.	q. Meet all standards/requirements r. Achieve EA 4/5 rating. s. Enter ELMS data. t. Administer child assessments. u. Implement CQI practices. v. Implement strong cultural/linguistic responsiveness practices. w. Connect with regional partners
A. Variations	<u>Slot Numbers</u> . Ability to provide fewer slots in rural settings. <u>Cost Allocation</u> . Cost allocation is hard when balancing ECEAP, HS, IDEA and SPED. <u>Eligibility</u> . Increase eligibility income guidelines to 185% in rural areas consistent with free/reduced lunch eligibility	<u>Facilities</u> . Small communities may need new classrooms due to lack of facilities.	<u>Professional Development Requirements</u> . These requirements are challenging to meet especially with staffing and prioritization.	<u>Staff Turnover</u> . Turnover is high in some programs. This creates a huge budget hole. <u>Professional Development</u> . Build in classroom time to take the course.	<u>Community Culture/Stigma</u> . ECEAP needs to fit into the community culture. We need to breakdown the stigma by having mixed income classrooms rather than classrooms only for low-income, high-risk children.
B. Supports	<u>Transportation</u> - Set policy to include funds for transportation rural areas. Build upon the <a href="#">Medicaid Digital Transportation Broker Approach</a> . <u>Facilities</u> - Classrooms and facilities are often needed in rural areas.	<u>Funding Requirements</u> . Varied requirements of different fund sources create challenges to staffing and meeting needs of small settings <u>Staff Commuting Costs</u> . Support is to cover costs for those who travel longer distances. <u>Substitute Pool</u> . Subs are needed. Recruiting from the local community is ideal. Support is also needed to cover costs for those who travel longer distances.	<u>K-12 Superintendents</u> . Educating superintendents on Early Achievers and ECEAP is critical. <u>Start Up Funds</u> . Provide start-up funds for new classrooms that meet ECRS and licensing requirements.	<u>Comprehensive Services</u> . There are not enough health, mental health providers in rural areas which makes referrals hard. <u>Higher Rural Coats</u> . Travel costs to send staff to trainings is very high. Either more funds or alternative methods are needed.	
C Resources	<u>Medicaid Digital Transportation Broker</u> . Draw upon this transportation resource for medical and dental referrals.		<u>Competency</u> . Develop a method to assess competency rather than depending so much on education so that we can increase supply.		

School District Readiness Pathway					
Steps	1. Set Slots & Policy	2. Identify & Engage Potential Providers	3. Enable Provider Readiness	4. Prepare Providers to Offer Services	5. Provide High-Quality ECEAP Services
<b>ECEAP Contractors / Providers</b>	a. Determine availability of eligible families in service area.	b. Learn about ECEAP services & requirements. c. Consult with DEL/community partners about need. d. Determine fit with agency philosophy, plans, finances. e. Identify space or request facilities support.	f. Participate in readiness process (if new). g. Assess ability to reach EA level 4 / staff services. h. Explore contractor/ subcontractor role. i. Create business plan & financial model.	j. Recruit, hire & train staff. k. Participate in orientation/ training. l. Train teachers in GOLD™. m. Set up data/reporting systems. n. Recruit /enroll families. o. Set up environments. p. Set staff PD plans.	q. Meet all standards/ requirements r. Achieve EA 4/5 rating. s. Enter ELMS data. t. Administer child assessments. u. Implement CQI practices. v. Implement strong cultural/ linguistic responsiveness practices. w. Connect with regional partners
A. Variations	a. <u>Analysis/ modified pathway.</u> Review ERS and WAC's to identify the sections that pose problems. Consider a possible modified pathway for school districts (modified for a specific period of time).	b. <u>Barriers.</u> Look back at districts who applied but did not get slots to analyze what their barriers were.	c. <u>Unions.</u> Be aware of issues related to unions.		
B. Supports	.	a. <u>Illustrate required roles.</u> Organizational charts. Provide a variety of organizational slots to help illustrate the responsibilities that are necessary.	b. <u>Family Support.</u> Districts may need more support with the family engagement portion of ECEAP to embrace the whole child/whole family, strengths based philosophy.	c. <u>Workforce.</u> Ensure availability of staff that are culturally competent and well versed in strengths based and whole child/whole family philosophy.	
C Resources					

### III. Comments on Draft Expansion Outline, Theory of Change, Narrative and Enable Expansion Action Plan

The Think Tank offered comments on the attached July 13, 2017 draft Expansion Plan Outline and Work-in-Progress Expansion Plan. Small groups of Think Tank members reviewed different sections of the Expansion Plan Outline and Work-in-Progress Expansion Plan. Comments offered on each draft section are noted below.

Expansion Plan Outline			
1. Do you have any major changes to the structure or content?		2. Do you see any big missing concepts needed to help readers understand ECEAP's importance and the context	
Location	Comment	Location	Comment
	This will be long so include an executive summary.		
IIB4.	Equity is at the forefront of the principles. Bring it to the top of the outline IIB4.		
IIC.	Name the early learning programs to be clear what "the system" means		
Purpose	Include OSPI as a primary audience.		
II.	Streamline the principles so that priorities are maintained		
IIC.	Specify licensing, Early Achievers, ECEAP		
IIB4. /all	Change (cultural) responsiveness to competency		
IIE2c.	Allow funding and other flexibilities to fill slots. Streamline methods for providing both ECEAP and Head Start in school districts.		
Do you have any observations About other sections of the Draft Plan?			

Theory of Change			
1. Will these strategies (in combination with other elements of the Theory of Change), enable expansion?		2. Is there anything missing?	
Location	Comment	Location	Comment
	Note that it is not in chronological or prioritized order	TOC	Add 2-generation approach/parent focus to the theory of change
Do you have any observations About other sections of the Draft Plan?			
		CQI	Who is doing the research and looking at the outcomes (DEL, Thrive, regional role)
		CQI/ innovation	Research and innovation at the local program level? Need to define roles and funding source?
		CC funding model	Look at how payments flow. Child care currently relies on a classroom model. This is a huge roadblock. The business model of child care doesn't match up. Find flexibility and a 3rd way solution. Explore what that can look like and what is DE's relationship with contractors is: direct contractual or regionalized?

Expansion Plan Narrative			
1. Do you see any ways to make a stronger case for ECEAP?		2. Is the narrative consistent with the Guiding Principles?	
Location	Comment	Location	Comment
Ex. Summary	This will be long, so include an executive summary		90% Goal: Use the lofty goal to frame what we need but balance the opportunity to make progress with the very real limitations and need to lay the ground work for future requests. Be careful not to over-promise ECEAP's contribution to the 90% goal as this is not a silver bullet (e.g., there is a time lag before results are seen, eligibility for the program limits the percentage of children who are behind that we reach, not all families who are eligible and would benefit actually enroll) - Avoid a programmatic promise in favor of language that this contributes to the larger goal.
	Be more strengths-based in the why of ECEAP expansion.		Use more strengths-based language.
	Clarify how ECEAP address the current 40% rate of school readiness in all six domains		Make the case of how this supports families - e.g., families want different choices - so offering multiple options is vital
Sec C.	Be stronger in the education frame. The state just made a huge investment in K-12. Underscore ECEAP as key to the success of that investment.		The content and connections to P-3 are light.
<i>Do you have any observations About other sections of the Draft Plan?</i>			

<b>Enable Expansion Action Plan</b>			
1. Are there unnecessary or missing actions?		2. Are there better ways to sequence or streamline action?	
Location	Comment	Location	Comment
lb.	Across all years - evaluation about whether slots are in the right places - (intentionality). Consider including more demographic and economic health information.	Service Area Agreements	Where do service area agreements fit in the ECEAP Expansion Plan?
1a.	We need ways to get a better sense of what else is happening in the community (1a- risks).		Include a 2023 assessment of what children are not being reached, relook at school readiness goals, participation assumptions, etc.
	Include a larger focus on equity of access to resources.	Facilities/ adaptations	Quality is missing. Housing for existing children, driving, rural, etc. Continue to look at adaptations.
	We need to look at the cost of things in each region and consider differential rates, a menu of services to extend ECEAP to more families and places.	4d.	Cost of Quality Study - Move up to 17-18 (really try to get at the cost per child and look carefully at the cost of comprehensive services).
3c.	Define adaptations more specifically.	6k-T	Which of these should be carried through for each of the subsequent years.
5.	What are the real needs for supports such as grant writing and technical assistance?		
	Call out the workforce pieces and link to other sections.		
5d.	Onboarding needs strengthening. Include mentoring with new directors, and how to onboard subs and training for subs.		
<i>Observations About Other Sections of the Draft Plan</i>			
	Current eligibility requirements need to be expanded.		
	To what extent are subs receiving the ECEAP Reminders and Links, etc.?		
	Clarity of communication is key.		
	It is important to have both qualitative and quantitative data.		
	We need to make sure that we do not stop at entitlement. How do we make sure that we continue beyond entitlement?		
	We should strengthen partnerships with other community agencies. DEL should consider this carefully before bringing things in house.		

#### **IV. Volunteers to Work on Readiness Pathways**

Think Tank members were asked to consider volunteering to participate in a phone call or two between meetings to further develop the readiness pathways. DEL will also ask others to join the calls. The following people signed up to help work on each of the readiness pathways.

1. Danielle Rasmussen (Child Care Centers)
2. Phoebe Anderson (Signed up by Deeann Puffert) (Child care Centers and Child Care Family Homes)

3. Debra Mueller (Child Care Centers)
4. Jennifer Jennings-Shaffer (Child Care Family Homes)

#### V. Meeting Evaluation

The meeting was productive. No suggestions for improving the meeting process were offered. Think Tank members suggested exploring additional ways to engage parents in the Think Tank.

#### VI. Next Steps

1. The ECEAP Expansion team will:
  - a. Work with a few Think Tank members to explore ways to engage parents in the Think Tank.
  - b. Convene readiness pathway work groups (two conference calls per pathway) to flesh out readiness pathways for child care providers, child care family homes, K-12 and rural and remote providers.
  - c. Use your advice from this meeting to flesh out the draft ECEAP Expansion Plan and confirm with DEL.

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C Resources				<ul style="list-style-type: none"> <li>a. <u>Reframe politics of credentialing</u>. Degrees are easy to communicate, vs. competencies.</li> </ul>	

Rural and Remote Readiness Pathway					
Steps	1. Set Slots & Policy	2. Identify & Engage Potential Providers	3. Enable Provider Readiness	4. Prepare Providers to Offer Services	5. Provide High-Quality ECEAP Services
<b>ECEAP Contractors / Providers</b>	a. Determine availability of eligible families in service area.	b. Learn about ECEAP services & requirements. c. Consult with DEL/community partners about need. d. Determine fit with agency philosophy, plans, finances. e. Identify space or request facilities support.	f. Participate in readiness process (if new). g. Assess ability to reach EA level 4 / staff services. h. Explore contractor/subcontractor role. i. Create business plan & financial model.	j. Recruit, hire & train staff. k. Participate in orientation/training. l. Train teachers in GOLD™. m. Set up data/reporting systems. n. Recruit /enroll families. o. Set up environments. p. Set staff PD plans.	q. Meet all standards/requirements r. Achieve EA 4/5 rating. s. Enter ELMS data. t. Administer child assessments. u. Implement CQI practices. v. Implement strong cultural/linguistic responsiveness practices. w. Connect with regional partners
A. Variations	<u>Slot Numbers</u> . Ability to provide fewer slots in rural settings. <u>Cost Allocation</u> . Cost allocation is hard when balancing ECEAP, HS, IDEA and SPED. <u>Eligibility</u> . Increase eligibility income guidelines to 185% in rural areas consistent with free/reduced lunch eligibility	<u>Facilities</u> . Small communities may need new classrooms due to lack of facilities.	<u>Professional Development Requirements</u> . These requirements are challenging to meet especially with staffing and prioritization.	<u>Staff Turnover</u> . Turnover is high in some programs. This creates a huge budget hole. <u>Professional Development</u> . Build in classroom time to take the course.	<u>Community Culture/Stigma</u> . ECEAP needs to fit into the community culture. We need to breakdown the stigma by having mixed income classrooms rather than classrooms only for low-income, high-risk children.
B. Supports	<u>Transportation</u> - Set policy to include funds for transportation rural areas. Build upon the <a href="#">Medicaid Digital Transportation Broker Approach</a> . <u>Facilities</u> - Classrooms and facilities are often needed in rural areas.	<u>Funding Requirements</u> . Varied requirements of different fund sources create challenges to staffing and meeting needs of small settings <u>Staff Commuting Costs</u> . Support is to cover costs for those who travel longer distances. <u>Substitute Pool</u> . Subs are needed. Recruiting from the local community is ideal. Support is also needed to cover costs for those who travel longer distances.	<u>K-12 Superintendents</u> . Educating superintendents on Early Achievers and ECEAP is critical. <u>Start Up Funds</u> . Provide start-up funds for new classrooms that meet ECRS and licensing requirements.	<u>Comprehensive Services</u> . There are not enough health, mental health providers in rural areas which makes referrals hard. <u>Higher Rural Coats</u> . Travel costs to send staff to trainings is very high. Either more funds or alternative methods are needed.	
C Resources	<u>Medicaid Digital Transportation Broker</u> . Draw upon this transportation resource for medical and dental referrals.		<u>Competency</u> . Develop a method to assess competency rather than depending so much on education so that we can increase supply.		

School District Readiness Pathway					
Steps	1. Set Slots & Policy	2. Identify & Engage Potential Providers	3. Enable Provider Readiness	4. Prepare Providers to Offer Services	5. Provide High-Quality ECEAP Services
ECEAP Contractors / Providers	a. Determine availability of eligible families in service area.	b. Learn about ECEAP services & requirements. c. Consult with DEL/community partners about need. d. Determine fit with agency philosophy, plans, finances. e. Identify space or request facilities support.	f. Participate in readiness process (if new). g. Assess ability to reach EA level 4 / staff services. h. Explore contractor/ subcontractor role. i. Create business plan & financial model.	j. Recruit, hire & train staff. k. Participate in orientation/ training. l. Train teachers in GOLD™. m. Set up data/reporting systems. n. Recruit /enroll families. o. Set up environments. p. Set staff PD plans.	q. Meet all standards/ requirements r. Achieve EA 4/5 rating. s. Enter ELMS data. t. Administer child assessments. u. Implement CQI practices. v. Implement strong cultural/ linguistic responsiveness practices. w. Connect with regional partners
A. Variations	a. <u>Analysis/ modified pathway.</u> Review ERS and WAC's to identify the sections that pose problems. Consider a possible modified pathway for school districts (modified for a specific period of time).	b. <u>Barriers.</u> Look back at districts who applied but did not get slots to analyze what their barriers were.	c. <u>Unions.</u> Be aware of issues related to unions.		
B. Supports	.	a. <u>Illustrate required roles.</u> Organizational charts. Provide a variety of organizational slots to help illustrate the responsibilities that are necessary.	b. <u>Family Support.</u> Districts may need more support with the family engagement portion of ECEAP to embrace the whole child/whole family, strengths based philosophy.	c. <u>Workforce.</u> Ensure availability of staff that are culturally competent and well versed in strengths based and whole child/whole family philosophy.	
C Resources					

### III. Comments on Draft Expansion Outline, Theory of Change, Narrative and Enable Expansion Action Plan

The Think Tank offered comments on the attached July 13, 2017 draft Expansion Plan Outline and Work-in-Progress Expansion Plan. Small groups of Think Tank members reviewed different sections of the Expansion Plan Outline and Work-in-Progress Expansion Plan. Comments offered on each draft section are noted below.

Expansion Plan Outline			
1. Do you have any major changes to the structure or content?		2. Do you see any big missing concepts needed to help readers understand ECEAP's importance and the context	
Location	Comment	Location	Comment
	This will be long so include an executive summary.		
IIB4.	Equity is at the forefront of the principles. Bring it to the top of the outline IIB4.		
IIC.	Name the early learning programs to be clear what "the system" means		
Purpose	Include OSPI as a primary audience.		
II.	Streamline the principles so that priorities are maintained		
IIC.	Specify licensing, Early Achievers, ECEAP		
IIB4. /all	Change (cultural) responsiveness to competency		
IIE2c.	Allow funding and other flexibilities to fill slots. Streamline methods for providing both ECEAP and Head Start in school districts.		
Do you have any observations About other sections of the Draft Plan?			

Theory of Change			
1. Will these strategies (in combination with other elements of the Theory of Change), enable expansion?		2. Is there anything missing?	
Location	Comment	Location	Comment
	Note that it is not in chronological or prioritized order	TOC	Add 2-generation approach/parent focus to the theory of change
Do you have any observations About other sections of the Draft Plan?			
		CQI	Who is doing the research and looking at the outcomes (DEL, Thrive, regional role)
		CQI/ innovation	Research and innovation at the local program level? Need to define roles and funding source?
		CC funding model	Look at how payments flow. Child care currently relies on a classroom model. This is a huge roadblock. The business model of child care doesn't match up. Find flexibility and a 3rd way solution. Explore what that can look like and what is DE's relationship with contractors is: direct contractual or regionalized?

Expansion Plan Narrative			
1. Do you see any ways to make a stronger case for ECEAP?		2. Is the narrative consistent with the Guiding Principles?	
Location	Comment	Location	Comment
Ex. Summary	This will be long, so include an executive summary		90% Goal: Use the lofty goal to frame what we need but balance the opportunity to make progress with the very real limitations and need to lay the ground work for future requests. Be careful not to over-promise ECEAP's contribution to the 90% goal as this is not a silver bullet (e.g., there is a time lag before results are seen, eligibility for the program limits the percentage of children who are behind that we reach, not all families who are eligible and would benefit actually enroll) - Avoid a programmatic promise in favor of language that this contributes to the larger goal.
	Be more strengths-based in the why of ECEAP expansion.		Use more strengths-based language.
	Clarify how ECEAP address the current 40% rate of school readiness in all six domains		Make the case of how this supports families - e.g., families want different choices - so offering multiple options is vital
Sec C.	Be stronger in the education frame. The state just made a huge investment in K-12. Underscore ECEAP as key to the success of that investment.		The content and connections to P-3 are light.
<i>Do you have any observations About other sections of the Draft Plan?</i>			

<b>Enable Expansion Action Plan</b>			
1. Are there unnecessary or missing actions?		2. Are there better ways to sequence or streamline action?	
Location	Comment	Location	Comment
lb.	Across all years - evaluation about whether slots are in the right places - (intentionality). Consider including more demographic and economic health information.	Service Area Agreements	Where do service area agreements fit in the ECEAP Expansion Plan?
1a.	We need ways to get a better sense of what else is happening in the community (1a- risks).		Include a 2023 assessment of what children are not being reached, relook at school readiness goals, participation assumptions, etc.
	Include a larger focus on equity of access to resources.	Facilities/ adaptations	Quality is missing. Housing for existing children, driving, rural, etc. Continue to look at adaptations.
	We need to look at the cost of things in each region and consider differential rates, a menu of services to extend ECEAP to more families and places.	4d.	Cost of Quality Study - Move up to 17-18 (really try to get at the cost per child and look carefully at the cost of comprehensive services).
3c.	Define adaptations more specifically.	6k-T	Which of these should be carried through for each of the subsequent years.
5.	What are the real needs for supports such as grant writing and technical assistance?		
	Call out the workforce pieces and link to other sections.		
5d.	Onboarding needs strengthening. Include mentoring with new directors, and how to onboard subs and training for subs.		
<i>Observations About Other Sections of the Draft Plan</i>			
	Current eligibility requirements need to be expanded.		
	To what extent are subs receiving the ECEAP Reminders and Links, etc.?		
	Clarity of communication is key.		
	It is important to have both qualitative and quantitative data.		
	We need to make sure that we do not stop at entitlement. How do we make sure that we continue beyond entitlement?		
	We should strengthen partnerships with other community agencies. DEL should consider this carefully before bringing things in house.		

#### **IV. Volunteers to Work on Readiness Pathways**

Think Tank members were asked to consider volunteering to participate in a phone call or two between meetings to further develop the readiness pathways. DEL will also ask others to join the calls. The following people signed up to help work on each of the readiness pathways.

1. Danielle Rasmussen (Child Care Centers)
2. Phoebe Anderson (Signed up by Deeann Puffert) (Child care Centers and Child Care Family Homes)

3. Debra Mueller (Child Care Centers)
4. Jennifer Jennings-Shaffer (Child Care Family Homes)

#### **V. Meeting Evaluation**

The meeting was productive. No suggestions for improving the meeting process were offered. Think Tank members suggested exploring additional ways to engage parents in the Think Tank.

#### **VI. Next Steps**

1. The ECEAP Expansion team will:
  - a. Work with a few Think Tank members to explore ways to engage parents in the Think Tank.
  - b. Convene readiness pathway work groups (two conference calls per pathway) to flesh out readiness pathways for child care providers, child care family homes, K-12 and rural and remote providers.
  - c. Use your advice from this meeting to flesh out the draft ECEAP Expansion Plan and confirm with DEL.