

VISIONS FOR EARLY LEARNING
West Central Regional Coalition

REGIONAL EARLY LEARNING PLAN

Early Learning Plan Alignment		Activities <i>In order to address our problems or asset we will conduct the following activities:</i>	Time Line 1 – 3 years	Outputs <i>We expect that once completed or underway these activities will produce the following evidence of service delivery</i>	Measurable Outcomes & System Changes <i>Impact – we expect that if completed or ongoing, these activities will lead to the following changes in 1 – 3 years (excerpted from the state Early Learning Plan)</i>
<u>Ready & Successful Children</u> Strategy	<u>Community Momentum Grant</u> Goal				
Strategy 5 – Home Visiting Make evidence-based and promising prenatal and child (birth to 5 years) home visitation services more widely available to at-risk families and caregivers.	Goal 3.4 – Expansion of home visiting services is informed by regional need, capacity to implement models, and availability of other programs and services in the region.	<ol style="list-style-type: none"> 1. <u>Inventory existing Home Visiting programs/services in the region and how they are funded.</u> 2. <u>Document community need/interest in new-expanded Home Visiting services region-wide and within each of the 5 counties.</u> 3. <u>Identify resources opportunities to secure funding for new-expanded Home Visiting services region-wide and within each of the 5 counties.</u> 4. <u>Promote communication-sharing of lessons learned among existing Home Visiting programs-services in the region</u> 5. <u>Identify capacity building-training needs of existing Home Visiting programs-services in the region.</u> 6. <u>Provide support to build program capacity, as resource allow</u> 	<p>Year 1</p> <p>Years 1 – 3</p> <p>Years 1 – 3</p> <p>Year 1</p> <p>Year 1</p> <p>Years 1 - 3</p>	<p>The coalition will understand how best to serve the identified need.</p> <p>Home visiting models appropriate to community needs will be prioritized</p> <p>Funding opportunities will be identified</p>	<ul style="list-style-type: none"> • Percent of students meeting or exceeding third grade reading and math standards, disaggregated by race, ethnicity and income. • Percent of eligible children ages 3 – 5 enrolled in state-funded full-day pre-K, including ECEAP and Head Start • Percent of entering kindergartens demonstrating readiness (social-emotional, cognitive, physical, etc.), disaggregated by race and ethnicity • Percent of young children receiving state early intervention services who reach or maintain functioning comparable to their same-aged peers. • Percent of children with untreated dental decay. • Percent of social-emotional growth experienced by ECEAP children in one school year. • Percent of ECEAP children exhibiting social-emotional readiness at the end of the school year. • Percent of children in Working Connections Child Care who receive 12 months of care without interruption.

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<i>Ready & Successful Parents-Families & Caregivers</i>	<i>Community Momentum Grant</i>	<i>In order to address our problems or asset we will conduct the following activities:</i>	<i>1 – 3 years</i>	<i>We expect that once completed or underway these activities will produce the following evidence of service delivery</i>	<i>Impact – we expect that if completed or ongoing, these activities will lead to the following changes in 1 – 3 years</i>
Strategy	Goal				
<p>Strategy 14, 15, 16– Deepen parent, caregiver and early learning professional knowledge – 14 – Access to info and resources 15 – Provide more parent learning opportunities and peer supports. 16 – Ensure social-emotional learning for parents, caregivers, etc.</p>	<p>Goal 1.1 – Functional and effective decision-making and communication protocols are established and regularly utilized. Goal 3.1 – Through Love. Talk. Play campaign, parents and caregivers will gain confidence, info and skills needed to give their children a great start in life.</p>	<p>Strategy #14 – Create a system of access to information and resources:</p> <ol style="list-style-type: none"> <u>Establish and/or collaborate on a regional we site for parents to look up information on parenting tips/research, find parenting education classes offered, hear about family and early childhood events and obtain links to early learning and parenting resources.</u> <u>Place computer kiosks in “high-traffic” areas or locations frequented by parents and families that would house the regional web site information.</u> <u>Create the site to allow the parent to know about all resources, research topical resource (i.e. parenting classes, events, ...) or find events, classes and resources by zip code or area (county, city, etc.).</u> <p>Strategy #15- Provide more parent learning opportunities</p> <ol style="list-style-type: none"> <u>Identify classes offered in each region represented by the regional coalition.</u> <u>Identify resources available in each county supported by WCRELC.</u> <u>Develop a tool for collecting information from parents inquiring about services needed.</u> <p>Strategy #16 – Ensure social-emotional learning among parents, caregivers, early learning professionals.</p> <ol style="list-style-type: none"> <u>Conversations among professionals regarding various social-emotional teaching tools and resources; such as Adverse Childhood experiences, Purple Crying, etc.</u> <u>Social-emotional development infused into parent education curriculums</u> 	<p>Within Year 1</p> <p>By end of year two</p> <p>Years 1 – 3 throughout</p> <p>Year 1</p> <p>Year 1</p> <p>Year 2</p> <p>Year 1</p> <p>By the end of year three</p>	<p>Questions and overall thoughts:</p> <ol style="list-style-type: none"> <u>How do we get people excited about parenting?</u> We’d like to market parenting education as “the thing to do”, and work to get rid of negative stereotypes (only “bad” parents go to parent classes). <u>How do we reach parents not being served?</u> <u>How annual or regular events in each county/are that “kick-off” parenting young children in a fun way.</u> These events will provide agencies, service providers and educators the ability to create an initial connection to parents and families. The event may also be used to disseminate information about upcoming programs or classes or to explain resources available. <u>Use resources to share speakers as a region.</u> <u>Use Love. Talk. Play materials at smaller scale events to utilize the materials as intended.</u> <u>How will funding for projects work?</u> 	<ul style="list-style-type: none"> Percent of mothers who receive prenatal care in their first trimester Percent of new mothers who breastfeed their children Percent of families who read or tell stories to their children every day.

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<i>Ready & Successful Professionals</i>	<i>Community Momentum Grant</i>				
Strategy	Goal				
<p>Strategy 24– Early Achievers Formerly: Quality Rating & Improvement System. Continue implementing Washington’s voluntary QRIS for licensed child care, so that early learning and school-age providers have the support and resources necessary to improve the quality of their programs and environments and parents have the information they need to choose child care.</p>	<p>Goal 3.2 – Parents and child care providers are aware of Early Achievers and know how to use it to support their decisions.</p>	<ol style="list-style-type: none"> 1. <u>Establish communication liaison with DEL to determine and monitor plan to roll-out Early Achievers in the West Central region.</u> 2. <u>Identify best practices and lessons learned from other Early Achiever regions (pilot projects) In Washington state.</u> 3. <u>Increase awareness of Early Achievers among early learning coalitions, child care providers and stakeholders (service agencies, parents, community leaders) in the region.</u> 4. <u>Establish communication with Head Start and ECEAP contractors in the region to explore how they may choose to serve as “training hubs”.</u> 5. <u>Provide regular Early Achievers updates to other Early Learning Coalition (VEL and counties) members and the community.</u> 6. <u>Conduct survey of #3 activities to determine whether an increase level of awareness has occurred.</u> 7. <u>Implement Early Achievers activity in the West Central region as agree-upon and funded by state level (DEL, etc.) stakeholders.</u> 	<p>Year 1</p> <p>Year 1-2</p> <p>Years 1 - 3</p> <p>Year 1</p> <p>Year 2 - 3</p> <p>Year 1 - 3</p> <p>Year 2 - 3</p>	<p>Parents and provider will know where to get information</p> <p>Early Learning providers will have clear direction on how to succeed with EA</p> <p>Parents and early learning providers will understand the EA system</p> <p>Identify ways to make most effective use of limited training resources in order to foster partnership/collaboration.</p> <p>Recruitment and registration of providers will take place Both for centers and homes</p> <p>We will determine if more marketing needs to take place</p> <p>80% of providers sign up by the end of the 3 years</p>	<ul style="list-style-type: none"> • Percent of licensed early learning settings reporting use of Early Learning and Development Benchmarks • Number and/or percent of licensed child care slots available in levels one, two three, and four “Early Achiever” centers and homes • Number and/or percent of child care slots in centers receiving three seeds on family and community partnerships • Number and percent of early learning providers enrolled in Washington Scholarship program who receive a degree or credential • Reimbursement rate for subsidized children

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<i>Ready & Successful Schools-Systems & Communities</i>	<i>Community Momentum Grant</i>				
Strategy	Goal				
<p>Strategy 28– Kindergarten readiness assessment. Create and implement a Kindergarten Readiness Assessment Process that includes information from parents, caregivers and early learning professionals, the history of early learning, and addresses multiple domains of early learning and development.</p>	<p>Goal 3.3 – Families and caregivers are aware of WaKIDS and are actively engaged in Early Learning Collaboration Component to improve the kindergarten readiness of children in the region.</p>	<p><u>WaKIDS includes a kindergarten readiness assessment process. The TS Gold aSessment is a comprehensive observational assessment that measures skills in all areas of development. Head Start classrooms are currently using this assessment and all state funded, full day kindergartens includes a family connection component and early learning collaboration component.</u></p> <ol style="list-style-type: none"> <u>Inventory existing WaKIDS programs-contacts in the region.</u> <u>Increase awareness of WaKIDS among early learning coalitions and stakeholders (service agencies, parents, community leaders) in the region.</u> <u>Provide regular WaKIDS school district updates to other Early Learning Coalition (VEL and counties) members and the community.</u> <u>Identify and provide opportunities (as resources allow) for early learning professionals, kindergarten teachers and parents to discuss WaKIDS data and lessons learned from past WaKIDS program efforts..</u> <u>Conduct survey of #2 and #4 activities to determine whether an increase level of awareness has occurred.</u> <u>Implement program activities as agreed-upon and funded by state level (Thrive and DEL) stakeholders.</u> 	<p>Year 1</p> <p>Years 1 -3</p> <p>Years 1 – 3</p> <p>Years 1 – 3</p> <p>Years 1 – 3</p> <p>Years 1 - 3</p>	<p>Increased level of WaKIDS awareness among early learning coalitions and stakeholders.</p>	<ul style="list-style-type: none"> Percent and number of students enrolled in state-funded full-day kindergarten Percent of schools with K-3 student-teacher ratio of 17 to 1 (or fewer)

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<i>Ready & Successful Schools-Systems & Communities</i>	<i>Community Momentum Grant</i>				
Strategy	Goal				
Strategy 27– Align Prekindergarten and K-3 Instructional & Programmatic Practices. Align children’s prekindergarten through third-grade experiences with research-based developmentally and culturally competent instructional and programmatic practices.	<p>Goal 3.2 – Parents and child care providers are aware of Early Achievers and know how to use it to support their decisions.</p> <p>Goal 3.3 – Families and caregivers are aware of WaKIDS and are actively engaged in Early Learning Collaboration Component to improve the kindergarten readiness of children in the region.</p> <p>Goal 3.4 – Expansion of home visiting services is informed by regional need, capacity to implement models, and availability of other programs and services in the region.</p>	<ol style="list-style-type: none"> 1. Create awareness, common language, and professional relationships to facilitate understanding and implementation for alignment practices. <ol style="list-style-type: none"> a. <u>Integrate awareness, research and best practice information into:</u> <ol style="list-style-type: none"> i. <u>Agency and program newsletters;</u> <ol style="list-style-type: none"> 1. <u>VEL and county coalition websites and Facebook pages;</u> ii. <u>Professional Development activities implemented by agencies/districts/programs.</u> b. <u>Partner with WaKIDS, Early Achievers, Home Visiting, and Parent Education Task Groups to incorporate and promote common language and inter-agency relationships;</u> c. <u>Partner with ESD, CCAC, Community colleges, Library, etc. to create inter-agency relationships;</u> d. <u>Create and implement a series of ‘gatherings’ to promote common understanding/language</u> 2. Research common curricula 0-grade 3 and instructional frameworks currently used in programs and districts. <ol style="list-style-type: none"> a. <u>Build instructional framework alignment with CALSS and most common district instructional frameworks.</u> b. <u>Build curricular/developmental sequence between TS Gold, Early Learning Guidelines, and K-3 literacy and math common core standards.</u> c. <u>Partner with ESD, CCAC, Library, etc. to create</u> 	<p>Years 1 - 3</p> <p>Years 1-3</p> <p>Years 2 - 3</p> <p>Years 2 - 3</p> <p>Year 1 - 2</p> <p>Year 1 - 3</p> <p>Year 2 - 3</p>	<p>Articles and information in newsletters, etc.</p> <p>Professional development activities as scheduled implemented and evaluated.</p> <p>Collaborative activities incorporating alignment information scheduled, implemented and evaluated</p> <p>Partner agreements</p> <p>Minimum of three ‘gatherings’ in years 2 and in year 3.</p> <p>Aligned instructional framework documents developed and distributed.</p> <p>Aligned curriculum sequences developed and distributed</p> <p>Partnership agreements</p>	<ul style="list-style-type: none"> • Percent and number of students enrolled in state-funded full-day kindergarten. • Percent of schools with K-3 student-teacher ratio of 17 to 1 (or fewer)

CONT...	CONT...	<p><u>professional development activities using alignment information and materials</u></p> <p>3. Research and create model activities for transition from early intervention to preschool; preschool to kindergarten; and grade 3 to grade 4.</p> <p>a. <u>Integrate information about model activities for transition into:</u></p> <p>i. <u>Agency and program newsletters;</u></p> <p>1. <u>VEL and county coalition websites and Facebook pages;</u></p> <p>ii. <u>Professional Development activities implemented by agencies/district/programs.</u></p> <p>b. <u>Partner with WaKIDS, Early Achievers, Home Visiting, and Parent Education Task Groups to distribute information re transition activities;</u></p> <p>c. <u>Partner with ESD, CCAC, Community colleges, Library, etc. to create professional development activities using alignment information and materials.</u></p>	<p>Year 1 - 3</p> <p>Year 1 – 3</p> <p>Year 2 – 3</p>	<p>Articles and information in newsletters, etc.</p> <p>Professional development activities scheduled implemented and evaluated. Partner agreements</p> <p>Partner agreements; Professional development activities scheduled, implemented and evaluated.</p>	
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