

Early Learning Plan: Outline

Draft 3, 9/24/09

Section and Content
Title Page: Plan for a Washington State Early Learning System, 2010 – 2020 – date (Dec. 1, 2009 for draft; March 2010 for final); partners: DEL, OSPI, Thrive by Five Washington (names and logos) Reverse – Web site(s) for ELP, Web site(s) for comments, DEL mailing address and/or contact info.
Acknowledgements – including list of participants
Table of Contents Lists of tables and figures
Executive Summary: Summary of entire plan, with shaded sidebar section on recommendations to Governor
Section I. Need for an Early Learning Plan <ol style="list-style-type: none">1. Purpose of plan and recommendations – initial set of recommendations to Governor delivered 12/1/09, 10-year plan to guide funding and policy recommendations, and ongoing work by organizations and agencies2. Political context for the ELP<ol style="list-style-type: none">a. Multiple bodies called to lead, align and coordinate—Governor (recommendations from DEL and OSPI), Quality Education Council, Legislature, ELAC and ELP Steering Committee and work groupsb. Governor’s veto of the early learning section of the Basic Education bill in 2009, and letter to DEL and OSPI asking for recommendationsc. Multiple state agencies important to this work along with DEL and OSPI, including DOH, DSHSd. Federal opportunities such as Early Learning Challenge Fund3. Historical context – growth of women in the workforce (including some statistics about the number of children in out-of-home care and where they are), change in scientific understanding of the importance of early childhood4. Needs from demographic picture – number of young children; number working parents, single heads of household; poverty rate of children, 49% babies born are on Medicaid, etc.5. Needs expressed by parents – DEL parent survey, Thrive parent survey and poll, others?6. Need to close the preparation gap – K teachers’ survey, Achievement Gap reports, data or lack thereof in other areas7. Need for a early learning <i>system</i> – definition, purpose, current status, what’s needed to move to a coordinated system, system at 30,000-foot level8. Scope of plan – age range covered, universal and targeted, all-some-few, limitations and constraints, topics covered and not covered
Section II. Foundations and Information Sources <ol style="list-style-type: none">1. Washington sources – Washington Learns, Kids Matter framework, Achievement Gap reports, Joint Resolution, ELAA letter, requirements of federal and other funding streams2. National sources – summarize important, related sources, why valuable to us, how they relate

<p>Section and Content</p> <p>to building an early learning system, include current federal administration focus on early childhood and federal grant opportunities</p>
<p>Section III. Process of Developing the Plan</p> <ol style="list-style-type: none"> 1. Structure explanation and chart 2. ELAC Steering Comm. and Work Groups (list names in Acknowledgements) 3. Dec. 1st Drafting Team and Subgroups (list names in Acknowledgements) 4. Management Team (list names in Acknowledgements) 5. Outreach and methods of gathering input – early phase (Fall 2009) and second phase (Winter 2010) 6. Criteria and methods for arriving at recommendations
<p>Section IV. Elements of the Washington State Early Learning System</p> <ol style="list-style-type: none"> 1. Vision and principles – vision statement and guiding principles for developing the system 2. Comprehensive system – ages of children; domains of whole child; services and supports for all, some and few, universal and targeted; partners in the system (i.e., R&Rs, community colleges, etc.) 3. Initial focus – closing the preparation gap (refer to data we have and need) 4. Components of the system – establish high-performance programs and services that produce results for system beneficiaries 5. System infrastructure – supports the system to function effectively and with quality ((i.e., Governance; Standards and Accountability/Monitoring; Research, Evaluation and Development; Financing; Workforce Development/Teacher & Practitioner Support, Communications; and Family Partnerships) 6. Connections and partnerships required – strong and effective linkages across system components that further improve results for children, families and providers; build on work in multiple agencies and on important, related legislative work (i.e., Medical Home and Mental Health Transformation Grant)
<p>Section V. Recommendations to the Governor (Dec. 1, 2009): Opportunities for Children, Parents, Families, Providers and Educators</p> <ol style="list-style-type: none"> 1. Washington Learns Goals and Strategies – Status update and how to bolster 2. Kids Matter Framework – Status update and how to bolster 3. Early Learning Challenge Grants (other federal opportunities?) – status update and how to align 4. Additional Recommendations (strategies beyond WA Learns and Kids Matter that include the concept of All/Some/Few) 5. Full list of Recommendations (include policies, financing and indicators) 6. Prioritizing investments – priority to close preparation gap <ol style="list-style-type: none"> a. Existing financing and what is covered now b. What needs financing c. Financing approach to achieve recommendations – include ways to view from a broader lens; integrating existing funding to work better for children, families and communities d. Administrative and governance structures needed to implement and finance systems at both state and community levels e. Data needed to close the preparation gap 7. Going to Scale (include criteria for going to scale) 8. Roles of communities, nonprofits and government (including relationship to basic education) –

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what is the state’s role in providing early learning opportunities for all children Birth-grade 3?
What is the role for communities?

Section VI. 2010 – 2020 Opportunities for Children, Parents, Families, Providers and Educators

1. Child Health and Development – outcomes, strategies, indicators; what exists now; recommended new and/or expanded supports, services, programs
2. Early Care and Education – outcomes, strategies, indicators; what exists now; recommended new and/or expanded supports, services, programs
3. Social, Emotional and Mental Health – outcomes, strategies, indicators; what exists now; recommended new and/or expanded supports, services, programs
4. Parent and Community Partnerships – outcomes, strategies, indicators; what exists now; recommended new and/or expanded supports, services, programs
5. Priorities and phasing – including building from existing efforts, criteria for phasing, building on the 12/1/09 recommendations to Governor

include summary tables:

- Outcomes and Strategies by Domain
- Supports, Services and Programs by Age of Child

Section VII. Resources and Financing

1. Existing financing and what is covered now
2. What needs financing
3. Financing approach to achieve overall goals – include ways to view from a broader lens; integrating existing funding to work better for children, families and communities
4. Administrative and governance structures needed to implement and finance systems at both state and community levels
5. Prioritizing investments – priority to close preparation gap, initial and long-term priorities
6. Roles of communities, nonprofits and government (including relationship to basic education)

Section VIII. Evaluation

1. Metrics to be used – indicators
2. Data needed to close preparation gap (including the need for disaggregated data)
3. Monitoring
4. Criteria for going to scale and phasing
5. Quality improvement process
6. Collecting comments on the ELP and revising over time
7. Infrastructure to manage and monitor

Section IX. Conclusions and Implementation

1. Value and potential of plan
2. Benefits and expected results
3. Urge involvement, joining with others involved in early learning to bring the plans to fruition
4. **For final ELP:** Implementation, and/or how to use this plan?

Section and Content
Next Steps for Draft Plan (could be cover letter or intro. instead of here) <ol style="list-style-type: none">1. Process to provide comments2. Planned response to comments – summary3. How plan will be finalized
Glossary
References
Appendices <ul style="list-style-type: none">• For Draft ELP: (not sure yet what will be needed)• For Final ELP: Summary of and response to comment received during outreach; what else?

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