

## **Early Learning Plan Community Outreach Meeting Summary** **Statewide Meeting**

*Note: This is intended as a high-level “snapshot” of the conversation from the meeting. More detailed information was captured at the meeting and will be incorporated into the planning process.*

**Tuesday, November 10**

**6:30 to 8 p.m.**

Occurred at several locations statewide at Educational Service District buildings via the K-20 Network

Hosted by the local Educational Service Districts and Child Care Resource & Referral agencies

Attending: Bob Butts, Assistant Superintendent for Public Policy and Planning, Office of Superintendent of Public Instruction

Nina Auerbach, CEO and President, Thrive by Five Washington

Bette Hyde, Director, Department of Early Learning

- Glad that the importance of developmental screenings is highlighted.
- Head Start isn't specifically mentioned.
- Public libraries are perfect partners for this work—they need to be included in this plan. Can help with parenting education, family strengthening, other partnerships.
- Mental health support needs to be mentioned prominently. Need to focus on delivering services where children are being cared for.
- Look at project out of Missouri where they developed annual developmental screening
- P-20 data system is important...need unique identifier numbers to help “tell the story” about early learning
- Missing: Need an accountability matrix to show/track who's the lead on implementing pieces of the plan, and how they're doing.
- Need clearer evidence of partnership across early learning system and K-12.
- Excited about birth through 3 age group being highlighted. Birth through 3 services need to be a priority, including but not limited to children with special needs.
- Need intentional efforts in the communities—bringing them into the process.
- Not a lot of mention of afterschool programs and support.

- When working to identify kindergarten readiness assessment process, remember that child care providers are excellent impartial observers. They know these kids and can talk about their strengths and needs entering kindergarten.
- Any assessment must be reliable and easy to use.
- Parent partnership needs to be part of the K-3 experience.
- Professional development for staff is essential for any system.
- What about support for families that home school?
- Need to develop common language for early learning so we're all using same terms.
- How will the state support implementation and coordination at the local level?
- Cultural diversity, including linguistically appropriate services and resources—it's in the vision and principles, but needs to be weaved throughout the plan.
- We have to support families just above the poverty level—there's a gap there.
- Why no social/emotional issues in the near-term priorities?
- Need to continue using Kids Matter and Benchmarks as part of our system building
- Health and safety regulations for license-exempt providers?
- Adequate child care compensation for providers—we have to ensure it's addressed.
- How can we ensure access to services and supports to high-risk populations? They are sometimes the hardest to reach.
- QRIS—need more money to take it to scale.
- How do early learning coalitions maintain in this climate of budget cuts?
- How will we measure social/emotional growth and program quality over time as a result of this plan?
- How do programs other than ECEAP, Head Start and child care fit into this plan (e.g., Montessori programs)?
- How can we improve connections with pediatricians?
- Parent literacy is sometimes a challenge—is that addressed in the plan?