

Skagit Early Learning in Kids Matter Framework

Key Resources

INFRASTRUCTURE

Part of Northwest Early Learning, Children's Council of Skagit County with By-Laws, Board

COMMUNICATION

E-mail communication, web site
Agency newsletters,
Born Learning Campaign
Monthly Children's Council Meetings

FUNDING

Federal funds:
ELOA, SSHS, Even Start, Head Start, Child Care,
County Funding
Special education, ITEIP
Future private/public partnership

Strategies

A. ACCESS TO HEALTH INSURANCE & MEDICAL HOMES

Medical and dental care is available and affordable.

PRIORITY: Mental health services are locally available and destigmatized.

Children with special needs and health concerns are identified and supported by screening with a tool such as the Ages and Stages Questionnaire.

All early learning environments are supported in health education to include issues around safety, substance abuse, etc.

B. SOCIAL, EMOTIONAL & MENTAL HEALTH

Expansion of programs promote bonding and attachment between parents and children birth to three.

Expansion of parenting education meets individual needs in promoting healthy social/emotional development.

Increase knowledge and skills of caregivers in supporting children's social/emotional development.

PRIORITY: Services support children with significant social/emotional needs.

C. EARLY CARE AND EDUCATION/CHILD CARE

Parents, providers, and others working with young children receive information and mentoring on quality environments
Teachers are supported to get AA and BA degrees.
Mentoring and incentives encourage and support providers in developing quality programs

A funding mechanism is developed so that all children have access to preschool.

PRIORITY: Public awareness is increased around what quality is and how to achieve it.
PRIORITY: Improve transition between early learning community and K-12

The need to increase multi-lingual capacity is addressed.

D. PARENTING INFORMATION AND SUPPORT

PRIORITY: Access and referral to quality parent education is increased.

Home visiting programs meet the child development and parenting needs of families not in other service models.

Services to families of birth to three year olds promote attachment and positive adult/child relationships.

Parent and Caregiver and System Changes

System Outcome

Parent and Caregiver Outcome

Increased number and percentage of children who have medical insurance

- Increased understanding of the importance of comprehensive health care (including medical, dental, mental health, vision and hearing)
- Increased ability to recognize an emerging issue with their child's health or development and connect with appropriate services

Increased availability of appropriate and coordinated mental health services for children

Improved understanding and practice of nurturing behaviors to promote children's optimal social-emotional development and mental health

- Increased wages for quality child care providers
- Increased number and percentages of child care & preschool programs that are quality rated
- Increased systems' recognition of families' role as the primary nurturer of
- **The public sees early childhood education, health & school readiness as a major contributor of economic growth**
- Improved ability of families to obtain quality child care & preschool programs that meet families' needs
- **Increased availability of community resources & support networks for families and caregivers**

Increased understanding of what children need for optimal health & development (physical, social-emotional, cognitive & language)

Increased availability of parent education resources & services

- **Increased stress-reduction skills**
- **Increased knowledge & skills to support children's health & development**

Accessing Resources

Child Changes

GOAL

- Increased number and percentage of children that receive recommended preventative care (e.g., well-child, immunizations)
- Increased number and percentage of children who have access to comprehensive health care (including medical, dental, mental health, vision and hearing)


Increased number and percentage of children entering kindergarten with social-emotional skills

Increased number and percentage of children entering kindergarten healthy & ready for school, including; 1) physical well being, health & motor development; 2) social & emotional development; 3) approaches toward learning; 4) cognition & general knowledge; and 5) language, communication & literacy

Increased number and percentage of children who live in safe, stable & supportive families

CHILDREN ARE HEALTHY AND READY FOR SCHOOL

Key: Blue – Related outcomes; Green - Prioritized outcomes in Born Learning Logic Model

 Family Support approach, strategy, or outcomes