

Technical Proposal

Community Capacity

The Inland Northwest Alliance for Early Learning (the Alliance) has designated Washington State University Area Health Education Center (WSU AHEC) as the lead fiscal agent for this RFP and Community Minded Enterprises / Family Care Resources (C-ME / FCR) as the main project sub-contractor. It is the intent of the Alliance to design a pilot QRIS system for Spokane County under Phase I of this RFP with the ability to continue to a Phase II implementation by July 1, 2008.

The Alliance recognizes that its capacity to do the QRIS pilot planning is strengthened by the lessons learned from specific program evaluation, collaborations, and resources that have been invested into Spokane County to increase high quality in local early learning programs. Successful change in the quality of early learning depends on the coordinated efforts of multiple community partners. Key partnerships across multiple institutions already exist under the umbrella of the Alliance. The center and home accreditation projects, Tiered Reimbursement, and Spokane Public School's collaboration with School's Out Washington's Improving Program Quality Project (IPQ) have all successfully engaged providers in quality improvement and established key lessons to guide our work. Together the partners have the staff, knowledge, and relationships to support this work.

Program history of evaluative information that can enrich the QRIS planning process

In 1999, Spokane County United Way (SCUW) launched its Early Learning Initiative to raise the quality of childcare centers by engaging them in the process of becoming nationally accredited. Soon after, Family Care Resources (FCR), the area resource and referral agency, started its accreditation support project for family childcare businesses. In 2004, the Division of Child Care and Early Learning decided to initiate a pilot Tiered Reimbursement project serving Spokane County as a public private partnership with Family Care Resources and Spokane County United Way. The WSU Child and Family Research Unit (now WSU AHEC) was awarded the evaluation contract for Tiered Reimbursement and is completing a two-year study that highlights lessons directly from childcare providers about ensuring quality improvement within a business model. Linking financial incentives to the child, growing educational requirements with limited professional development options, high staff turnover and the need for salary/wage enhancements, as well as difficulty engaging parents have been commonly reported.

Concurrently, with funding from the Foundation for Early Learning, Community Colleges of Spokane (CCS) Foundation contracted with the WSU Child and Family Research Unit (CAFRU) to investigate how to best serve the childcare needs of student parents. Partners in this effort include the Spokane region's three public higher education institutions, Community Colleges of Spokane (CCS), Washington State University (WSU), and Eastern Washington University (EWU), FCR, and a network of licensed childcare businesses (aka providers) committed to quality improvement.

Lessons learned through the 2005 higher education needs assessment and planning process address growing student childcare needs, professional development resources, and childcare provider challenges. Across the three higher education institutions (CCS, EWU, and WSU Spokane) 10-30% of the student bodies are parents of young children with childcare needs. Most students do not qualify for state childcare subsidy and instead use student loan money to finance their childcare. At the same time, there exist significant resources within higher education departmental and program missions for service learning, education and research. Initial development work with the higher education academic departments and research programs has shown great value in supporting a development relationship with local childcare professionals. Departments like nursing, dental, speech and hearing, physical therapy, occupational therapy, and early childhood education programs offer service learning, intern, practicum, and research opportunities as the early learning field moves toward QRIS implementation. Licensed center and family childcare providers interviewed during the higher education needs assessment reported a great need for formalizing a relationship with higher education's professional development support and resources.

The WSU Area Health Education Center (formally the Child and Family Research Unit) has significant experience and capacity to promote research and evaluation of service for at-risk and vulnerable populations of children and families. AHEC's Safe Start program addressing young children exposed to violence illustrated the significant number of vulnerable children and families with social emotional, behavioral, and health care needs. Childcare providers become 'first responders' to children who have been exposed to violence. Quality will entail ongoing training to build quality curriculum and assessment structures for young children exposed to complex trauma.

From September 2004-June of 2006, the Spokane Regional Child Care Initiative (SRCCI) received federal funding from Health and Human Services (HHS) under the Early Learning Opportunities Act (ELOA) to *Strengthen Early Learning* in Spokane County. This project was a collaboration of Community-Minded Enterprises, Catholic Charities of Spokane, Spokane County United Way, Blueprints for Learning, Support for Parents Overcoming Challenges, and the 184 member agencies and individuals of the SRCCI. There were projects moved forward in five areas that affect quality early learning: 1) *Pathways to Accreditation for both centers and family childcare*; 2) *Literacy and Inclusion Workshops for teachers and parents*; 3) *Inclusive Support Services for Center Teachers and Parents*; 4) *Health Insurance Access for childcare staff and parents*; 5) *Building an Early Learning System*. Rick Phillips of Eastern Washington University conducted evaluation of the 2-year project and findings can be specifically applied to the QRIS design. In addition the single most important outcome from the ELOA grant has been the formation of the Spokane Early Learning Mobilization which in December 2006 adopted its present name of the Alliance.

From March of 2005-February 2007, the National Association of Child Care Resource and Referral Agencies in partnership with the United States Air Force chose 12 childcare resource and referral agencies to develop a family childcare quality network based on Air Force quality standards. Family Care Resources was awarded the funds to collaborate

with Fairchild Air Force Base in Spokane County to utilize the Air Force family childcare model to improve the quality of 13 participating licensed family childcare programs. The evaluation of the project has just been completed and pertinent information can be incorporated into the over-all design of a Spokane County QRIS system. At a minimum this would include reviewing the following elements: 1) the adapted Quality Assessment Profile that measured change in the quality of care in six domains of family childcare; 2) monthly onsite technical assistance offered by a training outreach specialist; 3) provider recruitment strategies; 4) marketing and communication strategies for parents; 5) quality incentives offered to the participating providers; 6) resource lending library; 7) management and oversight; and 8) assessment of quality changes. In addition the wisdom of the family childcare provider participants will be tapped for the Family Childcare Provider Workgroup of the QRIS Phase I design.

A community capacity for curriculum and assessment has developed out of work with Tired Reimbursement and the Safe Schools Healthy Students grant (at Spokane Public Schools and ESD 101). Over the past two years several early childhood professionals have been trained in the Early Childhood Environmental Child Rating Scale (ECERS). Developing an understanding of the physical factors that contribute to quality early learning environments can be a great strength for QRIS planning. Similarly, in the past two years 125 licensed center and family childcare providers have been trained in the Devereux Early Childhood Assessment (DECA) and the Child Observation Record (COR).

Over the last five years the Spokane Head Start/Early Head Start, in partnership with WSU Child and Family Research Unit, has developed an organizational development model around the use of individual child outcomes. A strong model for ongoing teacher training and management information system development has enabled Spokane Head Start to make programmatic decisions based on the benefit to children. Spokane Head Start/Early Head Start continues to be a strong partner in the community and becomes a crucial connection when considering the implications of quality program improvement as it relates to child outcomes.

School's Out Washington (SOWA), through it's Washington Afterschool Project (WRAP) has developed a tool for "Improving Program Quality" (IPQ) to assist afterschool programs in moving along the continuum of quality improvement toward accreditation. The IPQ tool is based on best practice, initial Washington State QRIS development and National Afterschool Association (NAA) accreditation standards. Each regional WRAP Specialist works with local afterschool programs to identify strengths and needs, set goals to move them along this continuum and reach their goals. Spokane Public Schools holds the contract to provide WRAP services to the northeast region of the state. Currently the Northeast WRAP Specialist is working with seven programs to improve quality toward accreditation. These programs vary from small private for-profits to school-sponsored afterschool programs and non-profits. SOWA is funding the Northeast Region's IPQ work for 2007-08 at \$21,996. Through monthly site visits, training and technical assistance and resource development, the WRAP Specialist is helping these agencies improve the quality of their afterschool programs.

In January 2006, Community-Minded Enterprises in collaboration with Spokane County United Way, Eastern Washington Family Child Care Association, Spokane County Library, Spokane Parent Educators Consortium, Spokane Head Start and ECEAP, Educational Service District 101, and the Spokane Regional Health District launched a Born Learning Campaign for Spokane County. Parent focus groups were conducted in the first four months of the project to test the materials and their cultural inclusiveness with diverse parent populations in the county. The results of these key informant interviews and focus groups shaped the content and format of materials from Born Learning that attracts parents to use the materials. The results of these focus groups will aid in building the parent and community outreach campaign needed to launch a pilot QRIS system in Spokane County.

In April 2007 the local newspaper, the Spokesman Review, launched a community campaign focusing community attention towards preventing child abuse.. The slogan for this ongoing campaign is *Our Kids-Our Business*. Along with the Spokesman Review all three TV stations joined the campaign along with KGA Talk Radio and the Inlander. The capstone event was a luncheon featuring Bob Watt, Vice-President, Government Relations and Global Corporate Citizenship of The Boeing Corporation speaking about investing in the Spokane community's children. The pinwheel was designated the visual symbol for the campaign, representing the innocence of children and the importance of adults to take steps to protect our children. Every citizen in the community was asked to sign on to the Call for Action and support the prevention of child abuse. Planning for April 2008 has already started and once again the Spokesman is taking the lead in writing a month's worth of articles on prevention of child abuse and neglect.

Key organizing principles have emerged from the accreditation projects for centers and family childcare, the Tiered Reimbursement Pilot Project (TRPP), the higher education planning process, and the early learning community mobilization process. These lessons inform our approach to development of a local model for the state QRIS.

- Providers' participation in a quality improvement process is voluntary
- Providers need social and financial incentives to invest in quality improvement
- Providers need targeted and sustained help to improve quality
- Quality requires a stable, well educated workforce, but burnout, low salaries, and the lack of benefits result in constant turnover of staff. Turnover is a set back in accreditation efforts.
- Providers care for children in isolation that create barriers to engaging parents in the care of their children
- Providers need adequate financial and business administration support to make the investments necessary to improve quality. Quality improvement is an expensive process; however, the current financing model for childcare is broken
- The three public higher education institutions serve over 29,000 students each year in the Spokane region. Over 2,900 are student parents with children of childcare age. Many of these students are low-income, under-employed, and cannot access the state childcare subsidy because they are attending school

The overarching lesson from our quality improvement and planning efforts is that childcare providers cannot do this work alone. Quality improvement is slow, complex, expensive, and requires many people with diverse skills to help providers progress. As a result, we believe that quality improvement has to be a broad community effort. To transform early learning in Washington, local communities need to commit to early learning in a manner similar to commitments to K-12 education. This will require aligning early learning with the core activities of other community institutions. Our work in the Alliance is a starting point to demonstrate how to implement QRIS in local communities.

This proposal builds on years of collaborative efforts to improve the quality of licensed childcare businesses in the region. National accreditation is a standard that has been set for local childcare centers, family childcare providers, and school-age programs. We have developed both capacities and insights into how to support providers who are striving to meet high quality standards.

Collaborative history that will enrich the QRIS planning process

Spokane's early learning collaborative history begins with the formation of the Spokane Regional Child Care Initiative (SRCCI) in 1996 at the urging of the Spokane Chamber of Commerce-now called Greater Spokane Incorporated. The Chamber was concerned with the adoption of Work First that employees entering Work First programs and re-entering the employment path would not be able to access high quality, affordable licensed childcare programs. To date, the SRCCI has grown to include 184 member agencies and individuals. It meets monthly, maintains an email alert system for members to learn about funding opportunities, recent legislative developments in early learning and research. It developed a sustainability and resource development plan and has successfully received two HHS-ELOA grants to strengthen early learning in this region. The SRCCI will be the main grassroots conduit to the formation of key working groups of centers, family childcare and schoolage programs for the QRIS design Phase I.

In 2005 the Washington State Legislature formed Washington Learns whose purpose was to review Washington's educational system. The Early Learning Council-one of three sub-groups of Washington Learns recommended in November of 2005 that Washington State implement a voluntary, childcare quality rating and improvement system (QRIS), with incentives and tiered reimbursement. The Early Learning Council formed a statewide technical advisory committee (TAC committee), which developed a preliminary design for QRIS. Spokane had several individuals who served on the Early Learning Council. In addition Spokane was asked to contribute to the TAC committee and share their experiences while piloting the only Tiered Reimbursement Project in the state. Community-Minded Enterprises, Spokane County United Way and WSU invested agency time and resources during that year to participate in developing the preliminary QRIS statewide design. To this end, the Spokane QRIS planning phase grow from the statewide QRIS preliminary design.

The Alliance began with the first mobilizing effort that occurred in April 2006 from a core group working on the SRCCI- ELOA grant, TRPP, and Safe Start. They decided to

launch a community event that would change how business and community leaders viewed the importance of early learning in terms of economic development. They hosted Rob Grunewald, an economist from the Federal Reserve Bank of Minneapolis, who gave a presentation titled “Early Childhood Development: Economic Development with a High Public Return” at the Spokane Athletic Club. In addition, a key Spokane community leader who was serving on the Early Learning Council hosted a private lunch with a select group of business and community leaders to personally meet and talk to Rob Grunewald. The two events engaged the right amount of business and community leaders to form the Spokane Early Learning Leadership Team and Mobilization Team. In December 2006, the Leadership Team adopted the name-Inland Northwest Alliance of Early Learning whose purpose is to **“build a sustainable system for early learning that prepares all our children for success in school and life.”** A complete list of Alliance members is shown in Attachment 1.

In the fall of 2006 the Alliance secured a Foundation for Early Learning (FEL) planning grant and was selected for a Kids Matter Venture Grant. In October 2007, the Alliance approved its Kids Matter Planning document to build a comprehensive early system. The Kids Matter Plan for the Inland Northwest identifies six critical pillars to an early learning system: 1) Quality Early Care and Education; 2) Parent and Family Information and support; 3) At risk Children/Social Emotional and Mental Health; 4) Access to healthcare and quality early learning services; 5) Infrastructure; and 6) Local Decision Making (see Attachment 1). Each pillar has identified outcomes and strategies for Parents & Caregivers, the System, and the Child. QRIS is referenced in the four elements of the Kids Matter Planning document under specific outcomes and strategies (see Attachment 2).

Project Approach/Methodology

The Alliance is approaching the QRIS Community planning opportunity by acknowledging that it is an important strategy needed to reach three outcomes under the Quality Early Care and Education pillar of its Kids Matter Planning document. 1) Under Parent/Caregiver-increased ability to identify quality care and education; 2) Under System-increased number of quality early care and education programs that are quality rated; and 3) increased availability of community resources and networks for child care providers. The defined strategy is: to improve the ability to evaluate and reward high-quality programs through development of QRIS and Tiered Reimbursement.

As the Alliance begins its planning process for a QRIS System, it will be guided by the principles that it adopted in August 2007.

- Be child and family centered
- Honor families as their children’s first teachers
- Build on local assets and leverage external resources
- Support high quality services
- Use evaluation and data to inform decisions
- Promote local decision making
- Foster collaboration

The Alliance acknowledges that the QRIS community planning process will embrace the spirit of transparency. This transparency will be reflected in the representation on the community advisory committee, the participants of the workgroups, the community-wide environmental scan and the communication strategies that will be incorporated during this process. With this multi-layered planning opportunity we intend to provide a 'roadmap' to local QRIS implementation by identifying local resources and translating factors of quality into simple language for parents and caregivers.

The project approach will build on two areas of significant work:

1. Local evaluative information will be reviewed from the following local programs: Safe Start, Higher Education Needs Assessment, TRPP, Quality Family Child Care (QFCC), ELOA-2004-06, Born Learning, Safe Schools-Healthy Students, and School-Age Programs
2. Statewide preliminary QRIS planning results will be taken from the Early Learning Council's QRIS Model Preliminary Design for Childcare Centers, School-Age Programs and Family Childcare, and the finance model from the University of Washington Access to High Quality Early Learning for Washington's Young Children.

Two distinctive elements will be incorporated in this project.

1. The parent group (both advisory and in the implementation phase) will consist of student parents enrolled in CCS, EWU, and WSU-Spokane. Student parents are a principal consumer of childcare services. Many student parents are low-income and under-employed. However a large percent of student parents do not qualify for subsidies because of TANF regulations. Student populations across the three institutions represents a range of ethnicity, income and age levels, as well as students returning to higher education to advance their profession. Students are geographically dispersed throughout the region into urban, suburban, and rural neighborhoods. This fall 2007 student enrollment across these three institutions has reached over 29,000. Access to student parents, established through student government organizations, and students who volunteer to participate, provide us a large base for recruitment into the implementation phase, a unique opportunity for involving their perspective while testing a local QRIS design, and assure that higher education institutions have a strong commitment to the success of the program.
2. The higher education collaborative partnership across the Community Colleges of Spokane, Washington State University, and Eastern Washington University provides access to professional development resources for integration with childcare providers committing to quality improvement. From initial inquiry during the higher education childcare planning work resources were identified that could be potentially advantageous to childcare providers committed to quality improvement. Interested departments included speech and hearing, dental, physical therapy, occupational therapy, nursing, dental, social work, early childhood education, and business. The collaborating higher education partnership embodies great capacity to perform community environmental scans. Engaging student parents, research programs, and academic departments in the

area of early learning system development is fundamental for quality improvement efforts.

Phase I: November-December 2007

To insure community oversight, we propose to organize two levels of planning teams under the governance structure of the Inland Northwest Alliance for Early Learning (see Chart A). A QRIS Community Advisory Team will oversee the Design Phase I and Implementation Phase II. WSU AHEC and C-ME-FCR will facilitate the QRIS Community Advisory Team that will report quarterly to the Alliance and SRCCI. Members of the QRIS Community Advisory team will help identify particular methods of outreach for a broad environmental scan (i.e. surveys, focus groups, key-informant interviews, and inventorying existing information).

Five QRIS workgroups will be formed for in-depth development and testing of quality investment concepts. Workgroups will focus on QRIS elements that affect parents, center childcare, family childcare, school-age care, and higher education-professional development. These five workgroups with specific expertise will report their recommendations to the QRIS Community Advisory Team. A representative of each workgroup will serve on the QRIS Community Advisory Team. In coordination with the QRIS Community Advisory Team these workgroups will help identify and reach out to a large sample of individuals for a broad community-based environmental scan. In addition there will be staffed focus groups with business and higher education to determine resources available to the centers, family childcare, and school-age programs. A Spokane environmental scan will also include exempt providers through the use of focus groups. It is the intent of this planning activity to better understand what it would take to for exempt providers to enter a quality rating and improvement system and how exempt providers would want to connect with such a system.

We will recruit individuals for these teams based on current community coalitions and relationships to form a consensus-based approach to planning. Childcare providers will be invited to participate through the current structure of the Spokane Regional Child Care Initiative (SRCCI). Students will be invited to participate through higher education student government groups. Others have been part of the Alliance's community mobilization efforts and have agreed to participate in detailed QRIS planning.

The QRIS Community Advisory Team will consist of the following community institutions and organizations:

- Spokane Regional Child Care Initiative (early childhood educator)
- Spokane Public Schools (K-12)
- Eastern Washington University's Early Childhood Education Program and Spokane Falls Community College's Early Childhood Education Program (higher education)
- Student government organization (parent)
- Spokane Regional Health Department (health care professional)
- Educational Service District 101 (ECEAP)
- Area DEL licensing
- Children Home Society (family support center)

- Community-based early childhood training
- Spokane County Public Library
- Spokane County United Way

A QRIS Management Team will consist of Family Care Resources and WSU Area Health Education Center staff. The WSU staff will be responsible for fiscal management, developing and testing the assessment tools, protocols, and program evaluation methods necessary for local QRIS implementation, recruiting a group of higher education student parents to access QRIS participating providers for quality early learning and local parent support, and engaging higher education and community resources necessary for providers to implement successful quality improvement plans. FCR staff will be responsible for recruiting and facilitating meetings of the family child care workgroup, center workgroup and school-age workgroup and co-facilitating the QRIS Community Advisory Committee. They will offer their data expertise to assist in the environmental scan specific to parent and caregiver areas such as tracking early childhood educator data related to program type, educator education/professional development levels, children served, inventory of child care programs and exempt caregivers. Together both organizations will oversee program management and staffing, work plan development, workgroup accomplishments, focus group participation, and final plan completion for implementation, including recruiting for parent and provider implementation groups. Together WSU AHEC and FCR will demonstrate a collaborative model for QRIS development that uses higher education student and faculty resources as an important resource for quality improvement activities.

The QRIS management team will be responsible for developing and testing self-assessment and independent assessment methods to address QRIS provider ratings. The development of these assessments, protocols, and training are critical products for implementation. We hope to work in coordination with the other planning sites as these products are developed. Consistent with the QRIS framework, we will coordinate with DEL to utilize their ratings of quality.

The QRIS management team will ensure the formation and functioning of the following QRIS workgroups:

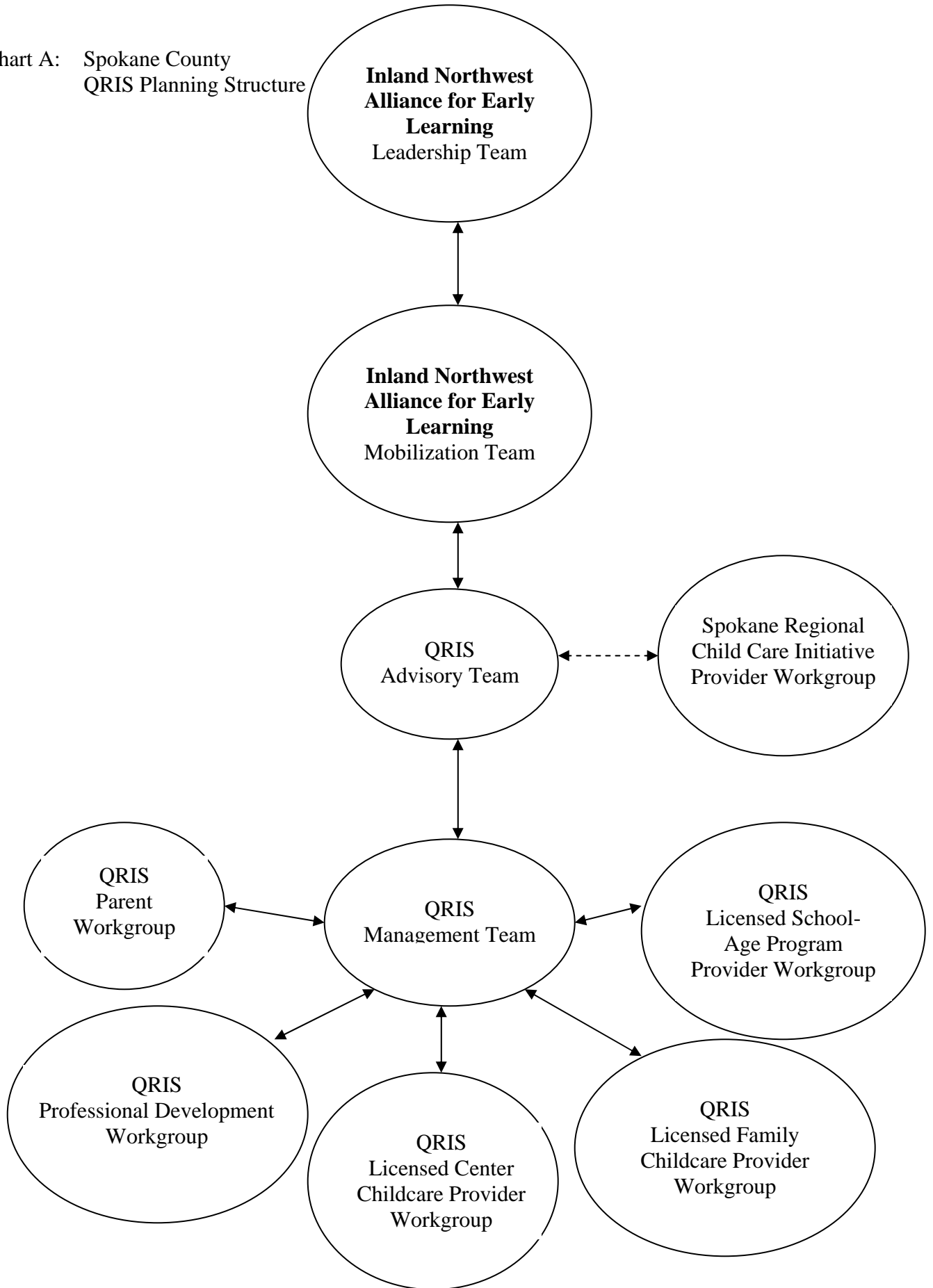
- **Parent Workgroup** with parents of young children who are students at the three collaborating higher-education institutions—Washington State University, Eastern Washington University, and Community Colleges of Spokane. Student parents fairly represent a population of economically struggling, but upwardly mobile, individuals who are future professionals and business owners. Student parent participation presents an opportunity for cultural and economic detail in the development of a local QRIS. Also this group of parents is known to use exempt care and can be a conduit in to understanding the connection between exempt care and QRIS. This group will engage in development of what defines quality childcare and how it can best be linked to student parents, identify needs for and understanding of quality, and explore the impact of different marketing strategies and materials. Finding from this focused student parent workgroup can be broadened for communication and testing to the larger student bodies.
- **Professional Development Workgroup** with higher education departments and programs across the three collaborating higher-education institutions—Washington

State University, Eastern Washington University, and Community Colleges of Spokane. This group will consist of representatives from EWU's Early Childhood Education Program, WSU's Human Development program, the CCS's Early Childhood Education Program, Blue Prints for Learning, Family Care Resources, Service Employees International Union (SEIU), the Eastern Washington Association for the Education of Youth Children (EWAEYC), as well as departments and programs that are interested in partnering to enhance service learning opportunities, internships, and practicum work experiences in fields needed by providers (i.e. speech and hearing, dental, physical therapy, occupational therapy, nursing, dental, social work, early childhood education, and business). This workgroup will serve parallel planning activities: 1) map the regional professional development culture, including non-traditional ways of educational opportunities for childcare providers, for instance distance learning programs, evening/weekend courses, articulation agreements to honor CDA credentialing program, etc., 2) ensure course work is in line with QRIS for educational progress of students and, 3) explore available higher education resources for integration into licensed childcare.

- **Childcare Provider Workgroups** with licensed center, family, and school-age programs. The experiences gained by both the center and family childcare participants of TRPP will be used to form the center and family childcare workgroups under QRIS Phase I design. These provider workgroups will participate in a peer-driven design process. We have established strong provider interest in our development work and they are ready to participate. The childcare providers who have been part of the local accreditation projects, Tiered Reimbursement, and Spokane Public School's collaboration with School's Out Washington's Improving Program Quality Project are a group of providers ready to continue in QRIS. In addition, the evaluation of Tiered Reimbursement includes a control group of centers and family childcare that have demonstrated their commitment to quality by their willingness to participate in the evaluation. As part of the previous Foundation for Early Learning development grant to the CCS Foundation, focus groups and interviews with over 50 providers from various parts of the childcare system confirm provider interest in this partnership model and excitement about a partnership with higher education to help them with professional development and quality improvement goals. As a result, we have the core group of provider partners from which to recruit.
 - **Center Childcare Workgroup** will include TRPP center director and teacher participants, NAEYC Accreditation support coaches and trainers, ECERS assessment and DECA mentors, SFCC ECE staff, accredited facilities by NAEYC, Montessori & NACC, CDA trainers, SEIU/WEEL, EWEAYC, DEL center licenser.
 - **Family Childcare Workgroup** will include TRPP family childcare participants, Air Force QFCC participants, CDA trainers, SEIU, EWFCCA, NAFCC Accreditation support coaches, SFCC-ECE staff, NAFCC accredited family childcare providers, DEL family childcare licenser.
 - **School-Age Workgroup** will include center directors from accredited school-aged programs and/or Improving Program Quality projects, facilities

accredited by National Afterschool Association (NAA), Washington Regional Afterschool Project specialist, CDA trainers, SEIU, and DEL school-age program licenser.

Chart A: Spokane County QRIS Planning Structure



Phase 2: January –March 2008

1. Conduct environmental scans in the following areas: 1) parents, 2) educators and early learning programs, 3) K-12, 4) professional development and education organization, institutions. As a direct extension of the workgroup functions the QRIS management team will conduct a series of focus groups, key-informant interviews, and surveys with each extended group of stakeholders.
2. Identify and engage higher education resources. Building from resources and support identified during the previous higher education and childcare needs assessment we will inventory specific development opportunities for academic and research integration into the local childcare QRIS.
3. Identify business resources with a focus group of area businesses. Compile business resources that can be used by the participating QRIS childcare programs and can be tested on the QRIS Phase II implementation participants.

Phase 3: March-May 2008

1. Compile recommendations for the QRIS levels, incentives, program environmental assessment tools, application process, child outcomes, coaching, participant networking and quality measurement, parent outreach and community education. This work will be completed through the Workgroup and Community Advisory Team process. Recommended QRIS elements will be tested in the Phase II Implementation.
2. Develop criteria and chose the 40 Spokane County licensed childcare programs who will participate in the implementation of the QRIS Phase II. WSU will develop a childcare provider sample using a replacement strategy for equal distribution of providers across family childcare, center, and school-age programs located in rural, urban, and suburban locations, and across the five tiers of quality ratings.
3. Engage up to 75 student parents who will receive services in Phase II implementation. These student parents will be selected in coordination with student government organizations, and student affairs offices at each of the institutions. Students who participate will agree to provide their feedback for ongoing quality improvement.
4. Complete the budget estimate to launch a QRIS implementation Phase II for Spokane County.

Phase 4: June 2008

1. Provide final report of the Spokane County QRIS planning Phase I.

Ongoing: November 2007-June 2008

1. Participate in statewide QRIS meetings and discussions.

WORK PLAN AND PROJECT SCHEDULE

Activity	Timeline	Output
Sub-contracts	Nov 07	Contracts completed
Recruit QRIS Community Advisory Committee	Nov 07	QRIS Community Advisory Committee formed
QRIS Community Advisory Committee Meetings	On-going Nov 07-June 08	Group goals and objectives identified. Outcomes tracked by minutes recorded from each meeting
Complete a local community QRIS planning approach and work plan	Nov-Dec 07	Plan submitted to DEL
Recruit workgroup participants	Nov 07	Parent, center, family childcare, school-age, higher education workgroups formed
Workgroup meetings	On-going as needed Nov 07-June 08	Workgroup goals and objectives identified. Outcomes tracked by minutes recorded from each meeting
State level coordination planning meetings	Monthly or as needed Nov 07-June 08	Minutes reflect participation
Compile resource list by department at EWU, CCS and WSU-Spokane.	Nov 07-March 08	Report of resources by department at EWU, CCS and WSU-Spokane completed
Review and compile evaluative information from Spokane pilot projects that influence QRIS planning	Nov 07	Report of Evaluative information to QRIS Community Advisory Committee and workgroups
QRIS Community Advisory Committee report to the Alliance	Dec 07	Report reflected in the Alliance's minutes

WORK PLAN AND PROJECT SCHEDULE-continued

Activity	Timeline	Output
Conduct community environmental scan as outlined in the RFP	Jan -March 08	Report compiled results to statewide planning group and DEL will be reflected in the minutes
Conduct business focus groups targeted to exploring resources for childcare providers	Jan-Mar 08	Report recommendations
QRIS Community Advisory Committee reports progress to the Alliance	Mar 08	Report reflected in meeting minutes
Compile recommendations from each workgroup	April-May-08	Recommendations submitted to QRIS Community Advisory Team
Compile results from Environmental scan, resources and workgroup recommendations	April-May-08	Spokane QRIS pilot design completed
Develop Phase II Implementation pilot budget	April-May-08	Budget completed
Recruit 40 childcare businesses for the Phase II Implementation	April-June 15- 08	Signed MOU's with each participating childcare business completed
Recruit 75 student parent participants for the Phase II Implementation	April-June 15- 08	Formalized agreement for linkage between student parents and quality providers. Marketing and communication materials.
QRIS Community Advisory Committee final planning report to the Alliance	June 08	Report reflected in meeting minutes