
Proposal for 5-Year Grant Award
Head Start-State Collaboration Office

Washington State

January 2006

Sangree Froelicher, Director
Head Start-State Collaboration Office
Department of Social and Health Services
Division of Child Care and Early Learning
PO Box 45480

1009 College Street South East
Olympia, WA 98504-5480

Phone: (360) 725-4686

Fax: (360) 413-3482

froelsm@dshs.wa.gov

DUNS # - 12-734-7115

Table of Contents

1.	Letter from the Governor	
2.	Application for Federal Assistance (SF 424)	
3.	Budget Information (SF 424A)	
4.	Assurances	
	▪ Non-Construction Programs (SF 424B)	
	▪ Certification Regarding Head Start Association Involvement	
	▪ Certification Regarding Lobbying	
	▪ Certification Regarding Environmental Tobacco Smoke	
	▪ Certification of Compliance with the Drug Free Workplace Requirements	
	▪ Certification Regarding Debarment, Suspension, and Other Responsibility Matters	
5.	Project Abstract	P. 1
6.	Project Description Overview	P. 2
	▪ Problem	
	▪ State Context	
	▪ Need for Assistance	
	▪ Scope/Relevant Data	
	▪ Past Performance and Progress	
7.	Results and Benefits Expected.....	P. 10
	▪ Objectives	
	▪ Outcomes	
	▪ Benefits	
8.	Approach	P. 11
	▪ Planning	
	▪ Self-Assessment and Evaluation Plan	
	▪ Guiding Principles	
	▪ Outcomes-Based Action Plan	
9.	Organizational Profile.....	P. 20

10. Budget Narrative and Justification.....	P. 22
11. Appendix	
A. Personnel – Resumes, Project Descriptions	
B. Head Start-State Collaboration Office Overview	
C. <i>Kids Matter: Improving Outcomes for Children in Washington State</i> Executive Summary and Outcome Map	
D. Letters of Support	
E. Organizational Charts (DSHS and DCCEL)	
F. Early Learning Council – Memo of Recommendations	
G. Partner Survey – Summary of Results	
H. HS-SCO Conceptual Logic Model and Action Logic Model	
I. Joint Advisory Council Roster	
J. Washington Learns Newsletter and Legislative Picture	

Project Abstract

The purpose, objectives and activities of the HS-SCO exist within a national, regional and state context, a management culture, and public sentiment. This context includes a variety of priorities that transverse a large stakeholder terrain. In Washington State, there are two collaborative bodies created by the legislature to coordinate programs relating to children: the Family Policy Council; and the Early Learning Council. There are also private initiatives and organizations that are working to improve opportunities and options for young children. The HS-SCO must work in partnership with these existing bodies as well as the state departments and adjunct organizations to improve our early childhood systems of supports and services. The HS-SCO also openly and frequently engages the Head Start community (State HS Association and Directors) in the overall direction of the grant. To connect with and support all these important partners, the HS-SCO will maintain its leadership role in Washington State's early childhood systems building plan, *Kids Matter (ECCS, HS-SCO and Foundation for Early Learning are lead partners)*. To this end, grant funds will be invested to support partnerships that reflect the HS-SCO goals (see Appendix B) and the prioritized outcomes developed in *Kids Matter: Improving Outcomes for Children in WA State* (see Appendix C).

Proposed Outcomes and Strategies

The purpose of the HS-SCO is to enhance the capacity of Head start and other early childhood programs to improve outcomes and opportunities for children. The HS-SCO will focus its work plan and resources on the priority areas of Education, Child Care and Health; actively working toward the following prioritized outcomes:

- 1. Increase the public's understanding of early childhood education, health and school readiness as major contributors to student's academic success and the state's economic vitality.**
 - Better coordinate federal Head Start/Early Head Start child outcome data across Washington State to improve and increase an awareness and understanding of what is being achieved through these programs; and
 - Support the Early Care and Education Coalition in its efforts to build public and political will for increased resources toward early childhood education, health and school readiness.
- 2. Improve ability of families to obtain quality preschool and child care programs that meet families' needs.**
 - Improve coordination and policy development between Head Start/Early Head Start programs and the K-12 System (local education agencies, and the Office of the Superintendent of Public Instruction) around the topic areas of special education preschool, data tracking and transitions
 - Improve coordination and policy development between Head Start/Early Head Start programs and the Early Childhood Education and Assistance Program (prioritized focus on programs dually funded by HS and ECEAP)
 - Promote and increase innovative Head Start-Child Care collaborative models that meet the changing needs of children and families.
- 3. Increase availability of appropriate and coordinated mental health services for children.**
 - Promote collaboration among policymakers, teachers/providers and other stakeholders around social, emotional and mental health of young children
- 4. Increase awareness and use of the Kids Matter Framework by public and private partners**
 - Promote and educate public and private partners on ways to use the Kids Matter Framework
- 5. Improve the governance, functional operations and perceptions of the HS-SCO to be an inclusive and neutral leader in supporting and promoting policies that better serve children**
 - Secure appropriate autonomy of the HS-SCO to conduct its congressionally mandated functions

Project Description Overview

Problem

The systems and services needed to assure that young children are healthy and ready for school remain fragmented and difficult to access. Without a collaborative, integrated “system of systems” addressing the needs of children and families comprehensively, health and educational outcomes will not be optimized for children.

State Context

All children in the State of Washington deserve to arrive at Kindergarten healthy and ready to succeed in school and in life. Unfortunately, 56%¹ of children in Washington State are arriving unprepared, particularly children living in poverty and children from minority cultures. In order for all children to reach their full potential, the needs of families and young children must be addressed comprehensively. Over the past two years, the Early Childhood Comprehensive Systems (ECCS) grant, the HS-SCO and the Foundation for Early Learning have provided leadership in planning for a comprehensive Early Childhood System. Despite clear agreement for the need to improve outcomes for children, it is a significant challenge to bring all stakeholders together, to agree on key elements, and to be able to strategically plan for effective change. Over the past two years the ECCS Planning Grant provided structure to help facilitate the collaborative process needed to devise a Washington State Plan for Early Childhood.

Throughout this process, stakeholders in Washington State identified multiple necessary components of an Early Childhood System that promotes the optimal health, development and school readiness of all children. Such a “system of systems” must be truly accessible to families, and include the following components: 1) All children have access to health insurance and a medical home; 2) All children have access to developmentally appropriate services, including early intervention; 3) All parents and caregivers have the ability to promote the positive social and emotional development of young children in their care; 4) All children needing non-parental care have access to consistent, high quality child care and preschool experiences; 5) All parents and caregivers have access to information about promoting healthy growth and development; and 6) All families are supported in order to provide an environment where their children can be healthy and prepared to succeed in school. The Early Childhood System plan is now called *Kids Matter: Improving Outcomes for Children in Washington State* (see Appendix C). The premise of *Kids Matter* is that a statewide system should be integrated, accessible, and supported by policies and financing essential to children’s health and school readiness.

Additionally, the *Kids Matter* strategic planning effort conducted an extensive “need for assistance” and “environmental scan” of the early childhood system. The future direction of the HS-SCO will be to focus its resources (staff and funds) on partnerships that reflect and align the HS-SCO goals with the *Kids Matter* needs assessment and prioritized outcomes.

Most recently, the Governor created **Washington Learns**, an initiative designed to examine and improve Washington’s education system - from early learning to K-12 to higher education (see Appendix J). Simultaneously, legislation (HB 1152) also created the Early Learning Council (ELC), an advisory body to the Washington Learns Steering Committee. The ELC was charged with making recommendations to the Governor in November 2005 about the statewide organization of early learning and preliminary design for a system of quality ratings and tiered reimbursement systems (see Appendix F). The ELC has submitted its recommendations to the Governor, and most likely, executive request legislation will direct the creation of a new department of early learning by July 1, 2006. If approved by the legislature, the department will serve as the lead agency for the

¹ Office of the Superintendent of Public Instruction: *Kindergarten Readiness Survey, 2005*

administration of public and private early learning services, including parent education and support, child care, and early learning programs (and funding streams) that are consistent with the mission of the new agency will be included in the new department. Although not yet determined, it has been proposed that the department will initially include the HS-SCO as well as the following programs:

- Child care subsidies (including those provided to school-age children);
- Child care licensing (including school-age care programs and tribal certification);
- Quality activities such as resource and referral, STARS (provider training and registry) and other activities designed to improve the quality of early learning services; and
- The Early Childhood Education and Assistance Program (WA State PreK).

If the executive request legislation passes into law, the HS-SCO will be moved into the new department. The HS-SCO will work to align (where appropriate) its outcome-based action plan with the new department’s goals and objectives.

Need for Assistance

In Washington State, services for young children are inadequate to meet their needs, and those that do exist are not always accessible to families (see Appendix C, Section IV). An early step of the *Kids Matter* process was to complete a needs assessment and a scan of the early childhood “environment” of services, policies, systems and child and family outcomes. Recognizing that the *Kids Matter* strategic planning process was occurring alongside the planning processes of multiple state and local agencies, initiatives, associations and service providers working in the early childhood arena, the methodology of this environmental scan was designed to build upon and integrate those existing efforts. In early 2004, researchers from Organizational Research Services (ORS) conducted an extensive review of the planning documents of over 25 different entities engaged in early childhood system assessment and integration activities in Washington State. Materials from state agencies, private foundations, current initiatives, professional associations and key city and county jurisdictions were included in the review. A list of most of the entities included is presented in Table 1 below.

Sources of Materials for Environmental Scan

<p>State Agencies/Entities:</p> <ul style="list-style-type: none"> ○ Office of the Superintendent of Public Instruction, Early Childhood Education and Family Literacy ○ Department of Community, Trade, and Economic Development, Early Childhood Education and Assistance Program (ECEAP) ○ Department of Social and Health Services: <ul style="list-style-type: none"> • Division of Child Care and Early Learning (DCCEL) • Head Start-State Collaboration Office ○ Washington Council for Prevention of Child Abuse and Neglect (WCPCAN) ○ Washington State Department of Health, Office of Maternal and Child Health (OMCH) ○ Washington State Family Policy Council ○ The Leadership Council for Quality Care and Education (LCCQE) (formerly known as the Child Care Coordinating Committee)
<p>Statewide Foundations, Associations and Initiatives</p> <ul style="list-style-type: none"> ○ Early Care and Education Coalition (ECEC) ○ Foundation for Early Learning (FEL) ○ League of Education Voters (LEV) ○ Parenting Matters Foundation ○ Washington Association for Education of Young Children (WAEYC) ○ Washington Build Initiative ○ Washington Parenting Education Network (WAPEN) ○ Washington State Child Care Resource and Referral Network (CCRRN)

Research Institutions:

- Economic Opportunity Institute
- University of Washington
 - Center on Human Development and Disability
 - Washington Kids Count (School of Public Health and Community Medicine and Human Services Policy Center)

Key Local and Regional Initiatives:

- Health Improvement Partnership Spokane, Spokane Regional Child Care Initiative
- Northwest Finance Circle of Seattle/King County and Spokane, Project Lift-Off/SOAR
- Public Health—Seattle & King County, Neurons to Neighborhoods
- United Way of King County, SOAR

Reviewers focused on five identified aspects of early childhood systems -- Medical Home, Mental Health/Social Emotional Development, Child Care/Early Childhood Education, Family Support and Parenting Education – as well as data and conclusions related to the overall early childhood system. Reviewers analyzed the planning documents and categorized the conclusions regarding strengths and gaps. This information is summarized below. It is clear from the numerous documents and lengthy list of offices, groups and organizations that there is great interest in and attention to early childhood issues in Washington State.

System Gaps: Four overarching Early Childhood System Gaps emerged from the document review:

- 1) Fragmentation -- Multiple, Separate Systems There are multiple early childhood care and education programs at the state level, each with their own infrastructure, chains of accountability, data collection and reporting, funding streams, eligibility criteria and leadership. Four distinct state agencies and three legislatively created bodies contributed their separate early childhood planning and assessment documents to the review. In some areas, different agencies offer similar or overlapping services. In others, a single service is split between agencies. A 2000 review found that the current organizational structure is perceived as complex and fragmented and that it lacks core leadership.²
- 2) Funding Gap State and federal programs lack funding to serve all young children eligible for early childhood programs. Head Start programs serve just over 7,000 four-year olds in Washington State, while almost 16,000 four-year olds live under the federal poverty level.³ Families struggle (and many are unable) to pay for high quality child care for their young children. A two-parent family, with both parents working full-time for the minimum wage (\$21,424 a year before taxes), would spend 31 percent of their income on center-based child care for one child at the market rate in an urban area.⁴
- 3) Challenges to focused policy guidance No single entity holds the authority and/or expertise for even one, much less all five, of the broad components of early childhood systems. Fragmentation and a lack of coordination and collaboration across the different service, information and policymaking entities, often produces information for decision-makers that lacks focus, integration and a sense of priority.
- 4) Lack of public understanding of the importance of early childhood and early childhood services and systems Parents, caregivers and the general public are unaware of key information about early brain development and the implications for policies and programs impacting young children and their families. A 2000 survey of parents and caregivers of young children in Washington State showed an awareness that early brain development is important, but also revealed serious gaps in knowledge. For example, 53% of respondents believed that more caregivers were better for a child's development; and 30% believed that if basic health and safety needs were met, everything else would take care of itself.⁵

² "Child Care and Early Learning Organizational Study," Office of Financial Management, State of Washington, December 2000

³ Based on 2002 data, cited in the Head Start, Early Head Start and Early Childhood Education and Assistance Programs in Washington State, State Profile 2001-2002; Head Start-State Collaboration Office, DCCEL

⁴ Children's Defense Fund, "Washington Early Childhood Development Facts" March 2005

⁵ Governor's Commission on Early Learning, 2000. See: www.digitalarchives.wa.gov/governorlocke/early

System Strengths: Reviewers categorized many strengths identified by the various planning efforts and documents included in the scan.

While some specific projects and initiatives (particularly those related to proposed legislation or funding proposals) can change significantly over time, the list below describes several of the activities that were identified as strengths at the time of the environmental scan. These and other system-building strengths informed the Kids Matter planning process in 2004 and 2005.

- Early Care Education Coalition (ECEC) – a coalition of organizations that fund services for young children and their families. Formed in 2002, the ECEC is working to build public awareness and improve policy and funding for early care and education in Washington State.
- K-12 Educators' Interest in Early Learning – K-12 educators have had a significant shift in thinking about the importance of early learning and the role of public schools in helping children have higher quality early learning experiences. K-12 educators understand that supporting, connecting and investing in early learning are key activities and strategies for closing the achievement gap. More and more school districts are thinking, planning and investing in services and supports for children and families so that they offer a continuum of learning from birth through third grade.
- Washington State Early Learning and Development Benchmarks – a set of early learning standards that specify what young children should know and be able to do at critical stages of development between birth and entry to kindergarten. The Benchmarks are aligned with K-12 standards and Head Start and Early Head Start child outcomes framework. The Benchmarks are printed and being disseminated statewide.
- Washington Build Initiative – a group of public and private partners joined together to lead the state's Build Initiative. Currently a "Learning Partner" of the national initiative, Washington Build is a system partner for the Kids Matter Plan.
- Head Start-State Collaboration Office (HS-SCO) – was created by the Head Start Bureau as a single point of contact for Head Start/Early Head start and to enhance the capacity of Head start and other early childhood programs to improve outcomes and opportunities for children. HS-SCO is a system partner for the Kids Matter Plan.
- Governor's Commission on Early Learning –a 1998-2000 effort focused on Early Learning, involving key public and private stakeholders. The Foundation for Early Learning emerged as a leader for these efforts.
- Division of Child Care and Early Learning (DCCEL) – This DSHS division of state government was created to improve the quality, availability, accessibility and early learning aspects of child care. DCCEL pursued a planning process that included community representatives from around the state.
- Early Learning Council – The legislation that created the Early Learning Council (HB 1152) charged the council with making recommendations in 2005 about the statewide organization of early learning and the preliminary design for a system of quality ratings and tiered reimbursement initiative. The Early Learning Council is located in the Office of the Governor.
- Legislative Focus on Early Childhood Systems – Several proposals in recent years indicate the legislature's interest in improving early care and education systems. (In 2003-2004 biennium, HB1545, HB2780 and HB2101 all focused on early care and education systems. Recently passed, HB1152 established an Early Learning Council in the Governor's office.)
- Increase in a solid base of public will – The scan revealed a promising level of energy and public interest in the subject of early childhood and brain development. For example, two recent voter initiatives contained specific emphases on early care and education. A 2000 initiative, I-728, passed with over 70% of the vote. In 2004, I-884's tax increase for education failed, but galvanized support across the state, was influential in the Kids Matter planning process, and created a sense of urgency to address educational funding concerns.

The systems strengths and gaps identified above are summaries of the broad themes identified with clarifying examples. While this summary is not a comprehensive list of all available data or programs and initiatives occurring in Washington State, the materials included in the Scan came from sources representing a broad spectrum of offices and organizations focusing on early childhood in Washington State. This information informed participants in the *Kids Matter* planning process.

Scope/Relevant Data

In Washington State there are approximately:

- 22,000 children enrolled in Head Start/Early Head Start (Region X, AIAN and Migrant) and the Early Childhood Education and Assistance Program (ECEAP)
- 13,000 in school district special education preschool
- 4,000 children in the Infant/Toddler Early Intervention Program (Birth to three)
- 178,000 licensed child care slots
- 40,000 children receiving child care subsidies
- Capacities for family planning, pre-natal care, pediatric care and early parent support and education

Due to the complex structure for governance, regulation and accountability, integrating planning, financing and quality assurance is a challenge. If created, the new department of early learning will work to address the complex array of services and supports so that Washington State may create a sustainable, integrated and accessible early learning system that provides parents, families, teachers, caregivers and communities the information, support and services they need to ensure that every child is prepared from birth for success in school and life.

Past Performance and Progress

Over the last five years, there have been two significant changes to the HS-SCO in Washington State. The first change was a structural move from the Office of the Governor, Family Policy Council to the Department of Social and Health Services (DSHS), Division of Child Care and Early Learning (DCCEL) in June 2001. The second change over was a transition in HS-SCO staff. Both the Director and administrative support staff left the HS-SCO in July 2001 and a new director was not hired until February 2002. Administrative support was not hired until early 2003 due to a state hiring- freeze policy.

In light of these changes within the previous 5-year grant cycle, the past performance and progress report will focus on the last 3-½ years. Recently, the HS-SCO completed a self-assessment and evaluation of work done over the last 3-½ years (federal requirement by the Region X Office). In July 2005, the HS-SCO initiated a contract with Organizational Research Services (ORS), an independent research and evaluation firm, to conduct an evaluation of its efforts. The HS-SCO chose ORS because it conducted the previous HS-SCO evaluation in 2000.

The evaluation goals were to:

- Gain current and relevant feedback from stakeholders so to inform the reapplication, assess perception of past work; and provide guidance for future work; and
- Provide baseline data and context for Washington State's Early Childhood System plan, *Kids Matter* .

The evaluation activities included:

- A review and analysis of relevant reports;
- An on-line survey about partnerships, Head Start/Early Head Start involvement in state planning and policies, and systems development efforts;
- A cross-walk matrix of the linkages between the HS-SCO goals and objectives and the Kids Matter outcome map; and
- A revision of the HS-SCO logic model.

The survey methodology included a sampling frame of 156 stakeholders. ORS worked with the HS-SCO to compile a list of potential stakeholders/respondents from various groups, task forces with which the HS-SCO works to further the federal goal areas including: HS-SCO Advisory Council; all HS/EHS Directors; HS/EHS staff involved in projects; Office of the Governor; state government project partners; Family Policy Council; Early Learning Council staff; and private initiatives and organizations that are working to improve the professional development opportunities and options for teachers and caregivers in Washington State.

Of the 156 individuals who received the survey, ORS received 120 responses. The final response rate was 76.9% percent. ORS examined the frequency distribution of the full sample and also reviewed qualitative responses for themes.

Progress in Advancing Federal Goal Areas

The HS-SCO has made significant progress in advancing the goal areas it has been charged with by the Head Start Act (Congress, 1998). The following section summarizes themes based on data pulled from the *Partner Survey – Summary of Results* report conducted by Organizational Research Services. For the full report, please see Appendix G.

Summary of Findings

The HS-SCO has made significant progress in advancing the goal areas it has been charged with by the 1998 Federal Head Start Act.

Goal One. To assist in building early childhood systems and enhance access to comprehensive services and supports for all low-income children.

- The HS-SCO has a *visible statewide presence in efforts that impact children*.
- Over 70 percent of respondents rate the HS-SCO as ‘significantly’ engaged with five early childhood groups and initiatives: Early Care and Education Coalition, Head Start-State Collaboration Office Advisory Council, Leadership Council for Quality Care and Education (formerly known as the Child Care Coordinating Committee), Washington State governmental agencies, and the Washington State Governor’s Office and staff.
- In responses to an open-ended question, several specific efforts made in supporting services that benefit children and families building early childhood systems and/or have been raised up as having made significant progress over the past three years were mentioned including: Early Learning and Development Benchmarks, *Kids Matter*, AAS-T Degree, School Readiness Summit.
- Nearly 70 percent of respondents report the HS-SCO is highly engaged in six of the eight federal priority areas: education, child care, health, welfare/TANF, family literacy, and children with disabilities.

Goal Two. To encourage widespread collaboration between Head Start and other appropriate programs, services, and initiatives and to augment Head Start’s capacity to be a partner in state initiatives on behalf of children and their families.

- The HS-SCO is *facilitating Head Start and Early Head Start collaborations and partnerships with early childhood stakeholders, programs and initiatives*. Over 80 percent of respondents view the HS-SCO role in this area as significant.

- The HS-SCO is *actively facilitating early childhood systems development across systems building groups and initiatives*. Across systems building groups and initiatives information sharing/networking and joint planning/problem solving/advising/decision making are most prevalent. More than 50 percent of respondents state that these elements are present in most of the groups or initiatives they were asked about.
- *Partnerships involving Head Start and Early Head Start are also occurring*, but they are slightly less widespread than information sharing and joint planning. Common evaluation framework and joint funding/budgets are the least frequently occurring elements. Fewer than 50 percent of respondents noted that these elements are present.

Goal Three. To facilitate the involvement of Head Start and Early Head Start in state policies, plans, processes and decisions affecting the Head Start and Early Head Start target populations and other low-income families.

- The HS-SCO is *facilitating the involvement of Head Start and Early Head Start in state policies and plans that affect the Head Start population*. Over 90 percent of respondents indicated that the HS-SCO has a significant role in this type of state level systems development.
- The HS-SCO is *linking local Head Start and Early Head Start work with its role in statewide level planning*. Head Start and Early Head Start Directors and Staff were specifically asked to comment on the extent to which the HS-SCO facilitated their involvement in state policies, plans, processes, and decisions affecting the Head Start and Early Head Start target population and other low-income families over the past three years and almost 70 percent rated the HS-SCO as having a significant role in this area.

Guidance for the Future

Respondents also provided guidance on how the HS-SCO should continue its work over the next five years, noting priority areas that should be focused on, as well as barriers to, and qualities that are important to, early childhood systems development.

- *Education, child care and health are the priority areas that received the highest ratings* in regard to areas that the HS-SCO should focus on through its future work.
- *Several barriers that affect the HS-SCO's ability to foster collaboration and early childhood systems building* were cited. The most frequently mentioned of these include: limited autonomy working in the context of a large state agency, limited resources to support collaborative and systems building efforts, and lack of shared vision and common understanding around systems building goals.
- Respondents also noted *qualities or characteristics that are most important to the HS-SCO in its early childhood systems development efforts*. These include: engaged, neutral and objective leadership advocating for young children and their families, structure that allows movement and creativity, wide communication of a clear and focused vision, coordination and collaboration with other efforts, and development and involvement of systems building.

Kids Matter. As part of the HS-SCO's work toward meeting the goals it has been charged with by the 1998 Head Start Act, it has taken a leadership role in developing early childhood systems in Washington State. In this role, the HS-SCO has become a key partner in *Kids Matter*, the current Washington State early childhood systems-building strategic framework. As such, the HS-SCO selected several *Kids Matter* systems outcomes most aligned with its work around which to collect information on the current state of systems development.

- *Early childhood systems development is underway within Kids Matter systems outcomes most aligned with the HS-SCO's work.*
- *Baseline data on Kids Matter systems outcomes illustrates that information sharing and some joint planning are occurring; partnerships involving Head Start and Early Head Start, common evaluation frameworks, and joint funding are less present.*
- *Increased ability of families to obtain quality child care and preschool programs that meet families' needs is slightly farther along in regard to systems building than the other Kids Matter systems outcomes most closely aligned with the HS-SCO.*

Conclusion

Taken as a whole, the data illustrates the significant movement that has occurred over the past three years in regard to building early childhood systems around specific early childhood groups and initiatives. Stakeholders in the early childhood arena are sharing information and are engaged in joint planning; partnerships involving Head Start and Early Head Start are also present in the work of many groups and initiatives. The HS-SCO has been a significant force behind this work; it is actively and effectively building systems, encouraging collaboration and facilitating the involvement of Head Start and Early Head Start in state policies and plans.

The data also demonstrates that there is room for further growth. This is observed in the more general work of early childhood groups and initiatives, particularly around developing common evaluation frameworks and joint funding. It is also seen in the baseline data collected around specific *Kids Matter* systems outcomes, which suggest there is much work to be done to creating comprehensive early childhood systems.

The HS-SCO is in a strong role and has unique qualifications and characteristics to contribute to facilitating continued collaboration around development of early childhood systems. By further strategically focusing its efforts in specific systems building arenas, especially those reflecting *Kids Matter* priority outcomes, the HS-SCO is poised to make substantial progress in the early childhood arena.

Results and Benefits Expected

Objectives

This HS-SCO was created as a visible presence for Head Start, and to develop and maintain the capacity to support multi-agency and public-private partnerships at both the state and local. These collaborations and partnerships are intended to:

- Help build early childhood systems;
- Encourage widespread collaboration between Head Start/Early Head Start and other appropriate programs, services, and initiatives; and
- Facilitate involvement of Head Start in state policies, plans, processes and decisions.

Outcomes

To meet the above objectives, it is important to understand the environment and issues within the Office of the Governor, state agencies, legislature, the private sector (business and philanthropy) and local communities. After an extensive, multi-pronged review (relevant federal and state documents), evaluation (HS-SCO Advisory Council meeting, on-line Partner Survey) and environmental scan (key informant interviews with HS Association and Directors Affiliate Group), the HS-SCO designed a “logic model” and evaluation plan for the next grant cycle starting in 2006 (see Appendix H). The proposed framework for evaluation is based on the following defined *Kids Matter* macro goals:

1. Children are healthy and ready for school
2. Comprehensive early childhood systems, services and supports for children are more readily available

While there are many variables and sources of influence and resources in any collaborative effort, the HS-SCO will focus attention and efforts on systems development needs and topic priorities identified by stakeholders across the state. Across systems building groups and initiatives, information sharing/networking and joint planning/problem-solving/advising/decision-making are most prevalent systems development elements in our state. Additionally, *partnerships involving HS/EHS are occurring*, but they are slightly less widespread than information sharing and joint planning. Common evaluation framework and joint funding/budgets are the least frequently occurring elements. To this end, the HS-SCO will focus on extending and enriching partnerships between HS/EHS and Education, Child Care and Health by developing a common evaluation framework and joining funding/budgets to better serve children and families. The Outcomes-Based Action Plan outlines goals, functions and activities for how the HS-SCO will focus its staff and resources.

Benefits

Please reference the following documents for Benefits of the grant award.

- Self Assessment and Evaluation Plan (see Approach section)
- Outcomes-Based Action Plan (see Approach section)
- Kids Matter Outcome Map (see Appendix C)
- Conceptual Logic Model (see Appendix H)
- Action Logic Model (see Appendix H)

Approach

Planning

Based on lessons learned from the first 10 years of the HS-SCO, a number of values and principles must be considered when planning the approach, scope and methods. The methods are specifically outlined in the section titled “Principles Guiding the Process/Methods of the Action Plan.” The scope of work to be covered over the next five years may be found in the Outcomes-Based Action Plan that identifies outcomes, functions and strategies for the HS-SCO. It is focused with a clear plan that targets three priority areas: education, child care and health (identified by stakeholders in the planning process).

Over the past four months, the HS-SCO has consulted many key partners and supporting documents to gain current and relevant feedback from stakeholders to inform the 5-year grant application process, assess perception of past work, and provide guidance for future work. The following activities outline the extensive planning and consultation conducted for this application.

- Joint Advisory Council Meeting (JAC)
The HS-SCO and its systems partners convened a joint advisory council meeting on October 26, 2005. JAC membership is comprised of representatives from the Head Start Association, local Head Start programs, federal Regional Office, Head Start T&TA system, state pre-k (ECEAP), Governor’s Office, Child Care Resource & Referral Network, state child care lead agency, state education agency and many others (see Appendix I). At the JAC meeting, the HS-SCO Partner Survey results were shared and discussed. This group was also consulted and provided input on the Outcomes-Based Action Plan and future work of the HS-SCO.
- Statewide Partner Survey Conducted
Please see Appendix G for more information.
- Federal Documents Reviewed
Grant Guidance, Letter to the Governor, Head Start and Reauthorization Language (both senate and house bills)
- Head Start Association and HS Directors Affiliate
Both groups were consulted via conference call and in-person for guidance in writing the application and future work of the HS-SCO.
- Kids Matter Executive Summary
The HS-SCO consulted this document to determine what the priorities are for Washington State and which goals align with the HS-SCO. The HS-SCO will be working on three of the Kids Matter outcomes over the next five years.

The HS-SCO will continue to utilize the Joint Advisory Council as an existing structure that may assist in high-level collaboration. The HS-SCO will also engage the new Early Learning Council to ensure collaboration among other key partners so that broad-based, multi-agency, multi-organizational initiatives can be developed and carried out. Additionally, the HS-SCO will create new workgroups to focus on targeted initiatives. For more information on these new workgroups, please see the Outcomes-Based Action Plan.

Self-Assessment: A Proposed Evaluation Plan for Continuous Improvement

The following three pages present an evaluation plan that will be used to track changes/results in the three primary goals identified by the federal Head Start-State Collaboration Office grant:

1. ***Build early childhood systems and enhance access to comprehensive services and support for all low-income children;***
2. ***Encourage widespread collaboration between Head Start and other appropriate programs services, and initiatives, augmenting Head Start's capacity to be a partner in State initiatives on behalf of children and families; and***
3. ***Facilitate the involvement of Head Start in state policies, plans, processes and decisions affecting Head Start target population and other low-income families***

Evaluation is being required by the funding source and evaluation efforts are related to reporting, and demonstrating results. The HS-SCO is in a unique position to use the evaluation process for the purposes of program improvement, program development and marketing (setting expectations). The plan shown here will allow HS-SCO to effectively gather data related to the outcomes identified. The HS-SCO will then use data to obtain feedback on current events, the development of future program efforts and/or specific tasks or projects.

In order to effectively measure outcomes, the HS-SCO has been and will continue to manage data collection and data management—including the implementation of surveys and/or other data collection methods, tracking and using data, and preparing/presenting data. The evaluation plan shown here allows HS-SCO to effectively gather data related to the outcomes identified.

The primary tasks of the evaluation are to:

- Coordinate data collection
- Manage data as it is collected—that is, arrange for and oversee data entry, data tracking, and analysis
- Share information learned through the evaluation process; and
- Reframe action plan, including functions and strategies, according to data collected and analysis results

The evaluation plan framework presents the three grant goals, along with their associated indicators and a proposed data source. The sources of data include:

- ***Documentation of existing information.*** This will be accomplished through the use of current tracking forms and/or through the development of a more systematic process for collecting existing information on an annual basis in order to note yearly trends
- ***A Key Informant Survey.*** This has been and will continue to be implemented annually with a sample of individuals and agency representatives who have participated in HS-SCO activities.
- ***Case studies.*** Case studies will be implemented to document ways in which Head Start and other early childhood programs have worked effectively together.

**Head Start – State Collaboration Office
Framework for Continuous Improvement**

HS-SCO Grant Goals	Outcomes	Indicators	Data Source
<i>Build early childhood systems and enhance access to comprehensive services and support for all low-income children.</i>	<p>Increase effective partnerships within/across child related systems so that:</p> <ol style="list-style-type: none"> 1. Children are healthy are ready for school; and 2. Comprehensive early childhood systems, services and supports for children are more readily available 	<ul style="list-style-type: none"> ▪ Increased participation/involvement in developing a common evaluation framework and joint budgets (public and private sectors) 	<ul style="list-style-type: none"> ▪ Information exists through meeting minutes, Project Director’s notes. Develop and adopt systematic way to continue ongoing documentation of what individuals, agencies and/or groups are participating in the HS-SCO over time.
<i>Encourage widespread collaboration between Head Start and other appropriate programs services, and initiatives, augmenting Head Start’s capacity to be a partner in State initiatives on behalf of children and families.</i>		<ul style="list-style-type: none"> ▪ Formalized interagency agreements and/or other collaborative protocols between key partners exist 	<ul style="list-style-type: none"> ▪ Information exists, but needs to be documented. Again, a process for systematically documenting this information in an ongoing manner needs to be developed.
<i>Facilitate the involvement of Head Start in state policies, plans, processes and decisions affecting Head Start target population and other low-income families.</i>		<ul style="list-style-type: none"> ▪ Increased quality of partnerships/deeper levels of collaboration around specific policies ▪ Strengthened link between HS/EHS and early childhood systems ▪ Increased quality of partnerships/deeper levels of commitment around a common evaluation framework and joint budgets 	<ul style="list-style-type: none"> • Develop a Key Information Survey to assess partners’ attitudes re: collaborative work ▪ Items on Key Informant Survey ▪ Items on Key Informant Survey

**Head Start – State Collaboration Office
Framework for Continuous Improvement**

HS-SCO Grant Goals	Outcomes	Indicators	Data Source
<i>Build early childhood systems and enhance access to comprehensive services and support for all low-income children.</i>	Decrease fragmentation of child-related systems so that: <ol style="list-style-type: none"> 1. Children are healthy are ready for school; and 2. Comprehensive early childhood systems, services and supports for children are more readily available 	<ul style="list-style-type: none"> ▪ Joint efforts between Head Start and K-12 System around special education preschool, data tracking and transition 	<ul style="list-style-type: none"> ▪ Case studies/qualitative descriptions of innovative and effective efforts and lessons learned
<i>Encourage widespread collaboration between Head Start and other appropriate programs services, and initiatives, augmenting Head Start’s capacity to be a partner in State initiatives on behalf of children and families.</i>		<ul style="list-style-type: none"> ▪ Joint efforts between HS/EHS and ECEAP around common policy/topic concerns (monitoring and funding for dually funded programs) ▪ # of jointly funded HS/EHS and Child Care slots 	<ul style="list-style-type: none"> ▪ Data exist and are available - need to be collected and summarized
<i>Facilitate the involvement of Head Start in state policies, plans, processes and decisions affecting Head Start target population and other low-income families.</i>		<ul style="list-style-type: none"> ▪ Stable leadership around child-related issues/systems ▪ Common outcome measures, eligibility determinations, information systems across child-related systems ▪ Policies and practices that support a coordinated system of child care, early childhood education and family support 	<ul style="list-style-type: none"> ▪ Items from Key Information Survey ▪ Develop and adopt systematic way to document leadership issues.

Principles Guiding the Processes/Methods of the Action Plan

During the planning process for writing the 5-year grant, the HS-SCO asked stakeholders for a prioritized set of principles intended to guide the processes of the action plan. These principles establish the foundation for the collaborative work of the HS-SCO and its action plan. The guiding principles are as follows:

- Head Start Association Involvement: Assure Head Start/Early Head Start representation is actively involved in all levels of the action plan. Continue to raise awareness of Head Start/Early Head Start to be involved the whole early childhood systems of systems, utilizing the leaderships from the Head Start Association to determine appropriate recruitment. Continue to include the Regional Office and the Head Start Training and Technical Assistance system in HS-SCO activities where appropriate
- Valuing Diversity: Identify under-represented voices and remove barriers to participation for under-represented voices. Build upon and represent the rich cultural heritage and knowledge of children and families in Washington State. Include the unique learning needs of children with disabilities and children whose home language is not English.
- Public-Private Partnerships: Continue to build public-private partnerships to: promote complementary investments and activities; reduce and share financial risks; increase effectiveness; accelerate momentum; and leverage additional funding.
- State-Local Connections: Facilitate richer connections between state and local efforts by specifically including local communities in the HS-SCO planned activities. Additionally, the HS-SCO will encourage and support local public-private partnerships that generate innovative solutions to coordination of early learning services, and improved transitions from early learning to kindergarten.
- Developmental Cycles: Consider the stage of the partnership and respond appropriately. Whether the partnership is in the conversation stage (share information), the competition stage (share and negotiate power), the coordination/cooperation stage (share activities) or the full-on collaboration state (Share resources), manage partnerships with appropriate level of resources (staffing and funding).
- Flexibility: Respond to and be sensitive to changing conditions and timing rather than forcing an agenda.
- Effective Communication: Utilize more multimedia tools to communicate information to HS-SCO partners and stakeholders (e.g., revision website, create blogs, coordinate web casts etc.)

Strategies for Implementing Guiding Principles

- Work with under-represented stakeholders to develop a plan for improving involvement
- Provide stipends for under-represented stakeholders to attend meetings
- Support the development of uniform methods to successfully measure stakeholder satisfaction with processes
- Support and encourage stakeholder input and ongoing feedback
- Develop regional and/or population strategies to increase and measure engagement and participation

Process Statements

Under this grant, the HS-SCO is charged with continuing to build collaborative relationships between Head Start and other early childhood programs in order to better meet the needs of low-income families and children within the State of Washington. Specifically, there are four process statements outlined in

the grant guidance for the HS-SCO to do. The HS-SCO will work to implement the following process statements:

- Foster working coalitions of ACF officials, State officials, State Head Start Association members, Head Start program directors and staff, early childhood professionals, and professionals in other relevant disciplines;
- Serve as a facilitator to improve and expand services for low-income children in Head Start, K-12 system special education preschool, school district preschool, other state preschool programs and child care;
- Build the best possible linkages between local, community-based Head Start programs and State early childhood initiatives and policies; and
- Facilitate a more coordinated approach to planning and service delivery in education health care, welfare, child care, community service activities, family literacy services, activities relating to children with disabilities, and services for homeless children.

Outcomes-Based Action Plan

The HS-SCO has outlined an action plan for the next five years. However, the early learning landscape (in which the HS-SCO exists) may be altered by changes and actions of the legislature during this timeframe. Each year, the legislative session usually dominates activities through April, making it difficult to convene groups and outline a specific timeline for activities listed. The following tables outline the proposed action plan for the next five years, keeping in mind the highly active nature of early learning in the legislature and in Washington State.

GOAL #1: Increase the public’s understanding of early education, health and school readiness as major contributors of student academic success and the state’s economic vitality

HS-SCO FUNCTION	ACTIONS AND STRATEGIES
<p><i>Improve and increase an awareness and understanding of what is being achieved through Head Start/Early Head Start Programs in WA State (priority areas: education and health)</i></p>	<ul style="list-style-type: none"> ▪ Collect Head Start/Early Head Start child outcome data from programs across WA State ▪ Review and analyze statewide child outcome data ▪ Synthesize and prioritize child outcome data with HS Association, HS Directors Affiliate Group and Region X ▪ Develop statewide picture of common HS/EHS child outcome achievements ▪ Produce a user-friendly document of child outcome data ▪ Develop a common assessment tool/approach ▪ Align assessment tool/approach with OSPI’s assessment work on the readiness of entering kindergartners
<p><i>Support the Early Care and Education Coalition in its efforts to build public and political will for increased resources toward early childhood education, health and school readiness (priority areas: education, health and child care)</i></p>	<ul style="list-style-type: none"> ▪ Continue participation on Early Care and Education Coalition (EC2) Steering Committee ▪ Continue to support, through funding and in-kind resources, the policy activities of EC2 ▪ Continue to support, through funding and in-kind resources, the Born Learning Public Awareness Campaign (working to mobilize communities and champions to build public will for early care and education) ▪ Support communities ability to education policymakers by engaging partners and local champions in policy dialogue ▪ Research and promote policies that support both state agencies and children, families and communities

<p>Support the Collaborative Leadership Institute in its efforts to build a renewed and lasting network of leaders prepared to advance innovative approaches that benefit children and families (priority areas: education, health and child care)</p>	<ul style="list-style-type: none"> ▪ Continue participation on Collaborative Leadership Institute (CLI) Steering Committee ▪ Continue to support, through funding and in-kind resources, the CLI leadership development activities ▪ Research and promote innovative practices that will support emerging leaders at multiple levels ▪ Develop a series of lunch, learn and conversations between the CLI Class of 2005 and existing leadership (public and private) on specific topics relevant to early childhood supports and services
---	---

GOAL #2: Improved ability of families to obtain quality preschool and early learning programs that meet families' needs

HS-SCO FUNCTION	ACTIONS AND STRATEGIES
<p>Improve coordination and policy development between Head Start/Early Head Start programs and the K-12 System (local education agencies, and the Office of the Superintendent of Public Instruction) around the topic areas of special education preschool, data tracking and transitions (priority areas: education)</p>	<ul style="list-style-type: none"> ▪ Support working partnerships (planning, problem solving and joint decision-making) between local HS/EHS programs and their local education agencies on the topic of IDEA, Part B Special Education Preschool and transition ▪ Develop a working partnership <i>Memorandum of Agreement</i> (shared vision, scope of collaborative activities, identify legal and programmatic needs and barriers) between OSPI, the Head Start Association, Head Start-State Collaboration Office, and the Region X Office that focuses on IDEA, Part B Special Education and Transitions ▪ Support coordinated efforts between OSPI, HS/EHS and ECEAP to track children/students statewide, anonymously, to collect basic demographic information, special services obtained, test scores, high school courses selected, and graduation information on an individual student basis. The purpose for longitudinally tracking children/students is to compare the HS/EHS and ECEAP graduate with low-income students who did not receive these services who also qualify for free lunch (130% of FPG). ▪ Support a comprehensive system of developmental assessment, and access to effective early interventions ▪ Promote the ability of families to be actively and effectively involved (community approach) in planning for transitions among environments ▪ Work with OSPI and school districts to support ready schools: (a) smooth the transition between home and school; (b) strive for continuity between HS/EHS programs and elementary schools; (c) help children learn and make sense of their complex and exciting world; (d) are committed to the success of every child entering/transitioning to school (Shore, 1998). ▪ Support staff development and skills needed for transition activities between agencies/systems

<p><i>Improve coordination and policy development between Head Start/Early Head Start programs and Early Childhood Education and Assistance Program (priority areas: education and health)</i></p>	<ul style="list-style-type: none"> ▪ Support working partnerships (planning, problem solving and joint decision-making) between local HS/EHS programs and their local ECEAP programs around common policy areas (for dually funded programs) ▪ Develop a working partnership <i>Memorandum of Agreement</i> (shared vision, scope of collaborative activities, identify legal and programmatic needs and barriers) between ECEAP HQ, Region X Office, Head Start-State Collaboration Office, and HS/ECEAP Association that focuses on dually funded programs common policy areas (monitoring, professional development and assessment)
<p><i>Promote and increase innovative Head Start-Child Care collaborative models that meet the changing needs of children and families (priority areas: child care and health)</i></p>	<ul style="list-style-type: none"> ▪ Convene, facilitate and support a working partnership group (planning, problem solving and joint decision-making) between HS/EHS and Child Care ▪ Share and promote innovative Head Start-Child Care collaborative models from other states ▪ Share and promote the latest research on the interdependence of “Stability” and successful outcomes for children, families, teachers, programs and systems.

GOAL #3: Increase availability of appropriate and coordinated mental health services for young children

HS-SCO FUNCTION	ACTIONS AND STRATEGIES
<p><i>Promote collaboration among policymakers, teachers/providers and other stakeholders around social, emotional and mental health of young children (priority areas: education, child care and health)</i></p>	<ul style="list-style-type: none"> ▪ Recruit HS/EHS director or staff to participate on the statewide committee, <i>Partnerships for Supporting Children’s Mental Health</i> ▪ Support programs and curricula that have proven to enhance teachers and caregivers’ knowledge of social, emotional and mental health of young children ▪ Support and promote assessment strategies that include social, emotional and mental health components and that outcomes are measured, reported and used as a tool for improvement

GOAL #4: Increase awareness and use of the Kids Matter Framework by statewide public and private partners

HS-SCO FUNCTION	ACTIONS AND STRATEGIES
<p><i>Promote and educate public and private partners on examples of how to use the Kids Matter Framework (priority areas: education, child care and health)</i></p>	<p>Develop tools and examples of How to Use the KM Framework that:</p> <ul style="list-style-type: none"> ▪ Facilitate collaboration—encourage local collaborative processes with “action” outcomes; seek opportunities to increase alignment and integration, reduce duplication of efforts and maximize resources; ▪ Define outcomes—define desired community or organizational outcomes; ▪ Establish priorities and focus—decide which opportunities a particular organization will pursue; ▪ Define strategic directions—assess possible strategic opportunities that fit their mission; ▪ Coordinate timing—guide agency/organizational action by setting the pace for implementation and execution of newly accepted strategic initiatives; and ▪ Facilitate exits—identify ways to determine when to end activity that has achieved its goal, or no longer appears strategic.

GOAL #5: Continuously improve the governance, functional operations and perceptions of the HS-SCO to be an inclusive, neutral and objective leader in supporting and promoting policies that help early learning programs better serve children and families needs

HS-SCO FUNCTION	ACTIONS AND STRATEGIES
<p><i>Secure appropriate level of autonomy to conduct HS-SCO congressionally mandated functions</i></p>	<ul style="list-style-type: none"> ▪ Create a formal, direct link between the HS-SCO and the Office of the Governor ▪ Create a formal, direct link between the HS-SCO and the Office of the Superintendent of Public Instruction ▪ Create a formal, direct link between the HS-SCO and public-private partnerships charged with improving the political and public will to invest and support early childhood supports and services ▪ Communicate widely the ability of the HS-SCO to promote and represent diverse viewpoints ▪ Work with Office of the Governor, the Superintendent and others to overcome the limits of the setting for the HS-SCO ▪ Maximize flexibility of the HS-SCO by engaging non-traditional partners and under-represented voices

Organizational Profile

Setting - Location

In September 2005, the U.S. Department of Health and Human Services (DHHS) sent a letter to Governor Gregoire announcing the Head Start-State Collaboration Office (HS-SCO) 5-year grant application. The letter included grant guidance and instructions. In the letter to the Governor, ACF/DHHS stated “the HS-SCO should be located in the Office of the Governor or be administratively placed so access to the Governor and other key policy makers or planning bodies is assured.” Additionally, the grant guidance and instructions requires the HS-SCO applicant to specifically describe the organizational location of the HS-SCO and rationale for placement demonstrating its visibility and access to influence, resources and partnership opportunities. In this section, the application aims to address these requirements.

As mentioned previously (see Project Description Overview past performance section), there have been two significant changes to the HS-SCO over the last five years. The first change was a structural move from the Office of the Governor, Family Policy Council to the Department of Social and Health Services (DSHS), Division of Child Care and Early Learning (DCCEL) in June 2001. The second was a transition in HS-SCO staff. Both the Director and administrative support staff left the HS-SCO in July 2001 and a new director was not hired until February 2002. Administrative support was not hired until early 2003 due to a state hiring- freeze policy.

From 1996-2001, the HS-SCO was administered by the Office of the Governor, Office of Financial Management and located within the Family Policy Council. That setting provided accessibility to the Executive Policy Unit of the Governor’s Office; autonomy from various departmental agendas; and accessible partnerships with stakeholders, associations, programs and the greater early childhood community. According to the Partner Survey (Appendix G), the current perception of the HS-SCO is that its location in the Division of Child Care and Early Learning within the Department of Social and Health Services (DCCEL/DSHS) provides limited autonomy. It is also felt that this administrative placement does not allow adequate access to the Governor and other key policy makers. The Partner Survey further indicates that the HS-SCO’s key partners and stakeholders see the current setting in the largest state agency in Washington (see Appendix E for organizational charts) as a barrier.

The current location of the HS-SCO may change due to legislative action over the next year. The Early Learning Council (see Project Abstract state context section and Appendix F) has put forward a recommendation to create a new, cabinet level early learning agency. If created, the HS-SCO is one office slated to move to the new agency. Potentially, the new early learning agency, as a setting for the HS-SCO, may help to improve current perceptions. It may also potentially provide access to the Governor’s Office, autonomy from various departmental agendas, and greater accessibility to public-private partnerships with the larger early childhood community. Ongoing discussions may also result in the creation of a public-private partnership to spur connections and improvements to early learning services. Because of the key role the HS-SCO plays in connecting public and private early learning efforts, the HS-SCO could also be co-located in this new structure. If neither happens, it is unclear what decisions will be made by the legislature and/or the Governor concerning the organization, governance and administration of early learning in Washington State. It is uncertain how this will impact the perception and effectiveness of the HS-SCO. To this end, the HS-SCO grant application includes the following goal to address these perceptions/barriers. *Improve the governance, functional operations and perceptions of the HS-SCO to be an inclusive and neutral leader in supporting and promoting policies that better serve children.* For more information, please see the Outcomes-Based Action Plan.

Staff

A Director and a half-time Project Assistant staff the HS-SCO. Please see Appendix A for resumes and project descriptions. Because the HS-SCO is housed in DCCEL, the HS-SCO Director reports to the DCCEL Director. For the past 3 years, the Project Assistant has reported to the HS-SCO Director. The DCCEL Director recently moved the HS-SCO project assistant position under another administrator within DCCEL to accommodate new DSHS budget and policy issues. This decision may further confuse perceptions of the HS-SCO and its ability to meet HS-SCO objectives.

In the appendices, please find letters of support and commitment from key partner agencies in Washington State including the Washington State Association of Head Start and ECEAP (WSA), Washington Association for the Education of Young Children (WAEYC), Foundation for Early Learning (FEL), Washington State Department of Health (DOH), Washington State Department of Community, Trade and Economic Development – Early Childhood Education and Assistance Program (ECEAP), Washington State Department of Social and Health Services – Division of Child Care and Early Learning (DCCEL), Office of the Superintendent of Public Instruction (OSPI), Washington State Child Care Resource and Referral Network (WSCCRRN), Washington Association for Educators of Personnel in Early Childhood Programs (WAEPECP), Early Care and Education Coalition (EC2), and the Family Policy Council. Please also reference the Partner Survey (Appendix G) for 14 pages of additional comments and acknowledgement from various partners that attest to successful attributes, as well as barriers of the HS-SCO.

Budget Narrative and Justification: 2006-07 Budget Period

In order to improve quality integrated and comprehensive child-related systems, the HS-SCO will utilize federal and state resources to support the necessary personnel, travel, equipment and supplies and contractual investments. A portion of the budget supports personnel and necessary travel costs. The contract portion of the budget supports investments in various collaborative activities within the suggested outcomes/priorities of the grant.

1. State Match and In-Kind Non-federal Dollars - \$42,000

a. State "Cash" Match Non-federal Dollars

The state adds 20% of the total grant costs to the federal dollars--using state funds as the source--which represents our cash match. This cash match increases the bottom line by \$42,000. To be in compliance with federal "Cash Match" requirements, the grant and continuing application must identify both the source (state funds) and proposed use for cash match.

Proposed Use of "Cash Match"

The state "cash match" will be allocated across all categories of grant costs (salary/benefits, contracts, supplies and goods & services). The "cash match" allocation for contractual costs will be used to support the outcomes and strategies outlined in the Project Abstract.

2. Total Request for Federal Dollars - \$175,000*

- a. **Object Class Category - Personnel:** This is a request for \$70,968 federal funds to support HS-SCO staff. Federal funds will support a Director and one half-time administrative staff. All personnel supported by federal funds will conduct HS-SCO activities only. The Director will be responsible for operation, implementation and coordination of the HS-SCO. The administrative staff will provide project assistance support to the HS-SCO.

Project Director: 1.0 FTE (100% of time on project) Salary = \$66,000

Administrative Secretary: 0.5 FTE (100% of time on project) Salary = \$22,000

Sub-total (Federal dollars - 80%): \$ 70,968*

Sub-total (State match dollars - 20%): \$ 17,032

TOTAL PERSONNEL: \$ 88,000

- b. **Object Class Category - Fringe Benefits (25% of Salary):** This is a request for \$17,742 federal funds for fringe benefits for Project Director and administrative staff.

Total Salary Cost \$88,000 X 25% = \$22,000

Sub-total (Federal dollars): \$ 17,742*

Sub-total (State match dollars): \$ 4,258

TOTAL FRINGE BENEFITS: \$ 22,000

- c. **Object Class Category – Travel:** This is a request for \$12,097 federal funds for out-of-state and in-state travel.

In- State Travel - \$7,000

Project staff to attend:

- State association meetings (including registration);
- Site visits to local Head Start programs
- Project initiatives' workgroup and coalition meetings;
- Statewide conferences and meetings related to priority areas of reapplication; and
- HS-SCO Joint Advisory Committee meetings.

Convener of Collaborative Meetings for HS-SCO Initiatives:

Head Start staff to travel to meetings in Olympia for:

- Meetings associated with priority areas of reapplication; and
- HS-SCO Joint Advisory Council meetings.

Out-of-State Travel - \$8,000

Project Director to attend:

- 2 national HS-SCO meetings (grant requirement); and
- 1 Systems Development Meeting

1 Systems Development Partner to attend:

- 1 Systems Development Meeting

Sample Out-of-State Travel Budget

- Airfare - \$610.00
- Per Diem - \$60.00 X 4 days = \$240
- Ground Transportation = \$150
- Hotel \$200 x 3 nights = \$600
- Registration Fees \$400

Total Sample Out-of-State Travel Budget = \$2,000

Sub-total (Federal dollars):	\$ 12,097*
Sub-total (State match dollars):	\$ 2,903
TOTAL TRAVEL:	\$ 15,000

- d. **Object Class Category – Supplies:** This is a request for \$4,032 federal funds for routine operational supplies:

Sub-total (Federal dollars):	\$ 4,032*
Sub-total (State match dollars):	\$ 968
TOTAL SUPPLIES:	\$ 5,000

- e. **Object Class Category – Contractual Services:** This is a request for \$62,971 federal funds for contractual services. Contractual funds will support discretionary work of the project priority areas to further the cause of improved policy for young children and families and improved coordination and collaboration among state agencies.

Various Contracts to Support Outcome #1 (see Project Abstract): **Increase public’s understanding of early childhood education, health and school readiness as major contributors of student academic success and the state’s economic vitality**

Various Contracts to Support Outcome #2 (see Project Abstract): **Improved ability of families to obtain quality preschool and child care programs that meet families’ needs**

Various Contracts to Support Outcome #3 (see Project Abstract): **Increased availability of appropriate and coordinated mental health services for children.**

Various Contracts to Support Outcome #4 (see Project Abstract): **Increased awareness and use of the Kids Matter Framework by public and private partners**

Sub-total (Federal dollars) Contractual Services:	\$ 62,971*
Sub-total (State match dollars) Contractual Services:	\$ 15,113
TOTAL CONTRACTUAL SERVICES:	\$ 78,084

- f. **Object Class Category – Indirect Charges:** This is a request for \$7,190 federal funds for indirect charges. The total indirect costs are calculated as a percentage of the number of employees with the Head Start-State Collaboration Office as compared to the total number of DSHS agency employees. For example if there are two HS-SCO employees and a total of 100 DSHS agency employees, the HS-SCO’s share of the indirect charges would be 2%. If indirect charges were \$100,000, indirect costs for the HS-SCO would be \$2,000 (\$100,000 x 2%).

Sub-total (Federal dollars):	\$ 7,190*
Sub-total (State match dollars):	\$ 1,726
TOTAL INDIRECT:	\$ 8,916

Total Federal Request:	<u>\$175,000*</u>
Total State “Cash” Match and Non-federal Dollars:	<u>\$ 42,000</u>
TOTAL:	<u>\$217,000</u>

BUDGET PERIOD : 2006 - 2007			
Object Class	Federal Budget	Non-Federal Budget	Total Budget
Personnel	70,968	17,032	88,000
Fringe Benefits	17,742	4,258	22,000
Travel	12,097	2,903	15,000
Equipment			
Supplies	4,032	968	5,000
Contractual	62,971	15,113	78,084
Construction			
Other			
Total Direct Charges	167,810	40,274	208,084
Indirect Charges	7,190	1,726	8,916
TOTALS	175,000	42,000	217,000

*For the remaining four budget periods, the anticipated grant budget will stay the same each year. Staff salaries are at the highest level within DSHS Washington Management Service. Indirect charges may change in the future in relation to overall agency turnover (see indirect charges calculation in narrative).

BUDGET PERIOD : 2007 – 2008*			
Object Class	Federal Budget	Non-Federal Budget	Total Budget
Personnel	70,968	17,032	88,000
Fringe Benefits	17,742	4,258	22,000
Travel	12,097	2,903	15,000
Equipment			
Supplies	4,032	968	5,000
Contractual	62,971	15,113	78,084
Construction			
Other			
Total Direct Charges	167,810	40,274	208,084
Indirect Charges	7,190	1,726	8,916
TOTALS	175,000	42,000	217,000

BUDGET PERIOD : 2008 – 2009*			
Object Class	Federal Budget	Non-Federal Budget	Total Budget
Personnel	70,968	17,032	88,000
Fringe Benefits	17,742	4,258	22,000
Travel	12,097	2,903	15,000
Equipment			
Supplies	4,032	968	5,000
Contractual	62,971	15,113	78,084
Construction			
Other			
Total Direct Charges	167,810	40,274	208,084
Indirect Charges	7,190	1,726	8,916
TOTALS	175,000	42,000	217,000

BUDGET PERIOD : 2009 – 2010*			
Object Class	Federal Budget	Non-Federal Budget	Total Budget
Personnel	70,968	17,032	88,000
Fringe Benefits	17,742	4,258	22,000
Travel	12,097	2,903	15,000
Equipment			
Supplies	4,032	968	5,000
Contractual	62,971	15,113	78,084
Construction			
Other			
Total Direct Charges	167,810	40,274	208,084
Indirect Charges	7,190	1,726	8,916
TOTALS	175,000	42,000	217,000

BUDGET PERIOD : 2010 – 2011*

Object Class	Federal Budget	Non-Federal Budget	Total Budget
Personnel	70,968	17,032	88,000
Fringe Benefits	17,742	4,258	22,000
Travel	12,097	2,903	15,000
Equipment			
Supplies	4,032	968	5,000
Contractual	62,971	15,113	78,084
Construction			
Other			
Total Direct Charges	167,810	40,274	208,084
Indirect Charges	7,190	1,726	8,916
TOTALS	175,000	42,000	217,000