



Washington Early Learning State and Local Coordination Project

Round 2 Outreach Survey (11/20/12 – 12/21/12)

Summary Analysis

Between November 20 and December 21, 2012, the **Early Learning State and Local Coordination Project** conducted an online survey about the project Steering Committee’s preliminary recommendations for improving state and local coordination. The agencies sponsoring the project encouraged everyone reviewing the preliminary recommendations to offer their own comments using an online survey form. There were two options for documents to review: Tier 1, a less detailed overview of the preliminary recommendations, and Tier 2, which included more details about the recommendations. The first question in the online survey asked which version the respondent reviewed, and sent the person to the appropriate set of questions.

This document summarizes the responses to the online survey and the characteristics of those who commented. The Steering Committee will use the comments to revise and finalize the recommendations for ways all parts of the early learning system in Washington can work together more effectively.

What Respondents Said

In general, a strong majority of both Tier 1 and Tier 2 respondents said they believe the proposed changes would be effective in improving state-local coordination of early learning. They were less confident that the changes would improve early learning services for children and families or would help the respondents in their own early learning work. However, the preliminary recommendations did not directly discuss how improvements in coordination could help improve services, so it was up to readers to make that connection.

The following are the major themes that emerged from the survey respondents’ comments.

- **Highest ratings.** Average ratings of the specific recommendations were the highest for: having the Early Learning Advisory Council (ELAC) adopt a workplan (3.24 average rating on a 1 to 4 scale where 4 is “very effective”); increasing stakeholder engagement (3.21 average rating); and adopting a handful of statewide performance goals (3.20 average rating).
- Respondents commented that they especially liked: expanding the Washington Early Learning Partnership (WELP) to include the Department of Health (DOH) and Department of Social and Health Services (DSHS); expanding ELAC to include representatives of the Regional Coalitions and more parents; the opportunities for two-way communication between the state and regional/local groups; and more clearly defining roles.
- **WELP membership.** Respondents suggested adding representatives of other state agencies and one federal agency to the Washington Early Learning Partnership. These were: the Department of Community, Trade and Economic Development (CTED), the Department of the Blind, and the regional Office of Head Start.
- **ELAC membership and meetings.** Respondents made a number of suggestions for stakeholder representatives to add to ELAC and/or the Regional Coalitions. These were: early intervention/special education; higher education; health care providers (medical home) and mental health providers; Tribes; more parents; more child care providers; and local business. There were also suggestions that ELAC coordinate with the State Interagency Coordinating Council (SICC) and county ICCs, the Washington Chapter of the American Academy of Pediatrics, and school districts.

- There were suggestions that ELAC make its meetings more accessible by varying the meeting locations across the state and/or using technology, such as K-20 webinars at Educational Service District or Child Care Aware offices.
- **Concerns with concepts.** Some respondents expressed concerns about the concepts in the recommendations. The most frequently mentioned were as follows. The recommendations seem top-down and agency-driven rather than consumer driven. There is too much focus on structure and bureaucracy and not enough on children and families. Decision processes and accountability are vague.
- **Concerns with implementation.** Some respondents expressed concerns about implementation of the recommendations. The most frequently mentioned were as follows. The state agencies involved will need a commitment from the top, and the representatives on the Early Learning Partnership will need to have decision-making authority in their agencies. The number of members proposed for ELAC (40) is unwieldy. There will need to be a good orientation process for the parent and child care representatives on ELAC, and assistance in the form of travel reimbursements, child care, etc. The Regional Coalitions are at different stages of development. Coalitions will need financial and staffing support to carry out their roles.
- **Cultural competence.** Several respondents urged that all aspects of the system be culturally competent and that representatives of communities of color be consulted.
- **Communication.** There were suggestions about increasing and improving communication. These included: increasing interagency communication and communication about policies; adopting a formal two-way communication mechanism; and utilizing technology to facilitate frequent communication. It was suggested that ELAC send communications similar to Thrive by Five's emails to the coalitions.
- **Public awareness.** Several respondents suggested more effort to increase public awareness about the importance of early learning and what quality care looks like. A couple of respondents suggested adding business and community representatives at the regional and state levels as a way to build public will.
- **Other concerns.** Several respondents expressed concerns about other facets of the existing early learning system. These included: the need to reduce duplicative paperwork; the current policies for subsidy and licensing; the requirements of the MERIT and Early Achievers programs; the availability agency staff to answer questions; and the need for funding for training and for infant mental health.

Who Responded

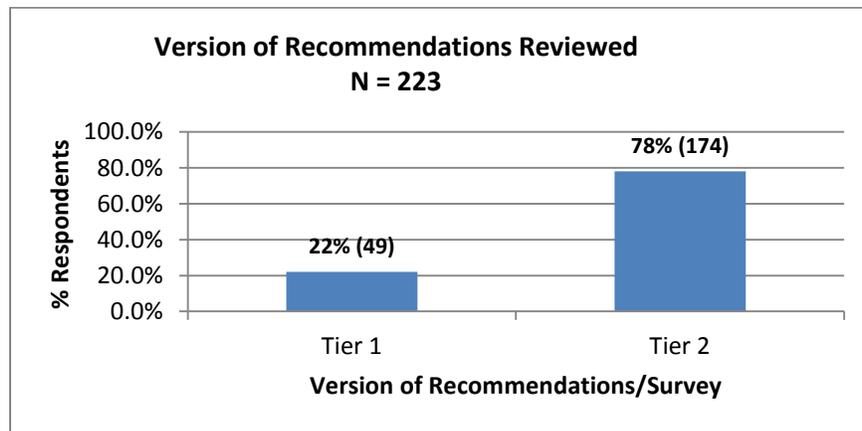
There were a total of 223 responses to the survey: 188 from individuals and 35 from a group discussion. Respondents spanned the state, with the largest number from the South Sound and King County regions. Respondents who identified their primary roles related to early learning were distributed among a range of categories. The top three roles were "licensed child care," "preschool," and "advocate or volunteer." Those who offered their affiliation listed a wide range of organizations. Sixty (60) respondents who provided their race/ethnicity self-identified as follows: 48 Caucasian/white, 6 Hispanic, 1 Asian American and Pacific Islander, 2 Native American, 1 African American, and 2 multi-racial. In addition, the group discussion included 32 Caucasian, 1 Native American, 1 Asian American and 1 African American participant. Of the 80 respondents who answered a question about their involvement with any particular communities or groups, a diverse range of perspectives were listed: geographic affiliations, early learning coalitions and groups, child care and preschool, culturally diverse organizations, government agencies, educational organizations and schools, and community-based groups.

**Washington Early Learning State and Local Coordination Project
Round 2 Outreach Survey (11/20/12 – 12/21/12)
Summary of Results**

Below is first a summary of what the survey respondents said in response to the questions, followed by a summary of who responded.

I. What Respondents Said

The majority (139) of the 188 individual respondents reviewed the Tier 2 document. In addition, the group who provided a response also reviewed Tier 2. Because the 35 group members gave individual responses to the ratings questions, this summary counts them with the individual respondents in the tallies for Tier 2, for a total of 174 Tier 2 respondents.

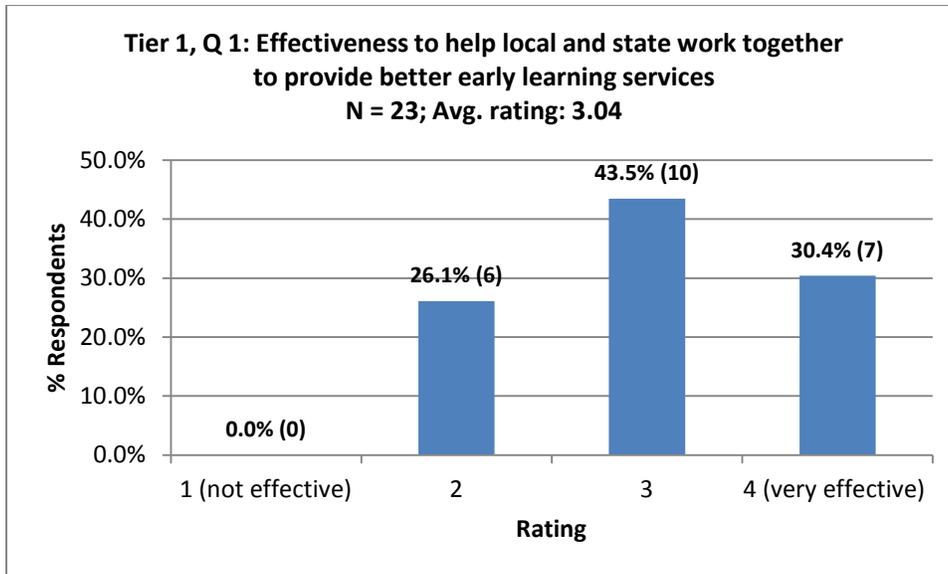


TIER 1 RESPONSES (less detailed version of preliminary recommendations)

A total of 49 respondents (22%) said they read the less detailed (Tier 1) version of the Preliminary Recommendations and responded to the corresponding survey.

Tier 1, Question 1. How effective do you think the changes will be in helping local communities and state agencies work together to provide better early learning services?

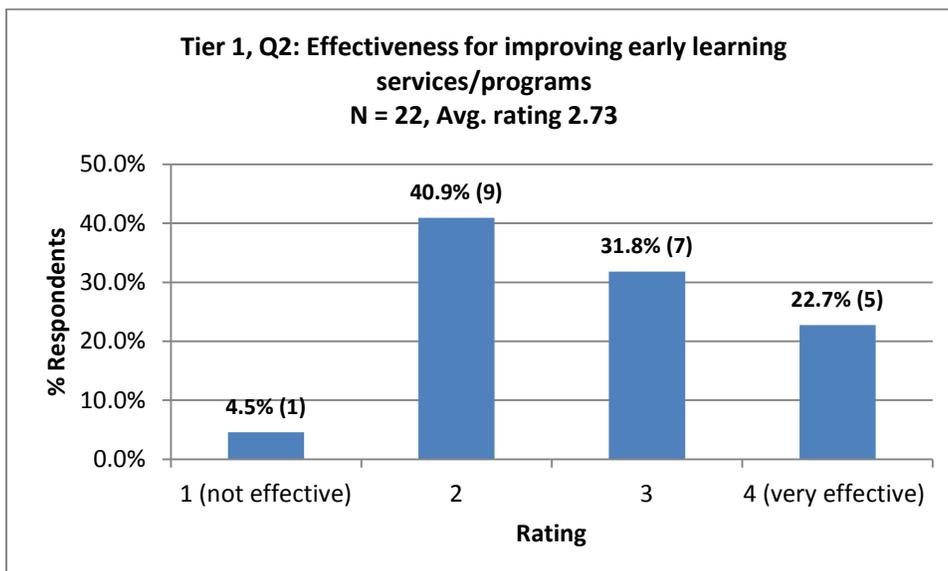
Total responses: 23 (26 skipped the question). Nearly 74 percent of respondents gave the changes a rating of 3 or 4 in effectiveness (out of 4); none rated them 1 (not effective). The ratings were as follows:



Comments to Question 1 (Total responses: 10): There were three positive comments about involving the Department of Health (DOH) and Department of Social and Health Services (DSHS) (2 respondents), and building on the existing framework. Concerns were expressed about the emphasis on structure (plan focuses too much on bureaucracy and not enough on communities, parents and providers— 2 respondents); that it does not seem different from what we have now (1 respondent); other groups/sectors who need to be involved (in-home and kinship care providers, communities who cannot come to ELAC meetings in Olympia – 4 respondents); and about requirements for educators and children (education requirements for MERIT; plan sounds too much like school standards – 3 respondents).

Tier 1, Question 2. How effective do you think the changes will be in improving early learning services and programs for children and families?

Total responses: 22 (26 skipped the question). Respondents were less certain that the changes would improve services for children and families, with 54.5 percent giving a 3 or 4 rating and 45.5 percent giving a 1 or 2 rating.



Comments to Question 2 (Total responses: 13): Positive comments were that it will be beneficial to add DOH and DSHS (3 respondents); that better coordination will help providers in making referrals and recommendations to parents (2 respondents), and that this seems like a strong start (1 respondent). Respondents suggested adding or emphasizing parent participation, even as a requirement for participating in an early learning program (2 respondents); involving K-3 teachers more and doing more bridging (1 respondent); direct service, which make the most difference in child outcomes (1 respondent); and the need to address language and cultural barriers (1 respondent). Respondents expressed concern that it is not clear how things will be improved (1 respondent); some wording sounds like the high stakes testing of K-12 (1 respondent); the lack of resources for children born into poverty (1 respondent); and that more funding needs to go to centers and family homes to provide parents with choices (1 respondent).

Tier 1, Question 3. Are there other changes of improvements to enhance coordination within the early learning system that you want to see happen? If so, what are they?

Total responses: 17 (32 skipped the question). Respondents provided the following suggestions:

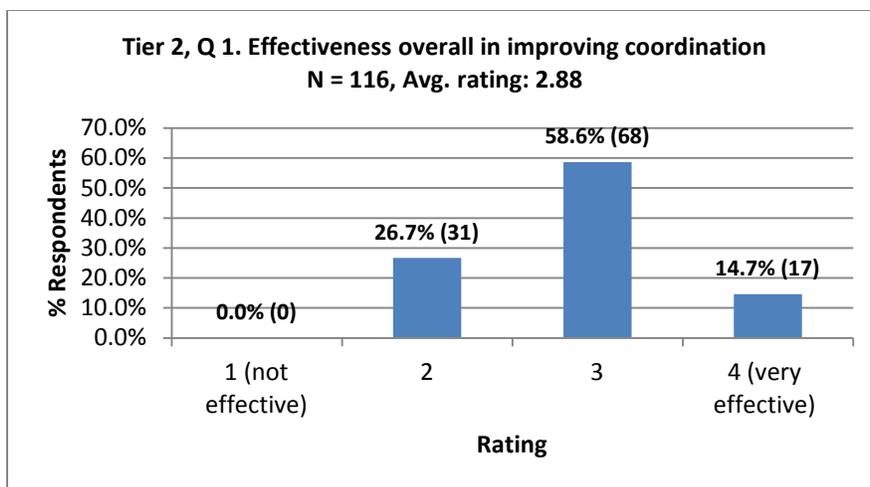
- **Provide more information for parents and involve them more** (6 respondents): Online database for families; train staff at DSHS Community Services offices so they can refer families; survey parents on a regular basis; support quarterly information fairs for families in each region; offer/require training on easy, no-cost learning activities to do at home.
- **Increase communication and outreach** (3 respondents): Improve outreach and interagency cooperation; do better communication and coordination with private programs; survey K-3 teachers.
- **Suggested policy changes** (3 respondents): Fund centers and family home care at 75% of normal and customary to attract quality providers; change policies for IFSP to be based on the child's ongoing needs; emphasize social-emotional development for Early Achievers, not academics.
- **Partner with health care providers and organizations** (2 respondents): Use pediatricians to distribute early learning information to parents; add a medical agency such as Family Medical Center to the Early Learning Partnership.
- **Provide more information for early learning professionals** (2 respondents): Give all providers access to ECEAP and Head Start materials; provide websites on early learning strategies with materials providers can print and use in classroom.
- **Increase awareness** (2 respondents): Awareness—what is Thrive by 5?; make community aware of the connection between poverty and early learning outcomes.
- **Additional stakeholder groups to involve in ELAC and/or coalitions** (2 respondents): Include families whose children receive ESIT and special education; include the training community and community colleges.
- **Emphasize cultural competence** (2 respondents): Train teachers in culturally appropriate teaching; improve communication with Asian American and Pacific Islander communities.
- **Structure and funding** (2 respondents): With regional coalitions working, can eliminate ELAC; make funds available for local efforts.
- **Good list** of what needs to be done (1 respondent).

TIER 2 RESPONSES (more detailed version of preliminary recommendations)

A total of 174 respondents (78%) said they read the more detailed (Tier 2) version of the Preliminary Recommendations and responded to the corresponding survey.

Tier 2, Question 1. Overall, how effective do you think the proposed changes will be in improving the coordination of early learning services and programs?

Total responses: 116 (58 skipped the question). The majority of respondents (73%) gave ratings of 3 or 4.



Comments to Question 1 (Total responses: 60): Respondents commented about things they liked, did not like and were concerned about, and suggested a number of additions or enhancements, as described below.

- **Like** (17 respondents): Involving DOH and DSHS (5 respondents); generally a good plan (4); expanding ELAC's membership to add Coalitions and a greater diversity of perspectives (4); giving stronger voice to those on the ground and more accurate information to the state from local communities to adjust priorities (2); defines roles and improves communication; could be a good model for coordination with local stakeholders; effective if adjusted over time as need arises.
- **Don't like** (7 respondents): Too much focus on the system with families, programs and schools need funding; document is cumbersome and confusing; does not advance the vision of healthy children ready to learn; instead of this plan, find out from Family Advocates, Family Support Specialists and Family Resource Coordinators what families need; too much "jumping through hoops" and not enough action; too much advisory complexity and cost; does not address the inadequate supply of qualified early learning professionals; what does this plan look like on a daily basis for the child/family/teacher?
- **Structure** (19 respondents): Regional coalitions are at different stages of development, may not be working in same direction or have tools to implement (3 respondents); the emphasis needs to be at the local level, connecting schools and neighborhoods to providers and families, and increasing communication between regional and local coalitions (2); top-down model, so adding more parents will not have an impact (2); agencies will still be in silos (2); what is DEL expected to do with ELAC's recommendations? What if there the recommendations are not aligned with DEL's vision? (2); invite participation of specific DSHS programs rather than whole agency; state agencies involved will need commitment from the top; decision processes and accountability are vague; level of responsiveness will need to be high enough to keep people involved; success depends on funding and accountability; the systems are already set up, just need good flow and equity of

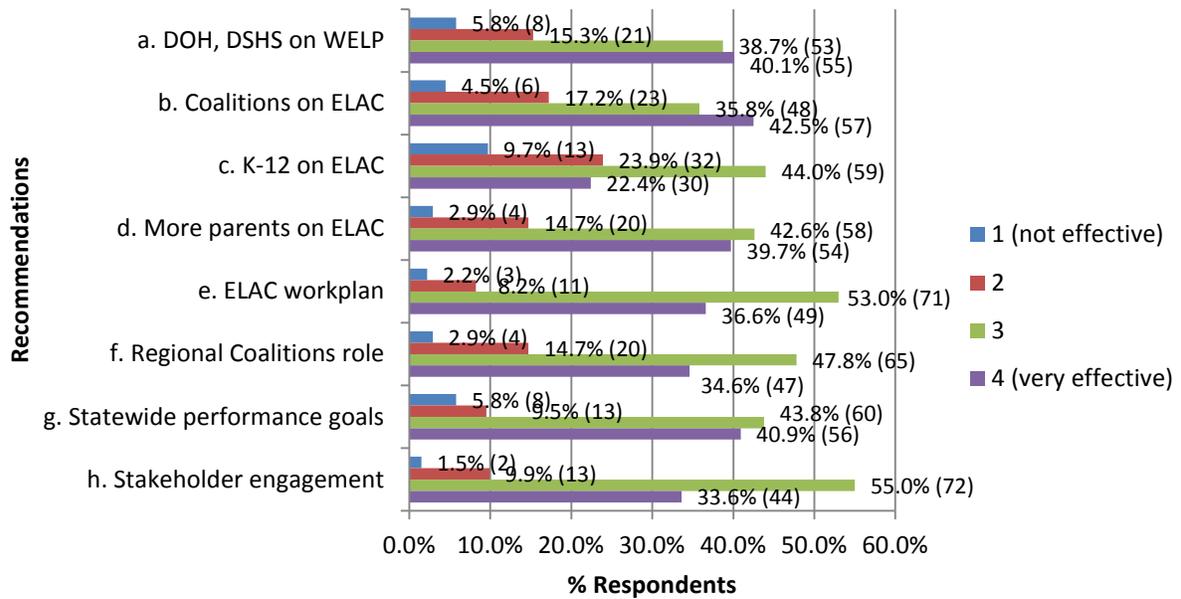
communication; 40 members for ELAC is unwieldy; what incentives do parents have to participate?; school districts are a more capable vehicle than regional coalitions; will local organizations not recognized by DEL be considered local or regional coalitions?; funding is needed at the local level to make the changes; how is this related to the community momentum work at Thrive? System looks very agency-driven rather than consumer driven, despite including more parents, child care providers and other community representatives (group of 35)

- **Missing stakeholders** (10 respondents): Include State Interagency Coordinating Council (SICC) and county Interagency Coordinating Councils and/or Part C providers so children with delays and disabilities are included, ELAC should communicate with SICC (3 respondents); include pediatricians/medical homes in structure, with WA Chapter of American Academy of Pediatrics on ELAC (2); higher education needs a seat at the table; expanded ELAC needs to include the DEL Tribal Liaison and tribal representatives; include more community, parent, provider and FFN voices; involve school districts; regional Office of Head Start should be included
- **Cultural competency and inclusion** (4 respondents): Plan needs to address language and cultural barriers; statewide performance goals and stakeholder engagement need to be culturally competent; include Asian American and Pacific Islander communities; do the 10 regional coalitions include Tribes or does there need to be an 11th coalition?
- **Communication** (3 respondents): Need a way to get information from ELAC and coalitions to families and providers; communication streams need to provide enough time for review and comment; make sure everyone understands the changes.
- **Coordination** (2 respondents): Need to reduce duplicative paperwork of agencies and programs so staff can serve children and families
- **Focus on whole child** (2 respondents): Emphasis should not be just on curriculum but also on health, relationships, emotional intelligence
- **Stakeholder engagement** (1 respondent): Need strong grassroots participation, including families and providers not usually involved.
- **Providers** (1 respondent): Address stresses place on licensed providers and facilities by current CPS/DLR/DEL system.
- **Public will** (1 respondent): Involve community and business leaders at the state level to support public understanding and ensure funding and policy support
- **Implementation** (1 respondent): It takes time to build relationships; the timeline proposed may be too fast.

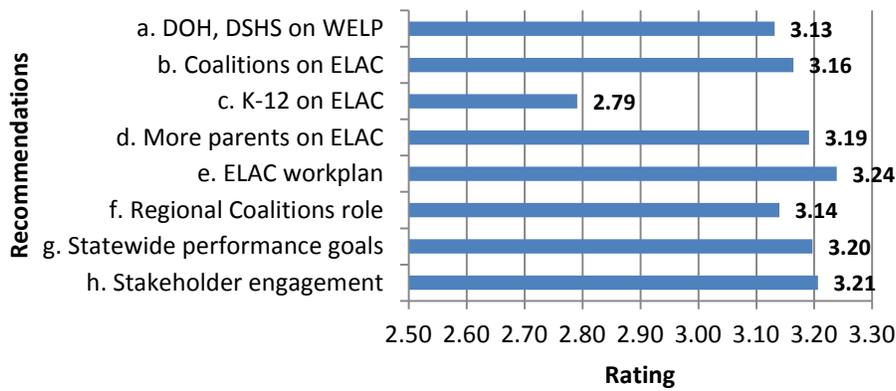
Tier 2, Question 2. How effective do you think each of the specific recommendations will be in strengthening the state and local coordination and improving results for children?

Total responses: 137 (37 skipped the question). Overall, the recommendations were well-received. Three recommendations received a “very effective” rating from more than 40 percent of respondents: Adding Regional Coalition members to ELAC (42.5% gave a 4 rating); adopting a handful of statewide performance goals (40.9%); and inviting DOH and DSHS to join the Washington Early Learning Partnership (40.1%). The other recommendations all received a 3 rating from more than 40 percent of respondents. Averaging the ratings, the top three recommendations were: Using an annual workplan for ELAC (3.24 average); identifying types of stakeholder engagement (3.21 average); and adopting a handful of statewide performance goals (3.20 average).

Tier 2, Q 2. Effectiveness of Specific Recommendations
N = 137



Tier 2, Q 2. Average Ratings:
Effectiveness of Specific Recommendations
N = 137



Comments to Question 2 (Total responses: 47):

General comments:

- **Concerns about the concept** (5 respondents): Too much structure and monitoring; we need the time and money to do outreach and serve families; too much information gathering and not enough action; address the needs of ALL families; needs a family-focused perspective.
- **Concerns about implementation** (4 respondents): Need to improve the current lack of accessibility of staff at DEL for providers and parents; record is not good that the state listens to feedback; effectiveness depends on whether state agencies really see themselves as partners; people taking leadership roles need to understand what is developmentally appropriate for children at each age
- **Cultural competence** (1 respondent): Recognize diverse needs; include API stakeholders.
- **Coordination** (1 respondent): Continue gathering information from all the institutions and groups involved in early learning.
- **Holistic approach** (1 respondent): Health, first relationships and parent support are equally important parts of the process as are curriculum and teacher training.
- **Public awareness** (1 respondent): More public awareness is needed as to what quality care looks like and importance of early learning.

a. DOH, DSHS on WELP:

(Comments made here are included below with comments to Question 3.)

b. – e. Expanding ELAC membership, and adding an ELAC workplan:

(Comments made here are included below with comments to Question 4.)

f. Regional Coalitions role:

(Comments made here are included below with comments to Question 5.)

g. Performance goals:

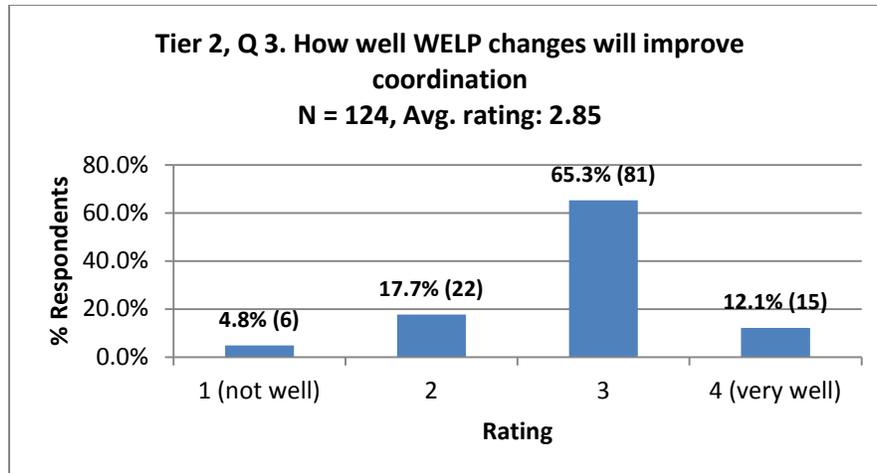
- **Don't like** (2 respondents): Not in the interest of better access to services; regulations/ratings already have a system.
- **Consistency** (1 respondent): Use Teaching Strategies Gold since WAKids, ECAAP, some Head Starts all use it.
- **Accountability** (1 respondent): Not clear who will hold folks accountable.
- **Child-centered** (1 respondent): Goals must support development of child-centered programs and learning environments

h. Stakeholder engagement:

- **Like** (1 respondent): Essential to be effective; use public forums more than notices.
- **Concerns about concept** (2 respondents): Weak; leaves too much power in one hand and does not seem equitable; not clear if engagement is two-way or top-down.
- **Concerns about implementation** (1 respondent): Risk of being ineffectual if resources are spread through too many forms of engagement.

Tier 2, Question 3. How well will the proposed changes to the Washington Early Learning Partnership and the suggested roles and functions improve coordination among state agencies?

Total responses: 124 (50 skipped the question). More than three-quarters of respondents (77.4%) gave a rating of 3 or 4.



Comments to Question 3 (Total responses: 57): The comments below include those made in Question 2 for recommendation a. (adding DOH and DSHS to the WELP), plus comments to this question.

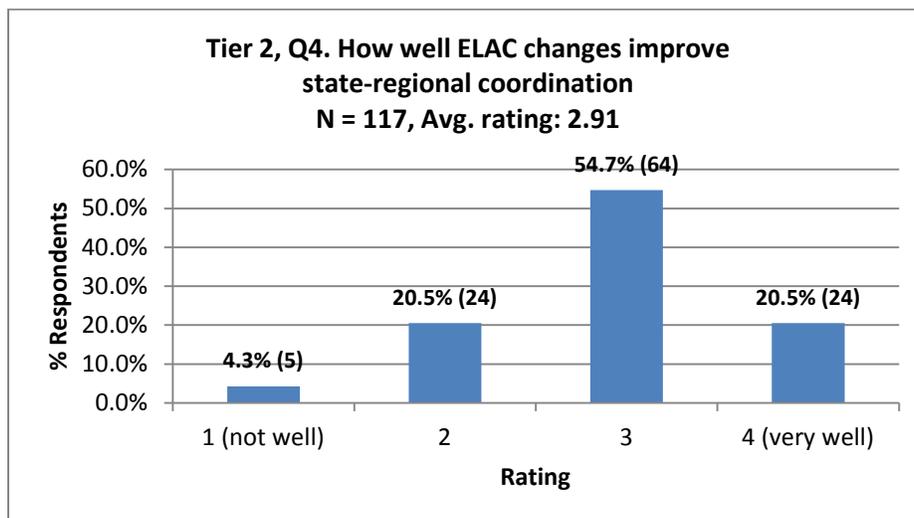
- **Like** (7 respondents): Better coordination; powerful; intersect more on shared responsibilities; address processes, funding and policy issues; could provide model for coalition expansion; potential for creating unified goals for smoother service delivery pathways.
- **Concerns about concept** (8 respondents): “Inviting” DSHS is soft; not sure this changes working in silos; needs an “intentional structure” for the coordination to see that it happens; coordination is ineffective unless all agencies focus on what is best for children; fear muddle of bureaucracies; adding more agencies will add complexity but not results; DOH and DSHS have too many other responsibilities so won’t be child-focused; safety net is too gutted by the recession, need to look at non-state agencies.
- **Concerns about implementation** (6 respondents): Effectiveness depends on the commitment from the top of the agencies, level of representatives chosen and time constraints of staff; stronger commitment is needed from K-12, especially for P-3 alignment; will require staff and administrative support.
- **Concerns about communication** (2 respondents): Need for better communication about policies; paramount is to interagency communication (such as between HCA and DOH) to braid funding streams for early intervention.
- **Other concerns** (3 respondents): Need to focus on reducing duplicative paperwork for providers; policies for subsidy and fingerprinting are roadblocks; address early intervention needs in writing.
- **Add pediatricians** (2 respondents): Include a WCAPP representative.
- **Add higher ed** (4 respondents): Just as important role as OSPI.
- **Add Dept. of the Blind** (1 respondent)
- **Add CTED** (1 respondent)
- **Add SICC** (2 respondents)
- **Add regional Office of Head Start** (group of 35)
- **Accountability and transparency** (6 respondents): Agencies should be accountable to the governor for performance measures, or to legislature; an endorsement from the governor or legislature would help; needs

increased transparency; include a few staff who work directly with families to increase accountability; provide a monthly newsletter and articles in other publications about the actions and proposals in the pipeline.

- **Shared goals** (3 respondents): Partners need to be open and have shared goals; need to adopt common goals that are integrated into the entire system; more consistency is needed in rules and regulations to streamline programs; agencies need to be willing to tackle contradictions in RCW and WACs that sabotage a unified approach.
- **Coordination** (3 respondents): WELP agencies should require grantees to coordinate services with others; coordination needs to be at all levels, including local school district and Head Start; create a central intake service and eligibility determination for all the agencies.
- **Cultural competence** (2 respondents): Agencies do not currently use a racial equity lens in all their work; lines of communication need to be improved with diverse communities.

Tier 2, Question 4. How well will the proposed changes to the Early Learning Advisory Council and the suggested roles and functions for ELAC improve State-Regional coordination?

Total responses: 117 (57 skipped the question). Three-quarters (75.2%) of respondents gave a rating of 3 or 4.



Comments to Question 4 (Total responses: 59): The comments below include those made in Question 2 for recommendations b. – e., plus the comments made to this question.

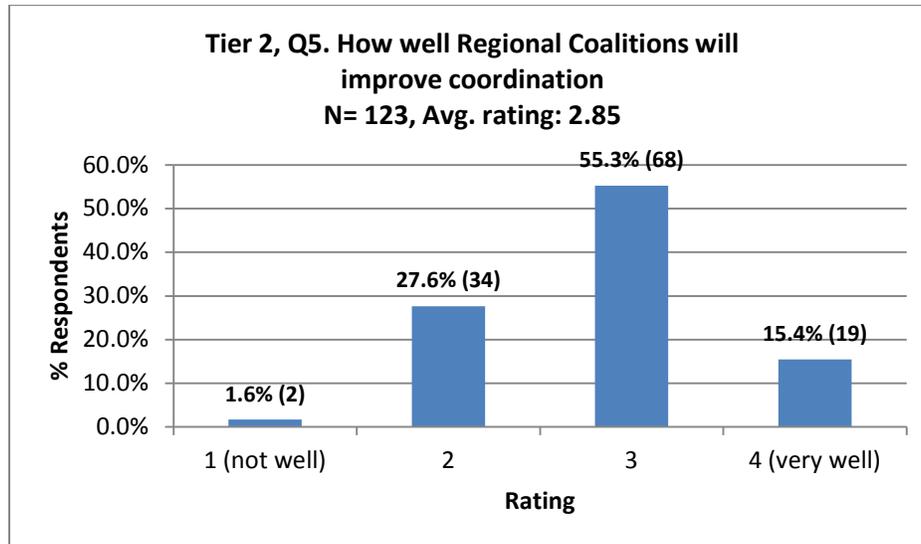
- **Like** (10 respondents): Like adding parents and representatives of Regional Coalitions; true parent involvement is crucial; add parents who represent a larger community (such as Head Start Policy Council); an ELAC workplan is essential and past due; could help bridge gap between state and local partners
- **Concern about concept** (15 respondents): Must have some power to implement change; caution against creating the state “agenda” before input processes happen; 40 seems too large to accomplish such a mammoth task; larger membership is challenging and needs thoughtful orientation and effective structure of subcommittees; needs more stakeholder input; meeting logistics could be a problem; don’t need more advisors, need more direct line staff; coordination may improve but not sure it will impact services children receive; additions will not provide clarity, need to hear from parents/families directly; not all regional coalitions are up to the task for sharing regional needs and using information from ELAC; need more intentional integration of health and early learning services; left out coordination with medical homes; public K-12 is a very large system with different purposes—consider an advisory relationship instead of membership;

what is the relationship between ELAC and ELAA?; the group that feels least connected is staff and coordinators of programs.

- **Concern about implementation** (6 respondents): Unclear what the state will do with the information and if it will be used to guide decisions; it takes time to build relationships and the people listed are very busy; will need a strong commitment to make sure the parent members feel welcomed and have training and tools to navigate jargon and process; parents and providers will need to make up for a day's lost wages, transportation cost, child care; ELAC needs to have a clear and large emphasis on child care providers and licensing policies; members need to have experience working across traditional ECE divisions.
- **Add higher ed** (4 respondents): Higher ed is more closely connected to providers and families than coalitions are.
- **Add SICC or early intervention providers** (5 respondents): Include or create a connection between ELAC and SICC through regular communication and reporting; or add Family Resource Coordinator or County ICC member; include more than one early intervention provider as a member.
- **Add pediatricians and/or other health representatives** (2 respondents): Health is foundational; have a Health & Optimal Child Development subcommittee of ELAC.
- **Include more provider representatives** (2 respondents): Include at least one from Spokane or Eastern WA.
- **Add Tribal nations** (1 respondent)
- **Add or involve business partners** (1 respondent)
- **Add legislative advocates** (1 respondent)
- **Add representatives from statewide agencies that connect families to resources** (1 respondent)
- **Local perspective** (8 respondents): Access to ELAC from regional level is essential—hold meetings in different locations across the state to expand opportunities to hear families' voice, or offer via K-20 webinars at ESDs or CCAs; include ways for local communities to share what is working well and what is not, and use the feedback to support continuous quality improvement; meeting dates and times need to be accessible to parents (i.e., evenings and weekends).
- **Structure** (3 respondents): Needs an exec team and committees doing the work; have work groups address issues associated with DEL systems; require that coalitions are prepared to respond with a regional voice.
- **Communication** (3 respondents): Need a formal two-way communication mechanism; create increased opportunities for communication.
- **Cultural competence** (2 respondents): Include stakeholders and members from API communities.
- **Public understanding and public will** (2 respondents): Add role of helping mobilize efforts to build public will about importance of early learning and funding needs; have community cafes about the needs of communities and importance of early learning.

Tier 2, Question 5. How well will the proposed changes to the Early Learning Regional Coalitions and the suggested roles and functions for these coalitions improve coordination within each region?

Total responses: 123 (51 skipped the question). More than two-thirds (70.7%) of respondents gave a rating of 3 or 4.



Comments to Question 5 (Total responses: 48): The comments below include those made in Question 2 for recommendation f., plus the comments made to this question.

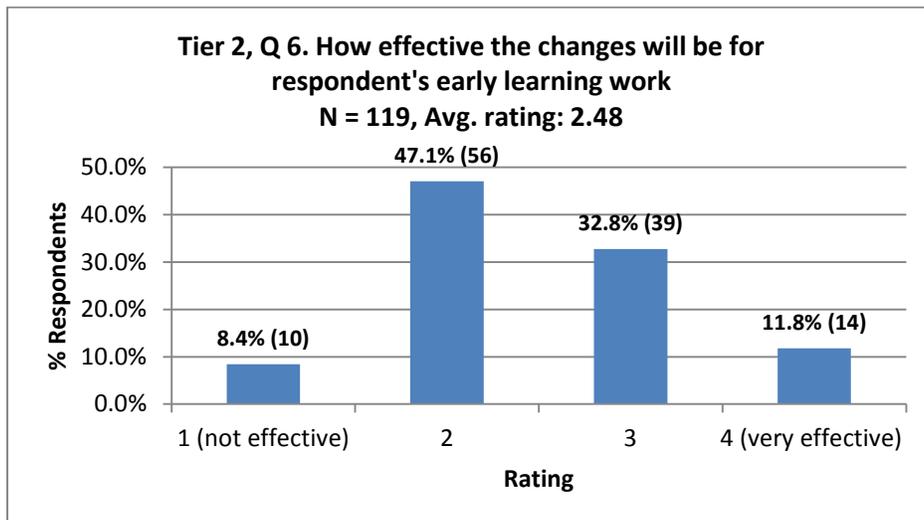
- **Like** (3 respondents): Strong approach to networking resources and service delivery; useful for coordination; provides more clarity around role and function of the coalitions.
- **Concern about the concept** (8 respondents): Need clarification on who is the lead—Early Achievers or regional consultants?; ill-defined as to what organization is to drive what kind of change in what geographies; need to be held to higher standard, not just local preferences; hard with everyone’s busy workloads; hard to synthesize disparate regions for statewide strategy and impact; each region has diverse coalitions; large regional coalitions will be challenged in getting grassroots consensus; focus of this massive effort needs to stay on local and regional conversation as a lateral collaboration.
- **Concern about implementation** (3 respondents): Need to be linked back to state work across state agencies in addition to ELAC; work together to put families first; better communication is needed between Regional Coalitions and County ICCs.
- **Strengthening and resources needed** (12 respondents): Funding needed to involve local stakeholders; resources are needed for empowerment of parents, families and FFN caregivers; wasted effort without added resources; will need support beyond an annual grant; many coalitions will need help with organizational infrastructure; multi-county coalitions need help with engagement; need help focusing on “most important things” in addition to local needs.
- **Participants** (8 respondents): Child Care Aware agencies have been the hard workers at the local level and need to be included in critical roles and functions they already do well; needs to be group of carefully chosen members including much more diversity than this survey; involve mental health and medical practitioners; involve pediatricians and their organizations, who could take information back to the regional health provider community; invite all child care directors/owners to participate in regional meetings; engage a broader group

of providers; parents who use early learning and health services are currently not well represented—talk to them about how they want information other than meetings.

- **Role** (8 respondents): More clarity needed, especially since each coalition is so different; suggest using coalitions as labs for pilots and impact measurement; role of regional coalitions should be to build capacity for local coalitions to get the work done on the ground; build relationships with immigrant and disability communities; success depends on extent coalitions are allow to “govern” as opposed to “fall in line”; include the coalitions in discussions of changes in their roles and governing documents
- **Other possible regional leads** (2 respondents): Other regional players, such as Child Care Aware or ESDs might be better able to handle the regional role.
- **Accountability** (2 respondents): Needs accountability measures if coalitions not making adequate progress; who will ensure there is genuine participation?
- **Cultural competence** (2 respondents): Include stakeholders and members from API communities.
- **Public understanding and public will** (1 respondent): Add role of mobilizing grassroots efforts to make funders aware of needs and value in early learning.
- **Communication** (1 respondent): Utilize technology to facilitate frequent communication.

Tier 2, Question 6. Overall, how effective will these changes be in helping you in your early learning work?

Total responses: 119 (55 skipped the question). More than half (55.5%) of respondents showed by their ratings (1 or 2) that they were not confident the changes would help them in their early learning work.



Comments to Question 6 (Total responses: 48): Some commenters liked the improved and two-way communication. Many commenters were unsure of how the changes would help in their early learning work, or expressed qualifications about how effective they would be; some advocated for different priorities.

- **Helpful** (11 respondents): More holistic approach; should help with better communication with state policy people; hopeful we will begin to establish some universal expectations for early childhood education for all; the mechanisms for two-way communication will help; gives clear format for regional work and communicating to the wider community; supports increased networks and communication; having one or two statewide performance goals would be a good thing.

- **Maybe, depending on structure** (4 respondents): State’s approach to collaboration should mirror other Communities of Learning or Professional Learning Communities; not sure without more detail; include public libraries in the coalitions; state-defined metrics need to be scalable to the local level.
- **Maybe, depending on implementation** (13 respondents): Wary because leadership will be critical for success; only as effective as the groups are in working together; if there is support staff and substitutes to cover work while we are collaborating; if there is sharing so there is one resource to go to to find resources available and the required qualifications, etc.; if people for ELAC are carefully selected and the work already developed by coalitions and ELAA is used; if there is support for regional coalitions to build infrastructure and convene stakeholders; might help with getting timely communication to people “on the ground” about changes at the state level; if we keep in mind first what is best for the child/family; depends on effectiveness of communication and feedback loops; if communication with state is “rich and regular”
- **Probably not** (9 respondents): Might be helpful at the state level but not sure the changes help individual programs; don’t see how it would filter down to our work; don’t see disability community or higher education in the plan; some groups will not do their work, which will cause more problems than we have now; don’t see a connection; majority of providers will not be able to be engaged on an ongoing basis; ELAC meeting agenda allows 5 minutes for public comment—why bother?; adds another layer to a system that does not communicate well.
- **Not effective, different help is needed** (11 respondents): Stop “building the case” and do the work with children and families; state should focus resources on improving access in underserved areas; instead, need policy changes for subsidy, portable background checks, licensing fees, pay rates, tuition costs; improved relationship between DEL and the child care union would help; need DEL staff to be more accessible for phone calls and STARS system to be more provider friendly; more training and timely answers to questions; less coalitions and meetings and more training and funding for early learning providers; change Title 1 rules at the state level so funds can be used to train school staff and community providers; funding for infant mental health across the state.

Tier 2, Question 7. Do you have any additional comments?

Total responses: 30 (144 skipped the question).

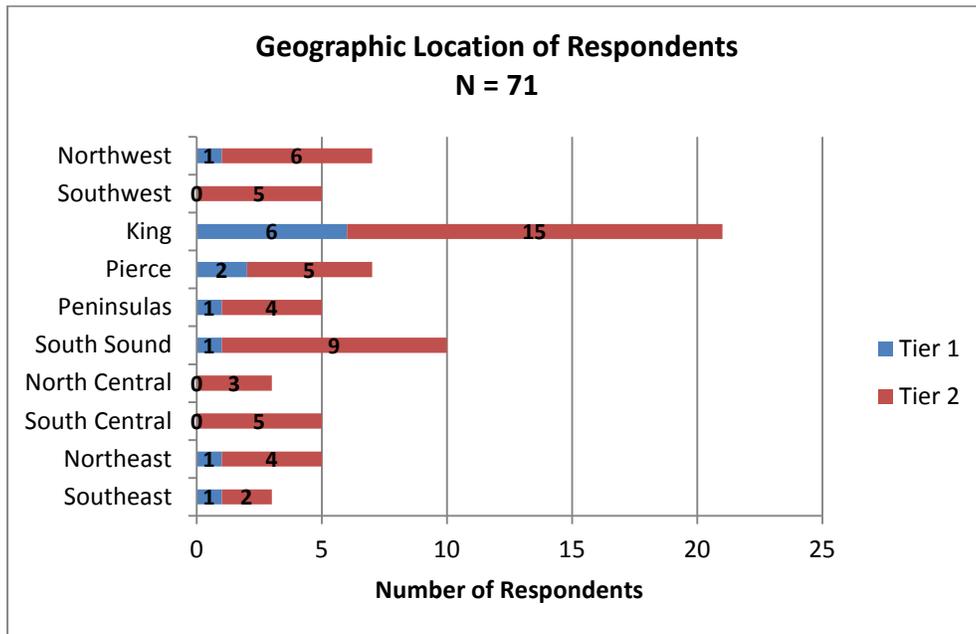
- **Thanks** (14 respondents): Good progress; including various stakeholders such as parents is very much needed; clear, concise and feels good; excited to see this roll out.
- **Involve other organizations/programs** (5 respondents): Suggest a coordinator at each pediatric clinic to assist with developmental screening, and a team or person to meet with families whose newborns are in intensive care; collaborate with local health departments, who offer many services and information and are an invaluable resource for providers and families; existing programs that have been shown to work but are not part of state bureaucracy should be involved (such as WCAAP, Parent to Parent, programs targeted at immigrant children) since they have a complex web of contacts; look at innovative programs in communities that are working well and share information about them rather than creating something new; must involve both community/technical college system and four-year colleges.
- **Cultural competence** (2 respondents): The Racial Equity work being done in the current partnership needs to be resourced and supported at the regional and local levels; changes need to be culturally competent.
- **Reduce complexity** (2 respondents): Plan presents a complex, top-down system which will sink under its own weight, instead, focus on what makes a difference for the child and family; recognize incoming governor’s focus on lean management and pare away as much extra processes as possible.

- **Focus on providing information to parents** (2 respondents): Need to gather information on available programs and map it out for families; need more streamlined resource information to share with parents.
- **Public awareness/will** (1 respondent): More focus on public outreach about the importance of early childhood development and the value of being involved in child’s learning.
- **Funding** (1 respondent): Plan should include seeking funds collaboratively to help funnel to programs at the ground level.
- **Communication** (1 respondent): ELAC should communicate with the coalitions as Thrive does—effective emails.
- **Timeliness** (1 respondent): Takes too long to coordinate to make an impact on those who need services now.
- **Recognize schools’ role** (1 respondent): Plan needs to recognize that public schools are required to have preschool (such as for children in IEPs, Head Start, ECEAP) and should use the term P-3 instead of K-3.

II. Who Responded

Review of Preliminary Recommendations. Among 188 individual respondents, 49 said they reviewed the less detailed version of the Preliminary Recommendations, and 139 said they reviewed the more detailed version. Additionally, 35 participants in a group meeting commented on the detailed version.

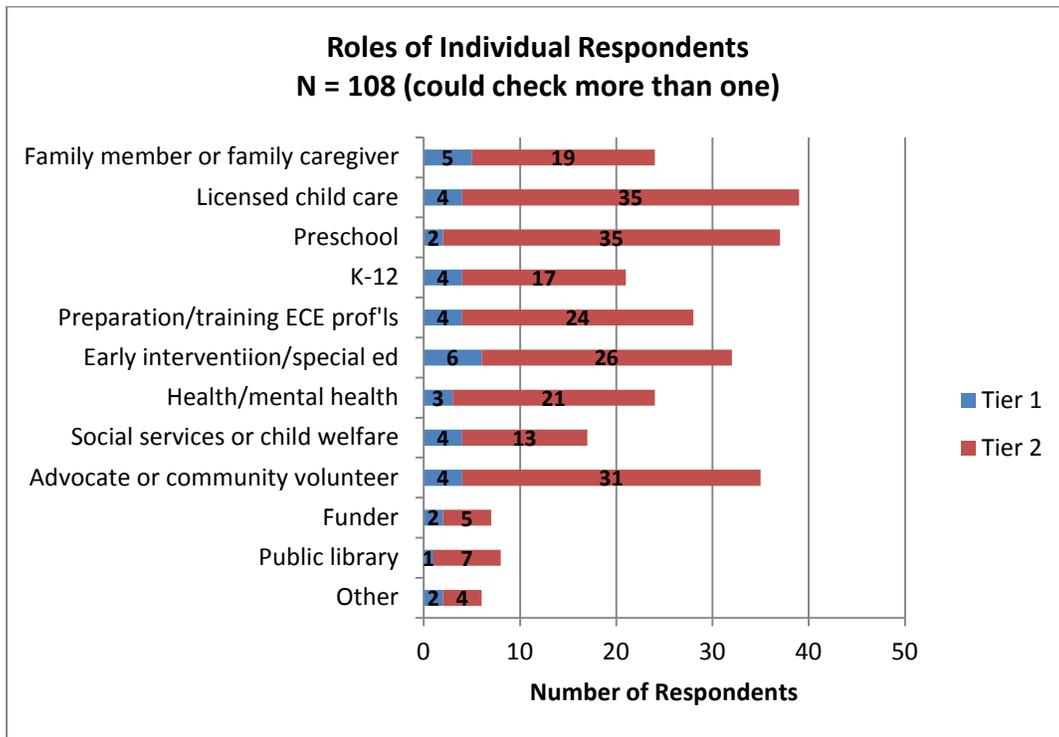
Geographic location. 71 respondents provided zip code information. The regions they covered included:



In addition to the above, the group discussion included individuals representing geographic areas across the state, though zip codes of individual participants were not recorded.

Early learning roles. 108 respondents provided information about their primary roles in early learning. The table below summarizes their responses. The roles were distributed among all categories, with the top three being

licensed child care, preschool, and advocate or community volunteer. Additionally, the group discussion was comprised of 35 Head Start and ECEAP directors.



Organizational affiliations. 65 respondents provided their organizational affiliations. These are listed below (organizations identified more than once are noted in parentheses). The organizations highlighted in yellow are those that at least one Tier 1 respondent listed.

- ACAP Child and Family Services
- Adventure Day Care
- American Academy of Pediatrics, Washington State Chapter (2)
- Anacortes School District
- Associated Ministries
- Associated Recreation Council
- Bates Technical College
- Battle Ground Public Schools
- Bethel School District
- Central Washington Oral Health Foundation
- Centralia College (2)
- Chase's Playhouse
- Child Care Aware
- Children's Museum of Tacoma
- Clark County Public Health
- Columbia County Public Health
- **County Coalition**
- Cowlitz County Health
- Discovery Montessori School
- Eastside Pathways
- Enterprise for Progress in the Community (EPIC)
- ESD 105
- Everett Public Library
- FRC
- **Friends of Youth (2)**
- Grace Lutheran Church/Precious In His Sight CDC
- Greater Trinity Academy
- Hayes Child Development Center
- **Healthy Start (2)**
- Hope for the Future
- Inland Northwest Early Learning Alliance
- **Kat's Early Learning & Child Care**
- King County Early Intervention
- La Casa Hogar
- League of Women Voters Washington
- Lewis County Early Learning Coalition
- Lower Elwha Klallam Tribe

- Mason County Early Learning Coalition
- Mid-Columbia Children's Council
- Mount Vernon City Library
- North Central Early Learning Collaborative
- Office of Superintendent for Public Instruction - Child Nutrition Services
- Olympic-Kitsap Peninsulas Early Learning Centers
- Opportunity Council
- Pacific Northwest Montessori Association
- Port Angeles School District
- Port Gamble S'Klallam Tribe
- Private Practitioner
- Public Health Seattle and King County
- School District
- SOAR
- Spokane County Library District
- Spokane Public Library
- Starbright Early Learning Center
- Sweet Pea Cottage Preschool of the Arts
- The Arc of King County
- The Evergreen State College Campus Children's Center
- University of Washington Center for Public Health Nutrition
- Valued Kids
- Washington Association for the Education of Young Children
- Washington Educators in Early Learning
- Washington Federation of Independent Schools
- Washington State Commission on Asian Pacific American Affairs
- Washington State Department of Early Learning
- Washington State Department of Health
- Washington State Health Care Authority
- Washington State University Child Development Program, Vancouver
- Whatcom County Library System

Additionally, the group discussion of 35 Head Start and ECEAP directors represented a range of agencies including non-profit, college, school district, county, and ESDs.

Racial or ethnic background. Among 60 respondents who provided this data, 48 indicated they are Caucasian/white, 6 identified as Hispanic, 1 said they are Asian American and Pacific Islander, 2 identified as Native American, 1 identified as African American, and 2 indicated they are multi-racial. (The Tier 1 reviewers were: 10 Caucasian, 1 Hispanic, 1 Native American.) The group discussion included 32 Caucasian, 1 Native American, 1 Asian American and 1 African American participant.

Constituencies. Respondents were asked if they are involved in any particular geographic areas, communities or groups. The responses, from 80 people, covered a wide range of stakeholders. These are grouped below into several categories, with numbers in parentheses indicating number of responses. The constituencies highlighted in yellow are those that at least one Tier 1 respondent listed.

Geographic Areas

- Central Washington
- King County (3)
- Lakewood area (2)
- Pierce County (2)
- Rural areas (21)
- Seattle (2)
- Small cities
- Snohomish County
- Southeast Washington
- Southwest Washington
- Statewide (2)
- Suburban
- Thurston County
- Urban (3)
- Yakima County (3)

Early Learning Organizations & Coalitions

- Benton-Franklin Early Learning Alliance
- Community-based coalitions of medical clinics, mental health clinics, agencies and organizations, governmental and non-governmental, serving the unmet needs of children in my county
- Director Association
- Early Learning Action Alliance (2)
- **Early Learning Coalition** (23)
- Early Learning Public Library Partnership
- First 5 FUNdamentals (2)
- Infant and Toddler Coaching program
- Infant/Toddler Regional Steering Committee
- Investing in Children Coalition (2)
- King County Early Learning Coalition (2)
- Local Birth to Three
- Mason County Early Learning Coalition
- NAEYC
- North Central Early Learning Coalition
- PCAEYC
- Pierce County AEYC
- Seeds to Success
- SELF Ready Professionals
- SELF Ready Schools group in SW Washington
- SSAEYC
- **Statewide newborn screening services**
- Thrive by Five Washington
- WAKids
- Washington Association for the Education of Young Children (3)
- Washington Educators in Early Learning (2)
- Washington State Association of Head Start & ECEAP (2)
- Yakima Investing in Children Committee

Child Care and Preschool

- **Arts-based preschool serving 200+ children in the Queen Anne, West Seattle, and Sand Point communities**
- Benton-Franklin Family Child Care Association
- Child Care Aware
- Child Care Providers (3)
- Faith based preschool
- Family/center-based child care (2)
- FFN caregivers
- Head Start/Early Head Start/ECEAP (40)
- Lesbian and Gay Child Care Task Force-Seattle
- Preschool
- Urban independent preschools

Culturally Diverse Communities

- African-American community (2)
- **American Indian tribal communities** (5)

- Asian American and Pacific Islander communities statewide
- **Diverse, multi-cultural communities** (3)
- Families with ESL (3)
- Latino/Hispanic communities (6)
- Migrant and seasonal communities
- Puyallup Tribe
- **Refugee and immigrant communities** (13)
- Yakama Nation Tribal Nation

Schools/Educational System

- **Academic instruction librarian**
- Advisory Board for Early Learning at Pierce College and Tacoma Community College
- American Federation of Teachers
- Educator with immigrant communities
- Higher ed/community college with early childhood education program (2)
- Independent schools
- Montessori
- Pierce County Higher Education
- Professional preparation for early childhood education
- University Lab School

Other Community-based Organizations

- Children's Museum
- David Matteson Literacy Campaign
- Eastside Early Intervention
- Family support service provider
- **Non-profit organizations** (2)
- Richland School District ACES-ECE collaboration
- Skagit County Workgroup for Autism
- Washington Campus Children's Center Coalition

Other

- American Academy of Pediatrics, Washington State Chapter
- At-risk children and families
- **Concerned citizens**
- Faith-based communities (5)
- Foster families
- **Foster parent**
- Homeless
- Legislative advocacy
- **Low-income families/communities** (6)
- Military families
- **Parent**
- **Pregnant and parenting teens** (4)
- Professional organization
- **Special needs children** (6)