

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.

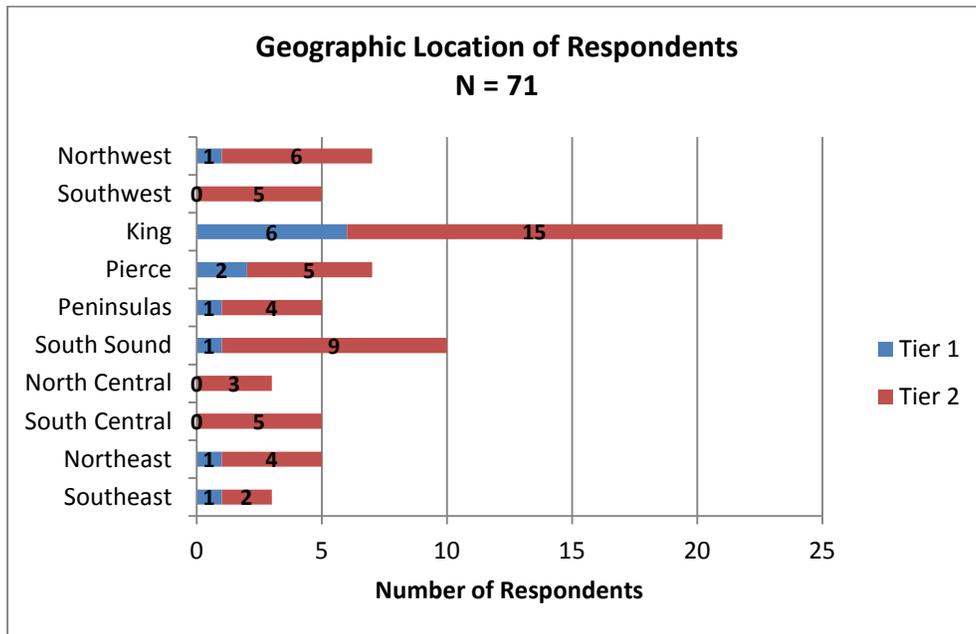
Who Responded

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.

Details on Who Responded to the Round 2 Outreach Survey

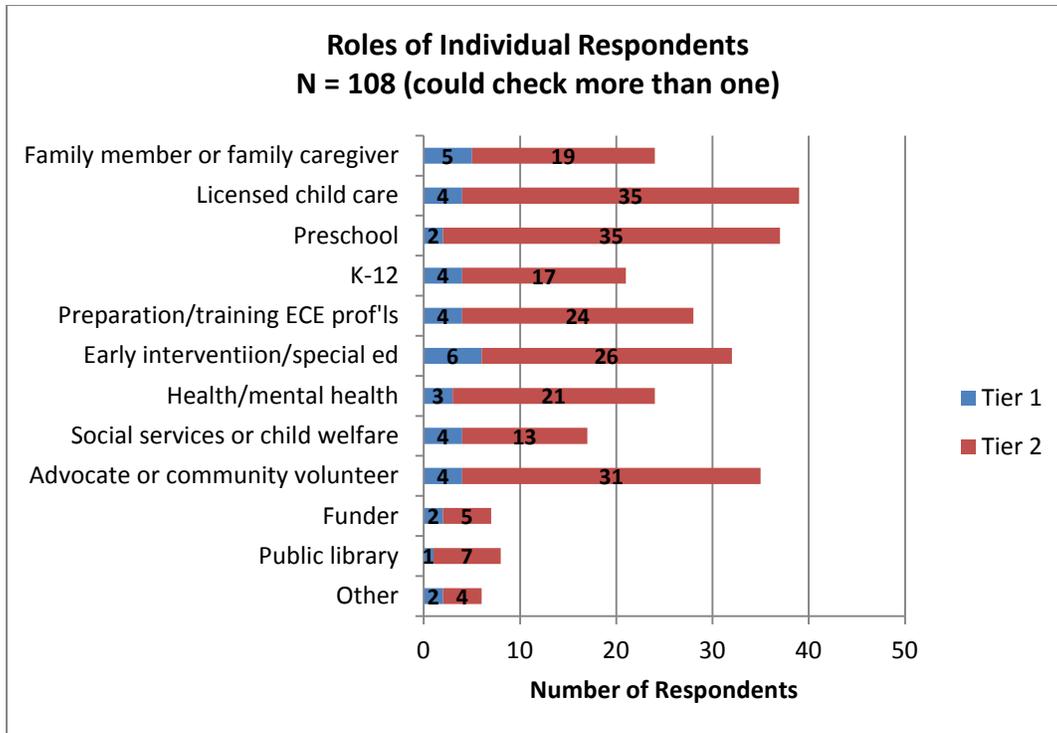
Review of Preliminary Recommendations. Among 188 individual respondents, 49 said they reviewed the less detailed version of the Preliminary Recommendations, and 139 said they reviewed the more detailed version. Additionally, 35 participants in a group meeting commented on the detailed version.

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)