

Preliminary Statewide, Regional, and Local Functions

(03-27-18b)

This paper presents the state, regional and local functions developed by with the Contracting Work Group. It has been organized into two sections, each starting with the functions that are closest to children, families and direct services.

1. Section One - Expansion functions that are suggested for implementation first.
2. Section Two - "Maintain Services" and "Enhance Quality" functions suggested for later implementation after initial capacity is built.

We look forward to the group's comments and thoughts at the upcoming meeting about the overall functions as well as your ideas about which functions should be implemented first.

State and local functions are in lighter gray font so that we can focus more easily on the regional functions at the meeting.

The Contracting Work Group recommended that the state play the regional coordination roles as they could be more objective, but the state ECEAP team is concerned that the state ECEAP team doesn't think it is in the best position to play all these roles. A deeper look suggests that different portions of each regional function might fit best for the state and for regional contractors. [To help start this conversation, the ECEAP expansion team has noted in blue font the suggested places where it thinks the state might play specific regional roles.](#)

GOAL	Statewide (DEL)	Regional (DEL or TBD)	Local (Contractor or Subcontractor)
PHASE ONE: Expanding ECEAP and Filling Gaps			
A. Early Learning Services - Ensure that a high-quality continuum of services is consistently available statewide	<ol style="list-style-type: none"> 1. Establish and periodically revise performance standards and policies (menu of curriculum, family support model, etc.) 2. Align standards, supports, systems with other programs (Head Start, child care, ESIT, etc.). Reduce barriers among programs and agencies 3. Develop and maintain data analytic tools to support high-quality practice and attainment of child outcomes 4. Monitor for quality and compliance 5. Review data and research and test approaches for practice, alternative pathway (FCCH, Tribal, etc.) and model adaptation 6. Project and request slot expansion funding 7. Issue RFAs and award and monitor contracting 8. Review data and research and test approaches for practice, alternative pathway (FCCH, tribal, etc.) or model adaptation 	<ol style="list-style-type: none"> 1. Convene regional conversations to strengthen service coordination and expansion of a consistently-available continuum of services 2. Promote communication, coordination and sharing of data and best practice across providers 3. Gather and convey emergent regional needs and perspective 4. Support readiness and training for new contractors and subcontractors 5. Provide training and technical assistance regarding specific program needs (part-day conversion, etc.) 	<ol style="list-style-type: none"> 1. Provide high-quality direct services in compliance with standards 2. Recruit, prepare and develop teaching staff 3. Develop innovative service solutions based on local needs of specific populations 4. Facilitate family access to services
B. Marketing, Outreach, Recruitment and Enrollment for Families. Ensure eligible families can access the program that works best for them	<ol style="list-style-type: none"> 1. Raise awareness about early learning & ECEAP benefits/successes 2. Partner with other state agencies and programs 3. Develop branding, marketing materials and templates 4. Manage databases of eligible and enrolled families 5. Remove systemic barriers to enrollment and periodically revise eligibility criteria 6. Raise awareness about early learning & ECEAP benefits/successes 	<ol style="list-style-type: none"> 1. Identify strategies for specific populations then develop and customize (e.g., language) outreach efforts 2. Coordinate outreach/media efforts 3. Provide marketing support to contractors 4. Identify systemic barriers to enrollment 5. Facilitate agreements for families to enroll at the site that best meets their needs 6. Raise awareness about early learning & ECEAP benefits/successes 	<ol style="list-style-type: none"> 1. Foster relationships with local community institutions that distribute localized materials and applications 2. Develop local marketing plans 3. Co-brand recruitment materials and market specific programs 4. Localize prioritization/selection criteria 5. Raise awareness about early learning & ECEAP benefits/successes
C. Workforce Development. -	<ol style="list-style-type: none"> 1. Develop and maintain data systems to support workforce 2. Manage a long-term workforce strategic plan 	<ol style="list-style-type: none"> 1. Identify effective strategies, then develop and oversee regional recruitment and retention plans 	<ol style="list-style-type: none"> 1. Develop and oversee local recruitment plans 2. Implement an adequately compensated career progression

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Ensure adequate pipeline and supply of high-qualified early learning professionals in communities	<ol style="list-style-type: none"> 3. Secure adequate funding and incentives to recruit, advance and retain a skilled workforce 4. Lead and oversee improved access to relevant coursework, credentials and degrees in collaboration with higher education 5. Develop competency assessment and equivalency methods and benefits 6. Integrate messages of early learning careers as high esteem to spur interest in field 7. Remove barriers to higher education access 8. Facilitate adoption of adequately compensated career progression pathway to retain qualified professionals 	<ol style="list-style-type: none"> 2. Identify effective strategies to ensure customized course offerings (e.g., language, schedule, distance learning [online]). 3. Facilitate use of regional programs as practicum site, including use of distance learning 4. Facilitate adoption of adequately compensated career progression pathway to retain qualified professionals 	<ol style="list-style-type: none"> pathway to retain qualified professionals 3. Work with high schools and local human service programs to engage students/parents in starting on a professional pathway 4. Use social media and partner with local organizations to recruit professionals 5. Build a supportive workforce and provide constructive supervision
D. Provider Recruitment & Readiness. Ensure that the right types of slots in the right place at the right time for eligible children	<ol style="list-style-type: none"> 1. Secure funds, issue and manage RFA processes 2. Align policies and systems to ease adoption of ECEAP by diverse providers 3. Collaborate with other early learning programs to encourage regional service continuum (prenatal to eight) 4. Remove barriers experienced by specific types of providers (e.g., child care, school districts, etc.) 5. Connect potential subcontractors with contractors 	<ol style="list-style-type: none"> 1. Work with partners to identify potential new providers 2. Educate and orient potential new providers 3. Broker relationships among current and new providers and shared service providers 4. Recruit and assess readiness of potential contractors and subcontractors 	<ol style="list-style-type: none"> 1. Cultivate interest of providers to add or expand services 2. Support potential providers in self-assessment and exploration of application/affiliation options 3. Educate and orient potential new providers 4. Seek expansion funds 5. Recruit and assess readiness of potential subcontractors
E. Facility Development. Facilities, classrooms and spaces are in place where they are needed	<ol style="list-style-type: none"> 1. Secure facilities funds, promote supportive policies and funding mechanisms 2. Establish and oversee selection and funding parameters tied to projection tools 3. Have a specialist provide access to permitting/construction-related TA 4. Establish clear expectations for licensing of facilities 	<ol style="list-style-type: none"> 1. Provide facility development technical assistance 2. Identify potential facilities/sites 	<ol style="list-style-type: none"> 1. Identify potential facilities/sites 2. Build community and voter support for funding (levies, bonds, etc.) 3. Secure local facility funding and partners 4. Secure permits and contractors to build/renovate
F. Projection and Alignment of Need and Capacity. Ensure ability of system to expand in prioritized areas and meet annual and long-term demand for slots	<ol style="list-style-type: none"> 1. Develop and maintain a projection, map and analysis system that compiles information about need, provider interest/readiness, available/developing facilities, and available qualified/diverse workforce and aligns expansion 2. Publicize prioritized growth areas 3. Secure funding and policy mechanisms that facilitate flexible movement of slots from year-to-year, while maintaining provider capacity for future slot needs 	<ol style="list-style-type: none"> 1. Track regional economic and demographic trends and maintain a regional needs assessment 2. Use DEL slot projection and analysis system to incorporate regional economic and demographic shifts to coordinate services and focus family and provider recruitment 	<ol style="list-style-type: none"> 1. Use DEL projection system to support community needs assessment and plan for annual demand fluctuation 2. Move/adjust supply based on demand

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PHASE TWO : Maintaining Services and Enhancing Quality			
Family Support and Health Coordination Service Delivery. Ensure that families have the stability, safety and resilience to support children's success	<ol style="list-style-type: none"> 1. Advocate for family support approach to promote family self-sufficiency and child school readiness 2. Research, secure and pilot curricula, tools and resources 3. Convey the statewide perspective about family support needs and services 4. Provide training regarding new/enhanced family support practice 5. Monitor for quality and compliance 	<ol style="list-style-type: none"> 1. Build regional support systems that sustain family success despite complex eligibility cliffs 2. Promote communication, coordination and sharing of data and best practice across providers 3. Gather and convey emergent regional needs and perspective 4. Provide training and TA regarding specific family needs/dynamics (e.g., ACE's court-involved, etc.) 5. Customize resource materials for regional needs 	<ol style="list-style-type: none"> 1. Provide direct services 2. Monitor compliance 3. Identify local resources 4. Conduct/partner for community need assessment 5. Recruit, prepare and develop FS and HC staff 6. Build authentic relationships with families and tailor resource materials and approaches to their needs 7. Facilitate family access to services
Professional Learning. Ensure that professional practice is consistently focused on achieving the best child outcomes quickly	<ol style="list-style-type: none"> 1. Develop and maintain systems that share child, practice, teacher preparedness and classroom data 2. Develop training initiatives for new/enhanced practice 3. Provide training in use of tools and systems that support assessment/data collection and use 4. Coordinate/align training, TA and coaching systems and functions (i.e., PreK Specialists, CCA coaches, CQEL, etc.) 	<ol style="list-style-type: none"> 1. Gather, analyze and use data to create targeted professional learning opportunities 2. Coordinate and provide regional training opportunities that address varied schedules, learning styles and needs 3. Provide TA and coaching to progress in Early Achievers 4. Promote/facilitate best practices in peer learning 	<ol style="list-style-type: none"> 1. Use assessment, outcome and feedback data to provide reflective supervision 2. Convene professional learning communities 3. Provide job-embedded professional learning focused on practice and child outcome improvement 4. Provide training regarding special topics and populations 5. Provide targeted coaching and TA related to individual PD plans
Early learning and K-3 professionals and systems sustain child development and learning from prenatal to 3rd grade	<ol style="list-style-type: none"> 1. Partner with OSPI, DOH and DSHS to align priorities, policies, and systems 2. Support data integration and analysis efforts 3. Create processes, templates and tools that foster P-3 collaboration 	<ol style="list-style-type: none"> 1. Coordinate regional system changes 	<ol style="list-style-type: none"> 1. Convene sub-regional groups and districts to analyze data and impartially focus improvement efforts 2. Establish partnerships between individual schools and "feeder" early learning programs and teachers 3. Establish child (and data) transition, recruitment and individualization planning agreements between EL and K-3 4. Provide targeted transition and P-3 linkage training/TA
Shared Services. Ensure high-quality comprehensive services can be provided in a range of settings and communities (Add to Phase I when ready)	<ol style="list-style-type: none"> 1. Fund contracts for development of services 2. Develop tools, templates and other resources 3. Clarify roles and responsibilities of shared service providers, contractors and subcontractors 4. Establish and leverage state partnerships to expand services 5. Host structures like insurance pools 6. Provide training regarding cost allocation and contracting 	<ol style="list-style-type: none"> 1. Convene regional representatives to expand services 2. Identify, leverage and organize types of shared services 3. Host structures like substitute pools (e.g., Imagine Institute) 4. Provide specialized training 5. Provide targeted support for contractors/subcontractors 6. Provide shared services for pedagogical support and back office functions 	<ol style="list-style-type: none"> 1. Access needed services 2. Provide training in accessing/integrating shared services 3. Provide services 4. Implement training plans 5. Provide training and TA re: shared service access/use