

ECAC 2015 Recommendation Process: May-June Next Steps

ECAC Goal: Every child will be healthy, nurtured, safe, and successful. ECAC Desired Outcome: <ul style="list-style-type: none"> Families and communities foster stable and nurturing environments All young children are physically, socially, and emotionally healthy All young children experience nurturing early learning opportunities 			
Priority Area	ECAC Executive Order	Key Priority Areas Based on Existing ECAC Guiding Principle, Strategy, or Recommendations	Possible Action/Strategy From Feb 3 and Other states (Research work groups will explore these actions and other as they develop 2015 recommendations)
	4a. Conduct a periodic statewide needs assessment concerning the quality and availability of early childhood education and development programs and service for children from birth to school entry, including an assessment of the availability of high-quality prekindergarten service for low income children	The 2015 strategic planning process is the identified priority to develop an ongoing structure for the ECAC needs assessment.	
1.	4b. Identify opportunities for, and barriers to, collaboration and coordination among federally-funded and state-funded child development, child care, and early childhood education programs and services, including collaboration and coordination among state agencies responsible for administering such programs	Communities must provide integrated quality services to ensure children's access to quality education, physical and mental health services, and family support.	<ul style="list-style-type: none"> Keep quality and common vision at the community level such as 4k community approaches Strengthening collaboration efforts among programs and agencies child care/early hs partnerships Replicate models and build capacity to support families and professionals Develop community response system where there is risk of neglect Interactions with police – first responders more collaboration Oregon: council informed the development of proposed legislation that would identify regional community-based coordinators of early learning services. These coordinators would facilitate planning among local partners and coordinate early learning services in a defined area
2.		Explore and develop infrastructure models to align and leverage state, regional, and local resources.	<ul style="list-style-type: none"> Developing systems for enhanced coordination across systems and service care (locally and at the state level) connecting the dots across systems/services such as existing regional early childhood structure (coaches, action teams, mini-grants) Systematic focus for young children and their families Stop duplicating services – one evaluation – IEPs Feedback on the Interagency Agreement on Early Childhood Special Education document for CPI and HHS Replicate models and build capacity to support families and professionals Colorado ECAC: Creation of a MOU between the office of the Lt. Governor, DPI, DHS, to support a shared, seamless system of quality learning environments for the state's young children Ohio ECAC: developed recommendations to align early learning and third grade reading guarantee strategies to create greater cross-system innovation and partnership at the state and local levels. Maryland: The Council brought the PBIS and SEFEL interventions together to support the transition.
3.		Strengthening systems to promote community partnerships and collaboration in service delivery efforts among programs and agencies.	<ul style="list-style-type: none"> Honor and recognize multiple mechanisms for service delivery Smoother transition from B-3 to schools / child care transition planning Inclusion/Services for Children with Disabilities Equality of opportunities in all settings. Fully inclusive – encompassing children with/without access, support, participation child care/early HS partnerships

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			<ul style="list-style-type: none"> 4K community approaches
4.	4c. Develop recommendations for increasing the overall participation of children in existing federal, state, and local child care and early childhood education programs, including outreach to under-represented and special populations.	Continue efforts to support evidence-based, culturally competent programs that build strong families and resilient communities	<ul style="list-style-type: none"> Equality of opportunities in all setting Closing the achievement gap More focus on family, friend, and neighbor care Transient, relocated diverse population that need special attention
5.		Wisconsin public policy should support blended funding streams to create comprehensive systems.	<ul style="list-style-type: none"> Build capacity w/in existing systems to pursue all kids (i.e. Cesa) closing the achievement gap Universal – cultural competence Equality of opportunities in all settings
6.		Build an effective system to address children birth to age 3 and their families supported by infant specialists.	<ul style="list-style-type: none"> Continuity of care and access to programs participation of children and system support Increase infant-toddler specialists More infant MH providers EC MH consultation – special certificate Evidence-based Home Visiting program available and funded Increase number of providers competent to serve infant and young kids and families (state access and equality) Universal mental health in all regions infant/early childhood
7.	4d. Develop recommendations regarding the establishment of a unified data collection system for public early childhood education and development programs and services.	Create a comprehensive integrated data system to be used in planning and decision making to ensure that outcomes are measured and evaluated.	<ul style="list-style-type: none"> Tracking kids across time and services Supporting community case management
8.		Create a cross-sector comprehensive screening and assessment system to identify needs, facilitate referrals for young children, and to inform parents.	<ul style="list-style-type: none"> Implementing the Blueprint for A Comprehensive and Aligned System for Young Children Consider screening for parents/caregivers (as appropriate) including depression screening (maternal, dads and military families PTSD) Follow-up and remediation for kids exposed to lead Health passport – medical home for all kids Systemic approach to professional development about assessment data Standardized EPSDT screenings – social emotional development Using ACES to inform programs data
9.	4g. Make recommendation for improvements in state early learning standards and undertake efforts to development high-quality comprehensive early learning standards, as appropriate	Assure common cross-sector comprehensive content in all domains of early learning standards while customizing for various program models.	<ul style="list-style-type: none"> All programs are high quality – use competencies, standards, high quality staff and environments across all disciplines Early literacy – exposure to language Focus on nutrition and activity in child care settings Include: pyramid model/social-emotional development, obesity, trauma informed care, strengthening families Use the pyramid to make the system function better for early childhood (i.e. Pre-natal, mental health) Increase understand and resources to support social emotional wellbeing of children

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			<ul style="list-style-type: none"> • Ohio ECAC: has developed recommendations to align early learning and third grade reading guarantee strategies to create greater cross-system innovation and partnership at the state and local levels.
10.	<p>4e. Develop recommendations regarding statewide professional development and career advancement plans for early childhood educators in the state.</p> <p>4f. Assess the capacity and effectiveness of 2 and 4 year public and private institution of higher education towards supporting the development of early childhood educators including the extent that such institutions have in place articulation agreements, professional development and career advancement plans, and practice or internships for students in spend time in a head start or prekindergarten program.</p>	Assure cross-sector pre-service and in-service systems that provide quality professional development pathways and opportunities for the workforce.	<ul style="list-style-type: none"> • Pd need to be priority of all sectors, utilize core competencies, and align to learning standards • Providing education, training and technical assistance for providers, not just sit and get trained but more coaching/mentoring/peer to peer • Understand workforce development • More on-site providers • Telehealth state wide and infant early childhood focus • Reduce turnover among early childhood providers • Insure our 2 & 4 year Institutes of Higher Education (IHE) are aligned and also connect to training and technical assistance
11.		Adequate and equitable financing, derived from multiple funding sources, supports comprehensive and continuous early childhood services.	<ul style="list-style-type: none"> • Increase WI Shares and supports to Co-Pays for parents consistency • Funding structures to support the Dyad (i.e. Mental health, jobs, extend family leave, breastfeeding) • Analysis of funding sources (EPSDT) to prioritize and incentivize (S/E mot). • *Restructuring W2 to better support families – use of funding to do this (i.e. Mental health consultation, literacy) • \$ (more) to P.D. including technical assistance, Infant mental health – special certificate etc • Use tax credits to help parents afford child care and to improve child care quality • MA transportation • MA payment for infant MH (mom/dad), obesity. Provider education. Home visiting • Oral health for the uninsured • MA access and reimbursement (obesity, MH, HV, oral health, transportation) • Increase YoungStar tiered reimbursement/WI Shares rates. • Address funding to support qualified staff costs • Business and private sector tax credits • Common lens – for policy and legislation Trauma informed lens tied to funding (ACES info) • Ohio ECAC: Create a “cross-systems” early childhood budget. • Oregon: Council developed and has submitted a proposed financial model for a comprehensive children’s budget on early learning and development services • Vermont: Council developed a biennial early childhood policy guidance document that identified several priorities
12.		Assure systems recognize and support	<ul style="list-style-type: none"> • Engagement and support of parents and families for them – and in program decisions (full range)

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		parents and other primary caregivers as the key decisions-makers, teachers, and advocates for their children.	<ul style="list-style-type: none"> • More focus on family, friend, and neighbor care • Shift to recognizing families history and experiences • Whole child and family approach • Meet early learning needs for families with unconventional work hours • Expand parenting education programs supporting stages of child development • Prevention/physical activity and nutrition. Behavioral change. Family nutrition programs • Parents empowered to be advocates – providers hear them
13.		Work through YoungStar to reward continuous quality improvement in early care and education programs.	<ul style="list-style-type: none"> • Opportunity to build on benchmark is helpful. Tracking impact could help • Consider approach to tribal quality indicators/engage tribes around YS • Key to quality – qualified staff • Re-evaluate tiered reimbursement to prohibit taking funds from programs that serve low-income children • Determine an expulsion policy in order to participate or in WI Shares • Support programs to move from two to three star ratings • Focus efforts on improving quality of all early learning setting
14.		Develop and implement effective approaches for systems to address Health disparities and trauma informed care	<ul style="list-style-type: none"> • Create and implement incentives to increase access to Oral health All child vaccinated per recommendations • Support for kids health – MH school-based • More providers who serve MA kids • Focus on trauma informed care and Trauma-impact analysis for legislation (multi-level trauma)
15.		Increase economic security through economic supports, education and job training for all families in Wisconsin.	<ul style="list-style-type: none"> • Increase economic security through access to economic supports • Increase capacity of parents to support families through education and job training • Leverage more resources in WI. Apply *ALL families in WI • Work requirements to support the P/C relationship • Use of funds effectively) – family counseling available • Meeting early learning needs for families with unconventional work hours • Homeless - navigation of system (needs are different) • Give tools to families in order to be stable in jobs (quality care for children, serve & return to encourage parents, etc.) • Family supporting jobs – increase minimum wage, also professionals • Roll out models to system where families are in W2 • DWD and DOC needs to have expanded initiative – families, early childhood • Foster care access to F.P. and adopted parents (share records) – biological parent reunification