



Road Map Project

Birth to 3rd Grade Implementation Plan

January 2016



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Contributors:

Tammy Petrina

Auburn School District

Marissa Kaiser

Bezos Family Foundation

Kjerstin Wood

Community Center for Education Results

Alessandra Pollock

Community Center for Education Results

Lynda Petersen

Community Center for Education Results

Michelle Hankinson

Child Care Resources

Erica Johnson

City of Seattle - Department of Education and Early Learning

Sonja Griffin

City of Seattle - Department of Education and Early Learning

Louisa Sanchez

Federal Way Public Schools

Jill Riemer

Grade Level Reading Campaign

Ann Arnold

Highline Public Schools

Page Meyer

Kent School District

Alice Humphres

Kent School District

Ted Dezember

King County Housing Authority

Maren Ostergard

King County Library System

Sara Rigel

King County Public Health

Devon Love

King County Public Health - Vroom

Sheila Capestany

King County - Best Starts for Kids

Wendy Harris

King County, Developmental Disabilities Division

Michelle Sarju

Open Arms

Julie Rolling

Puget Sound Educational Service District

Mary Waldron

Puget Sound Educational Service District

Matthew Gulbranson

Puget Sound Educational Service District

Kay Lancaster

Puget Sound Educational Service District

James Cooper – Nurse

Puget Sound Educational Service District

Natalie Hanni

Puget Sound Educational Service District

Angelica Alvarez

Puget Sound Educational Service District

Jill Sells

Reach Out & Read

Ron Asher

Reach Out and Read

David Beard

School's Out WA

Paula Steinke

SOAR

Harla Tumbleson

SOAR

Kelly Smith

Thrive WA

Mary Fertakis

Tukwila School Board

Heather Newman

Tukwila School District

Karen Howell-Clark

United Way of King County

Stephanie Orrico

Within Reach

Introduction

In the fall of 2014, the Road Map Project Birth to 3rd Grade Work Group (WG) identified the need for a focused, strategic, and actionable plan to help guide its work in the next one to two years. Within the larger Road Map Project, the WG maintains its focus on early learning, with goals focused on closing the opportunity and achievement gaps and increasing rates of kindergarten readiness and third grade reading proficiency. Through a reflective process starting in February 2015 that analyzed the group's strengths, weaknesses and opportunities and revised the WG logic model, the group agreed that re-launching its work to create and implement a one- to two-year action plan was a high priority.

Developing the Plan

In order to determine the Work Group's priority strategies, the group considered the range of strategies in a revised logic model¹, then tested, modified, and used a set of criteria questions for prioritizing strategies. Through this process, the WG adopted four prioritized strategies for its work in the next one to two years:

- **Parent/Family Engagement:** This strategy was rated highest by a considerable margin and identified as work that should be integrated in all other strategies. It was also recognized that distinct, focused work on this strategy is critical to the group's goals.
- **Early Intervention:** The WG intentionally prioritized a strategy that focuses on infants and toddlers, recognizing the importance of the earliest years from birth to three in the foundation of learning. Identifying developmental delays and receiving support early can help strengthen a parent's ability to navigate and advocate for her/his child, and can also prevent the need for greater special education services in school and later in life.
- **Kindergarten Registration Campaign:** The transition to kindergarten is an important milestone for children and their families. A common campaign across the Road Map's 7 school districts to open kindergarten registration on the Tuesday after Martin Luther King Jr. day is a leverage point for partnerships across districts and for working with community based organizations that provide summer learning opportunities and resources prior to kindergarten.
- **Summer Learning:** Summer learning loss compounds the opportunity and achievement gap in the Road Map Project. Focusing attention on communications and awareness of the importance of summer as well as increasing the access to high-quality summer

¹ See Appendix A for Birth to Third Grade logic model (2015)

learning opportunities will benefit students across the region and close gaps in 3rd grade reading achievement.

Each strategy varies in its action plan, developed by lead implementers and key stakeholders to identify the steps needed to meaningfully move the work forward. The WG also recognizes the ongoing need to monitor, advise, and advocate on a range of efforts and will continue to act on opportunities that will positively impact children and their families in the Road Map region.

Parent/Family Engagement Strategy

With a wide range of programs in the Road Map Project that integrate parent/family engagement, part of the WG's charge is to identify opportunities for leverage and influence within the Birth to 3rd Grade WG. Family engagement work will be incorporated into the other three prioritized strategies and broader efforts regarding advocacy and funding, but the WG also has specific parent/family engagement efforts outside the topical work of those strategies.

Early on, the WG recognized that identifying WG opportunities required a better understanding of the current family engagement work, including some baseline information about current programs and services in the region. Identification of potential opportunities for funding and/or partnerships to expand current work is core to this strategy. To this end, the Work Group created a parent/family engagement strategy survey which was deployed in November/December 2015 and distributed to a wide-range of organizations and partners in the region. Survey summary results were then utilized to develop options and recommendations for communications and advocacy within this strategy.

Parent/Family Engagement Funding, Communications, and Advocacy

The Work Group surfaced and prioritized a set of options as the highest priority areas of work moving forward. A smaller strategy group will need to prioritize, plan, and operationalize these activities based on capacity and opportunity and should consider the following:

- **Role of Birth to 3rd Grade Work Group:** Is this activity something that the WG can and should take on as a lead? What capacities are needed in order to be successful? Who in the WG will provide leadership and coordination?
- **Process and plan informed and guided by impacted communities:** Does the WG have the people necessary to inform planning? If not, what steps need to be taken in order to assure this happens?
- **Current work, if any, that is ongoing or has been done:** Are there existing efforts that the WG can help strengthen, support, or partner with in order to accomplish the goal?
- **Funding:** Does the WG have funding to implement the activities? If not, are there potential avenues of funding identified? Can this activity/strategy be a potential option for a collaborative grant application?

Funding

Unsurprisingly, securing stable funding in order to maintain and/or expand programs was the most common goal, need, and challenge for programs in the region. In order to address this issue, the Birth to 3rd Grade Work Group needs to decide how best to move forward with aligned communications and advocacy efforts that promote the importance of parent/family engagement, highlight effective programs and their impact, and reach public and private audiences in positions to increase funds to those programs.

For smaller organizations, researching potential new funders or even knowing where to start can be a barrier to expanded funding and new relationships. Additionally, smaller organizations may have less capacity to or experience in submitting grant applications. Established organizations also often have limited ability to deploy staff time in pursuit of new funding.

Prioritized Work Group Option:

- I. **Identify opportunities for collective funding proposals** – The WG identified the Race to the Top application as a key point of collaboration and funding for the Road Map Project. Looking for opportunities to fund collaborative projects could help connect parts of the system, engage smaller organizations serving specific populations, and provide structure and accountability for concrete WG goals and activities

Additional Work Group Options:

- I. **Utilize staff or consultant (1-3 times per year, as determined by group and capacity) to review grants database sources for possible grant opportunities based on areas of focus, work, and need.**
- II. **Establish pooled fund or seek Road Map support for a small fund to contract grant-writing services** for Birth to 3rd Grade Work Group members to apply for identified grant opportunities that align with the Work Group's prioritized strategies
- III. **Establish a Road Map District Funding Alliance** – Similar to other funding alliances that support organizations doing similar work in a geographic area, this would be a new entity created to create fundraising support for organizations working in the Road Map region.

Additional considerations: The Road Map Project currently offers a Rapid Resource Fund (RRF), which provides grants up to \$20K for existing Road Map efforts. The Summer Learning Strategy Group was recently awarded a grant for communications/branding efforts for the Summer Learning Campaign. In moving WG projects forward, the RRF could be considered as a funding source with relatively quick response time.

Communications

The Birth to 3rd Grade Work Group is charged with focusing attention on the early end of the cradle through college and career approach in the Road Map Project. Part of funding these efforts and making sure parents, policymakers, and funders are aware of the opportunities in their communities is communicating their availability, needs, and benefits. The WG identified its highest priorities for moving parent/family engagement communications work forward in the immediate future as well as potential areas for future work:

- I. **Establish a shared translation/interpreter fund and translation protocols for Work Group materials and activities:** Many organizations in the survey noted the desire to reach new populations and/or to have information in multiple languages as either a

- goal or a challenge. There are organizations within the Birth to 3rd Grade Work Group with access to translation services that could help to guide the group in identifying costs and a process for organizations to access interpretation and translation services. Within this, the WG should use data to identify underserved ELL communities that have low rates of kindergarten readiness so that limited funds can be prioritized for communities most in need. The WG could also explore a partnership with the ELL Work Group of the Road Map Project to address translation and interpretation needs more broadly within Road Map Work Groups' materials and activities. Additionally, WG members identified the need for established translation protocols that intentionally and consistently involve parents and community members in order to create meaningful products.
- II. **Focus on communications to parents and family through trusted messengers:** The WG recognizes inequities in who has access to programs and a desire to intentionally reach isolated families, particularly those with children from birth to three. Utilizing current systems of health providers through programs such as Reach Out and Read, community liaisons, promotores, and parent navigators and leaders is an important part of coordinating across programs and systems to effectively target limited resources.
 - III. **Create a regional early learning resource directory:** From the beginning of its process, the WG recognized the difficulty of planning for strengthening and/or expanding current parent/family engagement programs and communications in the region because of the lack of information about what currently exists in the system. While the parent/family engagement survey captured some information about a range of current programs, it does not provide a comprehensive view of resources for parents and communities. The WG identified the need for a directory, similar to the effort in King County to create a [Youth Program Directory](#), that provides information about programs and resources for children prenatal to age five and their families. In the longer term, the WG discussed the benefit of a linked, visual directory aimed at reaching families with low-literacy levels.

Additional communications options to consider:

- IV. **Utilize opportunities to highlight and amplify programs in the broader Road Map Project:** Consistently create space to spotlight parent/family engagement programs and partnerships focused on reaching parents in their children's early years in Road Map publications, activities and events, including Education Results Network meetings, Traffic Reports and other media.
- V. **Road Map Strategic Communications:** Incorporate specific messaging about the importance of parent/family engagement from the earliest years into the Road Map

Project's broader strategic communications with a focus on brain development, early literacy, and early numeracy.

- VI. **Work Group Generated Parent/Family Engagement Briefs and/or other Communications:** The WG should determine if there are basic briefs or documents that would further understanding of child development and opportunities to support healthy growth for families, community partners, funders, policymakers, and/or other stakeholders. Materials should be informed by data on communities with fewest opportunities and by community members in those communities.

- VII. **Utilizing Communication Hubs to Disseminate Information:** With a range of members in the WG, some organizations have programs focused on serving a specific community and some programs serve the public broadly, with a desire to ensure that people from a range of cultures, incomes, and languages can access programs and information. Entities such as the public library system, housing authority, school districts, and community organizations that provide referral services serve a broader population and can play an important role in sharing/disseminating relevant program information about local opportunities. The WG could choose a quarterly focus (literacy, numeracy, infant mental health, etc.) and create common materials with information and resources available to families to further understanding and/or awareness/access to programs.

Advocacy

The Work Group's priorities in this arena focus on local advocacy:

- I. **Establish Early Learning Champion Districts:** Develop criteria for districts to qualify as an "Early Learning Champion District," create a process for awards, and use awarded districts as examples to communicate about best practices, innovations, and successes. The criteria could include such steps as: demonstrating a strong investment in early learning programs and early intervention services, supporting strong partnerships with early learning providers and community-based organizations serving children 0-5, and communicating to parents about the importance of and availability of early learning opportunities for all children.

- II. **Best Starts for Kids Implementation:** BSK advocacy is included in this Implementation Plan in the advocacy section for the WG overall, but was clearly identified in the Parent/Family Engagement strategy as a priority advocacy area.

Additional advocacy options to consider:

- I. **Additional Public Funding Processes:** The WG should consider opportunities to leverage and increase public funding for parent/family engagement programs.
 - a. *Cities:* The City of Seattle budget is the largest (\$5.1 billion in 2016) by a wide margin and has had a recent focus on early learning. At the same time, other

cities have fewer policymaker stakeholders and simpler processes that may provide good opportunities for effective funding advocacy.

- b. *County and State level processes:* In November 2016, a vote on Sound Transit 3 (ST3) is another possible source of new funds for education in the Road Map region. The 2017 legislative session provides an opportunity to advocate for program funds in the next biennial budget.

The WG should consider these opportunities within its Strategy Subgroups and also as a full group. Please see *Work Group Advocacy* section on page 12 for more on WG efforts in county and state processes.

Program Gaps

In addition to funding, communications, and advocacy, the WG expressed a desire to lead the development of programs and/or a curriculum that are community-informed and supports new parents/caregivers. In particular, “parent” classes/trainings that would have a focus on early brain development for siblings who provide care for young children that could be provided for Career and Technical Education (CTE) credit through the school districts. This could also have the ability to leverage work in other parts of the Road Map Project, particularly the Opportunity Youth work to support Open Doors programs that help young people re-engage in school and work. This project requires further exploration and the Work Group would need to identify a clear lead or leads to spearhead the effort. The group identified it as a prime area for a collaborative grant application.

Family Engagement: Incorporating Learning from the Field

Additional context for this strategy includes the current K-12 field-building family engagement efforts in the Road Map Region. Over the last two years, over 100 district staff, community partners and parent leaders have attended the Harvard Family Engagement Institute, including several WG members. The 2015 cohort had a particular focus on including P-3 or early learning teams from the seven districts. In the next steps of this strategy, the WG will explore how to leverage this work and expand core concepts from this training, including the [Dual Capacity-Building Framework for Family-School Partnerships](#), in an effort to align and connect with K-12 work, as appropriate.

Additionally, district teams, CBO leaders and parents who attended the Harvard Family Engagement Institute are planning to implement a local Family Engagement Institute in King County in summer 2016. This Institute will be designed to support the work from cradle through college and career. And therefore this is an opportunity to deepen connections between early learning and K-12.

Finally, there are opportunities for the WG to provide important partnership and support in three concrete, emerging efforts to strengthen family engagement work within the Road Map region. These include:

- **(Partnership/Support) Home Language Campaign:** In partnership with the ELL Work Group of the Road Map Project, support a regional campaign to promote multilingual

development from birth forward by providing parents with the information and support to strengthen home language acquisition. The campaign will engage districts, early learning and community-based groups to communicate the importance of bi/multi-lingualism and home language development to parents.

- **(Partnership/Support) Parent Leadership through PSESD Parent Ambassadors Pilot(s)**
Parent Ambassadors, an existing statewide parent leadership program through the Washington State Association of Head Start and ECEAP, is embarking on two location-specific pilot projects through PSESD at Educare and in the White Center/Highline area in 2016. The WG is currently exploring:
 - a. Integration of Road Map Project parent leadership opportunities in the planning and programming of the two new pilot sites
 - b. Inclusion of key communication and outreach efforts from the Birth to 3rd Grade WG Implementation Plan in Parent Ambassador programming, including the Home Language Campaign.
- **(Partnership/Support) Support the activation of Vroom King County-wide** – Public Health Seattle King County (PHSKC) has hired a Program Manager to support the activation of Vroom in all PHSKC programs services and in organizations all over King County that work with families with young children. Much like in the 2014 Vroom pilot, the WG can help recruit organizations to join the network convened by PHSKC and serve as an advisory board for the Project Manager and help give feedback on next steps

Additional Considerations:

The Birth-3rd Grade Work Group would benefit from an increased number of community organizations providing direct service directly participating in the WG, providing feedback at key planning moments, and/or maintaining an avenue for communications about events and efforts from the WG to the parents/families they serve.

Early Intervention Strategy

Currently in King County 13% of children birth to three have delays that would make them eligible for early intervention services, but only 5% of these children are being served (and only 2% of infants). If identified early, access to appropriate screening and services can help close developmental gaps. Helping parents to understand typical development and how to navigate and advocate for their children in education settings will benefit their children throughout their lives.

There was strong support within the group for specific work for families with children birth to three. While initially the focus was on developmental screens, this category expanded to include subsequent access to early intervention services. Recognizing that there are multiple efforts to increase developmental screens, the WG efforts will focus on communications about the availability of screening tools and where families can go, through trusted messengers as well as directly to parents. The WG has identified the need to increase funding for early intervention services so that children who qualify receive the support they need. The group has also identified the need for strong multi-cultural, multi-lingual outreach that not only helps families have their child screened for delays, but also helps their transition into services.

Next Steps:

- Establish Lead Implementing organization(s) to lead and coordinate strategy group and determine regular structure and meetings
- Explore strategy partnership with King County Interagency Coordinating Council
- Investigate current district hold back rates and potential for negotiating lower rates in order to increase funding for programs
- Provide clear recommendations to County and new Children & Youth Advisory Board re: allocating portion of Best Start for Kids funds to early intervention services
- Identify current developmental screening efforts and corresponding communications materials and reach
- Identify current programs for new and/or expecting parents that can incorporate information about developmental screens and services
- Explore options for multicultural, bi/multi-lingual outreach and assistance with services
- Prepare brief on importance of Early Intervention, including impact on need for later services

Kindergarten Registration Campaign

(Lead Implementing Org: Puget Sound ESD)

Registering for kindergarten between January and June allows families to connect to summer resources in advance of kindergarten that boosts school readiness rates, helps schools accurately predict their needs for kindergarten classrooms in the fall, and offers an opportunity to engage parents in a successful introduction to the K-12 system and transition to kindergarten. Aligning kindergarten registration across all 7 school districts also simplifies information for families who are moving between districts.

The following key implementation steps have been completed to support the 2016 campaign.

- Gathered information from each district for kindergarten registration dates, events, locations, contact information for communications materials and materials families need to register
- Partnered with Within Reach to be able to include a phone number parents can call to find what district and school their child will be attending
- Created, translated, and distributed materials to Community Based Organizations (CBOs)
- Distributed kindergarten registration materials to districts
- Prepared a new kindergarten registration website (www.kregnow.org) for launch on January 19, 2016

Next Steps

- Work with CBOs and districts to use available RTT funding on efforts to support the campaign sustainably
- Gather baseline data from 7 school districts re: current rates of kindergarten registration and summer programming participation
- Set targeted implementation goals based on baseline data collected in 2015
- Ensure school and district staff have information about kindergarten registration campaign purpose and process
- Implement communications and outreach plan
- Identify funding sources and base costs needed to continue kindergarten registration work post-Race to the Top grant
- Explore connecting campaign to additional sources of information (211, Vroom, others)
- Focus groups with kindergarten parents on kindergarten registration experience
- Revise materials and communications/outreach plan
- Explore mobile kindergarten registration and/or common process in region so parents in transition are not discouraged from registering early to connect to resources and opportunities

Additional Considerations:

This strategy is also a priority for the Race to the Top (RTT) district leads. With RTT funding coming to an end, creating a transition plan for ongoing funding is an important component of this strategy. With RTT district leads, part of this work will be to identify the necessary staffing and costs to maintain and/or expand this work.

Summer Learning Strategy

(Lead Implementer: School's Out Washington)

Research shows that two-thirds of the achievement gap between lower- and higher-income youth can be attributed to unequal access to summer learning opportunities. By fifth grade, cumulative years of summer learning loss can leave low-income students two and a half to three years behind their peers. High-quality summer learning programs work to close the gap and prepare students to return to school on track and ready to learn in the fall.

The WG has identified the need for a vision for a system of high-quality summer learning opportunities and information about the current supply of programs that meet the needs of students in the Road Map. In order to build a robust summer learning system, we need better baseline information on the supply of effective programs.

Next Steps

- Summer Learning Strategy Group agreement on goals of strategy and elements of summer learning that will serve as focus of communications and advocacy
- Detail goal program elements to evaluate current context and gaps that need to be filled in order to create a high-quality summer learning system
- Hire consultant or firm for campaign communications/branding (Group successfully applied for Rapid Resource Funds for this purpose)
- Determine areas of focus for advocacy, funding efforts, and/or needed policy changes moving forward
- Identify possible partnership opportunities
- Educate policymakers on summer learning loss, solutions, and funding/capacity needs

Additional Considerations: School's Out Washington has recently been awarded 3-year capacity building funding that will allow them to take a larger leadership role in this strategy. Longer term (1-2 years) will depend upon the development of this capacity as well as the findings of the supply/demand study.

Work Group Advocacy

Across prioritized strategies, there will be opportunities for the Birth to 3rd Grade Work Group to engage in advocacy. Part of the work moving forward will be to understand and utilize the larger Road Map Project process to establish advocacy priorities to elevate WG priorities for larger advocacy efforts.

Best Starts for Kids: Best Starts for Kids was passed by King County voters in November 2015. The WG and individual WG organizations endorsed and promoted this initiative prior to the election. The Work Group has also been active in making recommendations for funding priorities and process through written communications and by organizing an early learning focused community conversation with King County staff leading Best Starts implementation.

State operating budget: The state legislature will reconvene in January 2016 for legislative session. During that time, they will pass a supplemental budget bill that amends the current 2015-17 state operating budget. The WG could consider supporting policy/funding asks in summer learning, expansion of parent/family engagement programs (such as Reach Out & Read, Play & Learn, and others), early intervention, and consider how the kindergarten registration campaign could be rolled into funding for all-day kindergarten. In the following year, there will likely be opportunities to support funding requests for Early Intervention, ECEAP, Reach Out & Read, Play & Learn, and summer learning.

Possible county funds through Sound Transit proposal: In 2016, voters will consider a proposal from Sound Transit (ST3). ST3 would include up to \$15 billion for transportation infrastructure and, if passed, would also create a new Puget Sound Taxpayer Accountability Account for \$500 million of those funds to go to Sound Transit counties for educational services to improve outcomes in early learning, K-12 and higher education. If these funds passed, they would be allocated to counties to disburse. This is a funding source that the WG should track and work to coordinate with King County in its planning should ST3 pass.

Work Group Communications

The Work Group should work to align and utilize Road Map Project capacity and resources in the implementation of its Strategic Communications Plan. The larger WG should identify communications opportunities and priorities to integrate into larger project-wide communications efforts.

Appendix B: Road Map Birth to 3rd Grade Logic Model

Road Map Project Goals: Opportunity gaps are closed for low-income children and children of color & Road Map Region achieves kindergarten readiness goals by 2020 (85% of kindergartners reach proficiency in all 6 WaKIDS domains); Opportunity gaps are closed for low-income children and children of color & Road Map Region achieves 2020 3rd grade reading goal (87% of 3rd graders achieve reading proficiency)

A	B	C	D	E
DRAFT Strategies/Actions [related existing efforts]	Short-Term Outcomes	Short-Term Indicators using available data	Long-Term Outcomes	Long-Term Indicators using available data
[1] Increase parent/family knowledge of brain development, early literacy and numeracy and importance of their role in supporting their child's development and transitions [Vroom, Play & Learn, Reach Out & Read]		[1] # of families accessing Play & Learn Groups (3,284 caregivers and parents attended with 3,432 children in 2014); # of Play & Learn Groups (59);# of organizations utilizing Vroom materials and tool; # of Reach Out & Read programs (35 programs), # ROR visits(48,624) , # ROR books (38,301)		
[2] Increase transition supports	[1] All families have access to transition supports birth-3rd grade; ie. Bringing Baby Home, transition to child care, transition to PreK, transition to K, transitions developmentally	[2] # of parents/ families registering for kindergarten through the registration campaign; # of immigrant/refugee & limited English families registering for kindergarten through the registration campaign	[1] All parents/families understand the progression of child development and have the knowledge and skills to support their child's optimal development (skills and abilities) at home, from birth through 3rd grade	[1] % of children ready to succeed in school by kindergarten
[3] Spread information to parents about region's kindergarten registration campaign, with a focus on recent immigrant/refugees, limited English-speaking families, and other populations with lowest rates of kindergarten readiness [Regional kindergarten registration campaign, Ready! for K programs]		[3] # of parents/families participating in the family component of WaKIDS		
[4] Ensure that parents have equitable access to information about assessment processes, including WaKIDS, K-12 testing (translation, schedules)				
[5] Increase developmental screens and awareness of availability of early intervention services	[2] Children are connected to early intervention services	% of children who get developmental screens		
[6] Increase supply of home visiting programs, with focus on populations with lowest rates of kindergarten readiness [local, state and federal budget advocacy, Parent-Child Home Program, other evidence-based and promising practices]	[3] More parents/families have access to and are utilizing prenatal and home visiting services (like Part C Early Intervention services)	[4] # of parents/families receiving prenatal and birth-3 home visiting services	[2] Low-income children and children of color experience smooth transitions birth through 3rd grade	
[7] Connect data across systems to provide better information about referrals, strengthen existing connections, identify needed areas of work [PreK Feedback Report, RTT work to develop common regional data portal and data sharing agreements]	[4] Referrals and connections across birth to 3rd grade continuum are facilitated. Interventions are made when children and families need support.	[5] Indicator of system level data - Increase of players sharing info and using that to make decisions collaboratively and individually		
[8] Increase information to parent/families about availability of high-quality early learning programs [Early Achievers]	[5] More families and children have access to and are utilizing high-quality formal early learning programs	[6] # of high-quality early learning slots		
[9] Increase professional development for early learning professionals, including using data to improve instruction [Early Achievers, TS Gold in ECEAP/HS]		[7] # of children from low-income households and children of color accessing high-quality early learning slots		
[10] Increase supply of high-quality early learning programs with focus on populations with lowest rates of kindergarten readiness [local, state, and federal budget advocacy]		[8] Increased collaboration of professional development with early learning providers	[3] Families and children are ready to be successful in kindergarten at higher rates; ie. Strong social and emotional skills, early literacy skills, etc.	
[11] Support the participation of early learning providers in Early Achievers				
[12] Identify, through data, communities in the Road Map region who have lowest rates of kindergarten readiness that are utilizing informal care. Identify programs that need to be expanded, modified, or established to provide greater services to those communities	[6] More families not accessing formal early learning programs have access to more supports	[9] Increase of early learning supports and programs for families		

DRAFT Strategies/Actions [related existing efforts]	Short-Term Outcomes	Short-Term Indicators using available data	Long-Term Outcomes	Long-Term Indicators using available data
[13] Improve competencies of all teachers in serving ELL students	[7] Increase in aligned, high-quality instruction, early learning through 3rd grade	[10] % funding increase for professional development for teachers, including supports for teaching ELL students	[4] More children read proficiently by the end of 3rd grade	[3] % of students proficient in 3rd grade reading & decrease in inequitable rates of 3rd grade reading by income or race
[19] Increase data coaching focused professional development for early learning and K-3 professionals in order to utilize data to improve instruction		[11] Increase use of personalized instruction to support populations with greatest opportunity gaps, especially ELL students, Data feedback loops regularly utilized to analyze alignment and instruction	[5] All children receive high-quality instruction, early learning through 3rd grade	
[20] Develop and implement a plan to improve early grade attendance	[8] Data analysis for early grade attendance with coordinated plan for improvement	[12] # of Play & Learn groups in multiple languages		
[14] Increase supply of expanded learning opportunities for low-income children [local, state, and federal budget advocacy]	[9] Children in the gap receive extra supports, particularly English Language Learners and low-income children	[13] Increase in K-3 attendance rates		
[15] Increase information about high-quality out of school supports [Early Achievers - possible pilot for school age care]		[14] # of high-quality early learning and after school programs available, # of students participating in summer meal programs		
[16] Develop and implement plans to prevent summer learning loss, especially for low-income children. For example, increase literacy and learning opportunities for children attending free summer meal programs	[10] Programs in the summer are aligned to support learning for low-income children	[6] More children and families access books and other resources and read more in the summer		
[17] Increase parent/family information about the importance of brain development, literacy and numeracy, and provide culturally relevant tools and resources [Reach Out and Read, Let's Read! Play and Learn Groups]	[11] Parents understand the importance of reading to children and have tools and resources in order to do so	[15] Increase of parents reading to children 0-3, PreK, and school-age	[7] Parents/families support their children's literacy every day: i.e. storytelling, singing, reading a book, reading in any language	
		[16] # of Reach Out & Read programs (see above), # ROR visits, # ROR books, # of Play & Learn groups in multiple languages (see above), participation in Let's Read!		
	[12] Parents understand the importance of early numeracy and have the tools and resources to support their role			