

**EARLY CHILDHOOD PLANS,  
POLICY PRIORITIES AND  
RECOMMENDATIONS**

**A CROSSWALK**

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## SYSTEMS/INFRASTRUCTURE

PLAN/SOURCE	RECOMMENDATIONS
<b>Ready to Read, Ready to Learn</b>	Create a commission, council, public-private consortium, or other entity to implement Task Force recommendations
	Educate Alaskans about the social imperative of preparing children from birth to age 6 to be ready to read and learn
	Ensure future funding from private, nonprofit, foundation, and government sources
<b>Early Childhood Comprehensive Systems Plan (ECCS)</b>	A permanent guidance structure will exist to provide oversight of a comprehensive, integrated service system for young children prenatal to 8.
	There will be a culturally responsive, comprehensive, accessible service delivery system that links service providers, empowers families, and engages communities: <ul style="list-style-type: none"> <li>• network of effective community and regional organizations;</li> <li>• state plans and policies reflect a comprehensive, integrated approach to services;</li> <li>• integrated fiscal strategies;</li> <li>• system for supporting integrated, cross-agency professional development;</li> <li>• clear mechanisms for communicating with stakeholders;</li> <li>• program standards;</li> <li>• monitoring system;</li> <li>• families have opportunities to enhance and exercise their leadership skills.</li> </ul>
<b>Governor’s Summit on Early Learning 2007</b>	Conduct a comprehensive public engagement campaign to inform parents, extended families, community members, and business about the economic and social “return on investment” in the early years and what they can do to support early learning
	Provide sustainable state resources to support early learning (i.e., early learning endowment, a formula for funding, trust fund, or savings account)
	Develop a public-private entity to oversee and coordinate early learning activities (examples are the Denali Commission, cabinet level structure, new department, or single coordinating office with multiple departmental linkages)
	Develop community-level database & coordinated system to identify services and organizations that provide early learning services across Alaska

	Conduct community needs assessments to develop system of support for families and children (multi-agency system and strong community buy-in)
<b>Head Start State Plan</b>	<p>The Governor of the State shall:</p> <ul style="list-style-type: none"> <li>• designate or establish a council to serve as the State Advisory Council on Early Childhood Education and Care for children from birth to school entry</li> <li>• designate an individual to coordinate activities of the State Advisory Council.</li> </ul>
	Improve collaboration, coordination and data and information sharing across systems serving children and families including those with disabilities and those experiencing homelessness, those involved in the welfare and child welfare systems
<b>Alaska Advisory Task Force on Higher Education &amp; Career Readiness</b>	Legislature should establish a grant funding process for community-based, voluntary Pre-K education and early literacy programs in the state.

## EARLY CARE AND LEARNING-QUALITY/STANDARDS

PLAN/SOURCE	RECOMMENDATIONS
<b>AAEYC</b>	Affordable, universal, voluntary, quality, pre-K system, QRS
<b>SEED Profession Development Plan</b>	Fully Implement and fund a Training/Trainer Approval System
	Fund completion of Core Knowledge/Core competency document and require that all training links to both and that training supports Early Learning Guidelines when applicable
	Require licensing training hours be Registry Approved
	Implement QRIS
<b>Ready to Read, Ready to Learn Task Force, Best Beginnings</b>	Implement a quality rating system to help parent evaluate child care and early learning programs and to guide program improvement
<b>Early Childhood Comprehensive Systems</b>	<p>Early care and learning programs for children birth through age 8 will be based on standards of best practice. EC programs will:</p> <ul style="list-style-type: none"> <li>• Be guided by a standard ECL framework</li> <li>• Use Early Learning Guidelines</li> <li>• Use a menu of appropriate methods to regularly screen, assess and monitor progress of individual children</li> <li>• Use specialists in health, mental health, curriculum, developmental, family support, program administration, etc. to improve practice</li> <li>• Implement obesity prevention (or physical activity and nutrition promotion and intervention programs and services</li> <li>•</li> </ul>
<b>Head Start State Plan</b>	All programs meet or exceed established health, safety, and program standards
	Programs will use the Alaska Early Learning Guidelines to support development and learning
	There will be regular use of screening, assessment and progress

	monitoring in all programs
	All ECL providers and staff will meet educational standards for their position
<b>Infant Learning Strategic Plan</b>	Early Intervention will collaborate across early care and learning settings to increase quality of services for children who experience disabilities, including children in the child welfare system.
<b>Governor’s Summit on Early Learning 2007</b>	Implement a voluntary Quality Rating and Improvement System (QRIS) which is a method to assess, improve, and communicate the level of quality in early care and education settings
<b>Strengthening Families</b>	Integrate Strengthening Families into the QRIS system, licensing requirements, performance standards and monitoring activities consistent with the protective factors framework

## EARLY CARE AND LEARNING- PROFESSIONAL/WORKFORCE DEVELOPMENT

PLAN/SOURCE	RECOMMENDATIONS
<b>SEED Professional Development Plan</b>	Increase requirements for annual training in quantity and with specific content
	Require 40 hours of pre-service training as described by NACCRRA best practice (using curriculum “Planting the SEEDS” curriculum available by thread)
	Increase capacity of child care program administrators through educational supports
	Encourage Training Registry participation through future grant requirements and funding requirements in all sectors
	Continue to increase quality and quantity of distance learning options available to ECE workforce
	Ensure statewide access to resources needed for trainer approval (training in adult learning, content, etc.)
	Statewide access to pre-service training

<b>Ready to Read, Ready to Learn</b>	Increase the professional development opportunities and qualifications for early childhood educators and provide appropriate compensation
<b>Early Childhood Comprehensive Systems</b>	The early childhood workforce will be well-qualified and fairly compensated. <ul style="list-style-type: none"> <li>• There will be a statewide system of professional development</li> <li>• The professional development framework articulating career advancement will be utilized by ECL providers and employers</li> <li>• ECL practitioners will meet education requirements for their positions</li> </ul>
<b>Head Start State Plan</b>	All programs will utilize the state Professional Development Framework.
	All ECL providers and staff will meet educational standards for their position.
<b>Governor’s Summit on Early Learning 2007</b>	Create a statewide professional development plan that ensures there are adequate supports to build an early care and education workforce (examples are wage incentive programs and financial supports for education and training)
<b>Strengthening Families</b>	Provide professional development opportunities through Strengthening Families/Stronger Together training. Provide monthly “Learning Network” calls; licensing chats, etc.
	Integrate the SF Framework into university courses, continuing education, certificate programs, internships, 20hr core training, CDA curriculum, etc.
<b>Infant Learning Program Strategic Plan</b>	All Early Intervention providers meet the definition of qualified as evidenced by appropriate certification or licensure and acquisition of the Part C credential.

## EARLY CARE AND LEARNING- ACCESS TO PROGRAMS/SERVICES

PLAN/SOURCE	RECOMMENDATIONS
AAEYC	Affordable, universal, voluntary, quality pre-K system
	Funding for child care assistance and grants

<b>Ready to Read, Ready to Learn</b>	Develop a statewide system of voluntary and affordable early childhood education
	In the Home: Develop and increase access to quality, culturally engaging reading materials
	In the Home: Increase proven, family centered literacy programs by partnering with other organizations
<b>Early Childhood Comprehensive Systems</b>	Children and families will be able to find and access appropriate early care and learning programs. <ul style="list-style-type: none"> <li>• There will be a range and supply of program models</li> <li>• Families will be able to make informed choices about their ECL program</li> <li>• Families with financial needs will have access to resources to help cover the costs of ECL</li> </ul>
<b>Head Start State Plan</b>	Increased access to quality educational services based on standards and best practice
<b>Governor's Summit on Early Learning 2007</b>	Increase funding for Head Start to enable more low-income children to participate
	Increase the child care assistance reimbursement rates
	Increase the eligibility guidelines for child care assistance so more families can participate in the workforce
	Provide all parents with access to home-based education and support (examples are expansion of home visiting, parenting classes, and financial supports)
	In the Home: Develop culturally relevant materials (listening to groups, using technology, have incentives and mechanisms to share, template to produce own materials)
<b>Alaska Advisory Task Force on Higher Education &amp; Career Readiness</b>	The Legislature should establish a grant funding process for community-based, voluntary Pre-K education and early literacy programs in the state.

<b>Infant Learning Program Strategic Plan</b>	Families with very young children (0-3) involved in the child welfare system will have access to Early Intervention Services.
	Families with children (0-3) with developmental delays greater than 25% will have access to Early Intervention services on par with district eligibility.

### EARLY CARE AND LEARNING- FINANCING/WAGES/RATES:

PLAN/SOURCE	RECOMMENDATIONS
<b>SEED Professional Development Plan</b>	Funding to implement wage supplements for professional development achievement and retention similar to previous ROOTS awards that were distributed in Alaska or utilize national TEACH or WAGES\$'s programs
<b>Early Childhood Comprehensive Systems</b>	The ECL workforce will be compensated comparable to professionals with like qualifications & responsibilities in education and healthcare
<b>Head Start State Plan</b>	All programs will provide wages and benefits to reflect compensation for education and experience
<b>Governor's Summit on Early Learning 2007</b>	Create a liability insurance pool for child care centers and a health insurance pool for child care workers, with financial support
	Provide incentives to businesses to support the creation and maintenance of quality early care and education programs

### EARLY CARE AND LEARNING- FAMILY SUPPORT/LEADERSHIP

PLAN/SOURCE	RECOMMENDATIONS
<b>SEED Professional Development Plan</b>	Funding to expand and sustain Strengthening Families Initiative statewide
<b>Ready to Read Ready to Learn</b>	In the Home: Increase the engagement of parents, grandparents, and extended family in their child's learning by providing resources and

	incentives
	Distribute Alaska’s Early Learning Guidelines in family friendly formats
<b>Early Childhood Comprehensive Systems</b>	Families will be full & respected partners in their children's early care and learning programs. <ul style="list-style-type: none"> <li>• ECL programs will have active family support and parent involvement components</li> <li>• ECL programs will support and encourage moms to breastfeed and continue breastfeeding when returning to work</li> <li>• ECL programs will be responsive to the different cultural and language needs of the families and children that they serve</li> <li>• ECL will facilitate the smooth transitioning of children between various settings</li> </ul>
<b>Head Start State Plan</b>	All programs will have active family support and parent involvement components
	Programs will be culturally and linguistically responsive to the needs of the children and families they serve
	All programs will facilitate transition for children and families
<b>Strengthening Families</b>	Recruit and support new ECL programs to implement the Strengthening Families Protective Factors Framework
<b>Infant Learning Program</b>	Early intervention will use evidence based practices (SF) to increase protective factors of children by supporting family strengths and resiliency.

## HEALTH AND MENTAL HEALTH

PLAN/SOURCE	RECOMMENDATIONS
<b>Early Childhood Comprehensive Systems</b>	Young children and their families will have access to medical homes that are accessible, family centered, coordinated, continuous, comprehensive, compassionate and culturally competent. <ul style="list-style-type: none"> <li>• More children enrolled in public health insurance programs</li> <li>• Families informed and recognized as principal caregivers and decisions makers</li> </ul>
	The physical, developmental, and/or social emotional concerns of

	<p>young children will be identified and addressed as early as possible.</p> <ul style="list-style-type: none"> <li>• Comprehensive well-child exams will include developmental and social emotional screenings consistent with AAP recommendations</li> <li>• Children will be referred to appropriate services</li> <li>• Young children will have access to oral health prevention and intervention services</li> <li>• Young children will have access to overweight/obesity treatment services</li> <li>• EC programs will have access to health information and consultation</li> <li>•</li> </ul>
	<p>Young children and their families will receive appropriate early mental health services through Medicaid and other sources.</p> <ul style="list-style-type: none"> <li>• There will be reimbursement mechanisms so young children have access to the services necessary to address their social emotional development</li> <li>• Health care providers will recognize the importance of caregiver mental health and regularly screen primary caregivers for maternal depression and adult mental health and substance abuse issues</li> <li>• Services will reflect best practices including evidence based programming when appropriate</li> </ul>
	<p>The State of Alaska will have a qualified, well-trained workforce providing for the social and emotional well-being of young children.</p> <ul style="list-style-type: none"> <li>• There will be a statewide ECMH professional development plan which supports, connects and aligns efforts</li> <li>• There will be a system for clinical consultation and support for MH professionals</li> <li>• EC programs will have access to mental health specialists and mental health consultation</li> </ul> <p>Parent information on social emotional development will be available through EPSDT, medical providers and EC programs</p>
<b>Head Start State Plan</b>	Ensure access to health, oral health, and mental health services
	More eligible children are enrolled in Denali KidCare
<b>Strengthening Families</b>	Support mental health/social emotional consultation in Strengthening Families Programs

<b>Infant Learning Programs</b>	Children and families enrolled in early intervention will have access to and receive services from a qualified infant mental health specialist.
	Early intervention services will incorporate evidence based practices for promoting the social emotional development of young children.
	Families of Children enrolled in Early Intervention Services will be connected to a Medical Home.

## FAMILY SUPPORT/PARENT EDUCATION

PLAN/SOURCE	RECOMMENDATIONS
<b>SEED Professional Development Plan</b>	Funding to expand and sustain Strengthening Families Initiative statewide
<b>Ready to Read Ready to Learn</b>	Increase the engagement of parents, grandparents, and extended family in their child’s learning by providing resources and incentives
<b>Early Childhood Comprehensive Systems</b>	<p>Families of young children will have access to community-based parenting and family support programs.</p> <ul style="list-style-type: none"> <li>• All families will have access to a user-friendly, culturally competent, integrated service delivery system</li> <li>• Programs will be responsive to emerging family and community issues and model the principles of family support in all program activities</li> <li>• Families will be well-informed regarding parenting and child development issues</li> <li>• Young children and their families will have access to healthy food and nutrition information</li> <li>• Families will be supported in their role as primary caregivers</li> <li>•</li> </ul>
<b>Head Start State Plan</b>	All programs will have active family support and parent involvement components

<b>Governor’s Summit on Early Learning 2007</b>	Encourage employer flexibility and financial assistance for parents of young children, (examples are tax credits, paid parental leave, parenting resources, flexible schedules, and other family-friendly policies)
<b>Strengthening Families</b>	Embed the Strengthening Families Protective Factors framework into the daily work of all individuals, organizations and systems that touch the lives of young children and their families
	<p>Create and sustain prominent collaborative roles for parents</p> <ul style="list-style-type: none"> <li>• Engage parents as decision makers through the State Leadership Team</li> <li>• Designate explicit resources for parent engagement, participation in programs, and leadership</li> <li>• Promote the community café model</li> </ul>
<b>Infant Learning Programs</b>	<p>All families enrolled in Early Intervention are supported to help their own child develop and learn</p> <p>Families have the necessary skills and supports to advocate for their child</p>