

## EARLY CHILDHOOD ALASKA STRATEGIC PLAN SURVEY RESULTS

20 respondents completed Early Childhood Alaska Strategic Plan Survey, five of those respondents did so anonymously. The following responses have been edited for spelling and grammar, responses of “no comment” or “not at this time” were not included in this report. This feedback, along with other existing frameworks and state plans, was utilized by working groups comprised of members of the Joint Task Force.

1. Are there other critical resources that should be considered as we develop the framework of the strategic plan? Of particular interest are any other plan documents in Alaska that focus on early childhood that we might leverage and/or support through this work?
  - Early Childhood Comprehensive Systems (ECCS)
  - Early Childhood Comprehensive systems old plan from the days when Shirley Pittz was director?
  - Older Early Childhood Comprehensive Systems plan, framework (~2006 +) Early Childhood indicators reports (2012, 2015) Investing in Prevention:
  - Working together in Early Childhood for Healthy Alaska Children, Families and Communities- Priorities for Prevention (2015- SOA Inter-agency Prevention Group)
  - IDEA requires both Part C and B to develop State Systematic Improvement Plans (SSIP) while these target certain populations of young children the plans are very useful in terms of targeting SE development and training.
  - Integrated Mental Health Plan SEED strategic plan Learn & Grow strategic plan
  - I think there are components of the new 1115 waiver that could relate. I also know the Chief Medical Officer and others are interested in discussing universal screening so there are a few resources that could be considered in this as well.
  - AASB STEPS Grant <https://aasb.org/wp-content/uploads/STEPS-overview-and-Indicators.pdf>
  - not that I can think of
  - [http://dhss.alaska.gov/ocs/Documents/Publications/pdf/AK-Transforming-Child-Welfare-Outcomes\\_StrategicPlan.pdf](http://dhss.alaska.gov/ocs/Documents/Publications/pdf/AK-Transforming-Child-Welfare-Outcomes_StrategicPlan.pdf) "Alaska Native culture keeps Alaska Native children safe"
  - Possibly the Healthy Alaskans 2020
  - <http://dhss.alaska.gov/Commissioner/Pages/MentalHealth/default.aspx> Strengthening the System: Alaska’s Comprehensive Integrated Mental Health Program Plan 2020-24
  - The Johns Hopkins IDEALS institute Final Report (200+ page report) from the Wage Compensation Study has been released. thread/SEED will be using the recommendations from the report to develop a wage compensation initiative to develop a statewide wage compensation strategy to improve the wages/benefits of the early childhood and school-age professionals.
  - Literature review of other tribal plans (probably access through current Indigenous Project LAUNCH grantees (CITC, Knik, Chickaloon, Tanana Chiefs, Fairbanks Native Association, Copper River, Grand Ronde, and many more) Former directors of early education or even early childhood mental health programs
2. Are you familiar with the “rainbow” document?

- Yes-19
- No-7

3. Please provide any feedback on how this [the “rainbow”] document might be improved to better represent the early childhood system in Alaska.
- It's good!
  - Alaska Head Start is the largest early childhood program serving over 3,000 young children ages birth to age five in 100 Alaskan communities.
  - This document is labeled as the "early childhood system in Alaska" but only represents the early care and learning sector. There are a few agencies that crosscut between wellness or other aspects of childhood, but for the most part health is completely missing.
  - The rainbow illustrates more of an aspirational system for Alaska than what the system actually looks like today. Its hierarchy assumes there is governance and coordination between the "sections," and "umbrellas" and the entire state with this system. In reality the system is a lot more scattered and not equally accessible. Additionally, and most striking is that it is very focused on early learning and child care, as early childhood tends to be perceived in Alaska, and does not include health and other aspects impacting early childhood.
  - This is a great start but doesn't represent the relationship, funding, authority, or scale/context each of these play. I love that children and families are the focus of the visual.
  - We need to re-examine some of the color arcs. Needs more health information and clean up.
  - I've never been crazy about it, but I appreciate the difficulty in trying to represent the system. I wonder if the IMPACT grant consultant can share how other states are doing this -- this could provide us with some current ideas.
  - I think it is ok with small tweaks to describe just the early care and learning system, but if it is missing health information and some other components if it is to describe the whole early childhood system
  - I've only reviewed once or twice so need to look in more depth but from my experience with it is very comprehensive. I think the document could have a little more description about the purpose of it for those who might just see it and not be familiar with the early education system. I also think there are a variety of ideas associated with the word "system" so it could be explained. Seeing this document blossom over the last few months has been very exciting! A lot of work went into it.
  - Red: Maybe name the Departments/Members to show the cross-section representation  
Yellow: Traditional Ways of Knowing/Culture/Language should be added there  
Communities should be somewhere... maybe in the center with children and families I think the main problem with this representation is that Children and Families is the smallest. It looks like a literal mountain of bureaucracy sitting on top of families. I think it's helpful to break things down this way, but maybe there's another way to represent the system so that each component part is \*supporting\* children and families. It

depends on the audience. Possibly someone in the sector will understand this document. For less familiar people, not clear what it means. are the levels ranked somehow - if so, how? Not clear what the levels mean - or are the layers not referencing ranking

- This is a document that CCPO, thread and Learn & Grow created when Learn & Grow was attempting to figure out its place and role in Alaska's EC system. The goal of this document was to help unite the system and bring some clarity to folks outside of EC about how things were structured and who did what in Alaska with regard to EC. There were several versions that included organizing by funding source but that didn't see to work well and other visuals by departments but that again wasn't as inclusive either. There is a second/ back page to this document with a little explanation of each group in a color with logos of organizations represented. Additionally, there is a 3rd working page to help EC related programs tell their story and what role they play and what "shared systems goals" they work to help achieve. The AECCC reviewed and accepted/ adopted the first 2 pages, but I'm not sure the 3rd working page ever was disseminated or talked about.
  - Orange: Coaching/Trainer Approval System Green: Trauma-engaged framework Blue: Community Playgroups/Storytimes Purple: Imagination Library
  - Align the language with the NAEYC Power to the Profession around specific titles for the workforce--instead of child care--use early childhood education (Home-Based Early Childhood Education; Family & Center Based Early Childhood Education I highly encourage you to accompany the complex looking Rainbow Document with some type of Venn diagram.
  - I think we have all expressed how complex early childhood is in Alaska, primarily because of the many communities with early childhood programs as well as the many financial resources available for early childhood (or at least it was), and the many research projects done that included early childhood in indigenous communities. Secondly, I encourage that all documents created by this team to have similar colors to show the relation to each piece of our work as a Joint Task Force.
  - I've noticed such creativity with the documents coming out in terms of color schemes and layout, but the color schemes are different. I'm sure it's "writer" preference but branding is key when trying to involve/reach/convince folks to jump on our band wagon.
  - It's the best we have for now.
  - It is pretty
  - Add health/mental health pieces need a way to talk through the rainbow, or even just clearly articulate what it is showing.
4. What input can you provide on the above draft plan elements and definitions?
- Add a section on a commitment to each other and the work? Maybe add it to guiding principles?
  - Alaska Head Start is the largest early childhood program serving over 3,000 young children ages birth to age five in 100 Alaskan communities.

- Invite the Chair to sit in this group.
- They look good.
- Maybe included in your definition of lead, but I'm wondering if we need to add Owner? Entity/group that will manage/govern the plan, measure and ensure successful implementation of the overall plan?
- Under Strategies/Actions, "move the needle" sounds somewhat outdated. What is more current language being used? Under Lead, "Lead" makes me think of the leader of the activity, not necessarily "...who have committed to implement..."
- Many of the entities listed will make a commitment to take action, but some entity or individual has to take the lead.
- I like them
- None at this time.
- Very thought out.
- I like that it's a long-term 10-year plan and that there is a built-in time frame for revisions to account for changes that may happen in future demographics/policies of the State.
- I feel like the shared actions section needs to be moved up somewhere... maybe after Objectives, just so that we acknowledge what is already going on and try not to duplicate efforts. Then Strategies/Action would come next...
- "North Star" reminds me of the youth treatment center, may not be the reference we want. All think these elements and their definitions are good for a strategic plan document.
- These look pretty good.
- I don't have any input at this time.

5. What input can you provide on the proposed Goal Areas? Is there anything missing?

- maybe Social Determinants of Health under Children and Families. Public Health is moving more in that direction. You have listed some of them (housing and food security) but there are others. For instance, in the Children and Youth with Special Health Care Needs Assessment done in 2015 (?), transportation is listed as one of the #1 barriers to access of care and services. Also, maybe under Infrastructure there might be a mention of "leadership" and then something around letting folks know about our work (report to Governor or legislature, for instance. Is that "reporting", "accountability" "public message" transparency"....
- Goal area 1 seems significantly larger than the other two. All of the components listed under #2 except for QRIS would be appropriate under area #1 as well, as they are all relevant and crucial for success in the realm of physical and behavioral health as well.
- The proposed goal areas are relevant; however, the question of infrastructure is the bigger, more important question and it's not clear how we plan to address the goals without first answering the question of governance and coordination.
- Not that I can think of at this time.
- Looks good.

- This is hard. It feels like something is missing. I know QRIS includes outcome targets, but it seems under 2 we need some outcome language
- 2. Quality Early Learning Experiences Virtually all the things listed seem to have to do with formal early care & learning programs, either center- or home-based. In these settings, "family engagement" generally refers to how families can be more engaged with their child's program, which is fine. What's missing is "quality early learning experiences" in a child's home, with parents/family. I suggest adding something like this: learning at home. Otherwise, this area looks good.
- where would we put parental knowledge (parent training) – I assume family supports but making sure
- I do not see any missing goal areas.
- I like how infrastructure was defined and think it really helps a crucial piece that is often an afterthought into the puzzle. Just a minor thought is the + can seem like an equation, an & seems more inclusive (whole). Not sure if that makes sense but it was a thought when looking at the visual.
  - Culture/Community/Language should be included in Goal area 1. Include DENTAL. 2) Make sure to include in-home experiences like home visiting or imagination library 3) Things like education for the workforce (PD/University)
- parenting support like training etc.? Support for early learning teachers?
- To attract quality teachers and develop them for retention
- Captures it all
- It would be nice to discuss and decide on early learning vs early childhood language. Power to the profession (which I know is more educational based) recommend early childhood education and early childhood educator or professionals. If we used early childhood that could incorporate the health component better too. I think moving away from the word CARE so we can elevate the importance of EC in educating young children and supporting families might be good (changing perceptions). I would also propose thinking about using High Quality vs Quality or figuring out how we can talk/represent both the continuum of quality to high quality ECE experiences for young children. This is where parent and community education about what the difference is between the 2 and how one is more linked to better child outcomes, increase family engagement, and improved social emotional skills. I propose we call this area high quality early childhood educational experiences. programs that are just quality are necessarily moving the needle to improve outcomes for kids. Out of home placements? need a clear definition of this. The rainbow document describes out of home a bit differently than I think is referred here.
- Funding for increased wages for EC & SA educators Again, this is such a complex and very long-range project. I think we may want to add focus areas that could be considered part of another focus area but a big enough issue that it needs special attention. For instance, early childhood mental health could be part of your focus area 1 (Healthy, Safe, Stable) but it may become hidden within (as it has happened in past strategies) and not given the focus it needs to impart encouragement and involvement. Secondly, the whole notion of "caregiver" needs highlighting in that we often forget

that, for the benefit of children, caregivers (parents, grandparents, foster parents, etc.) need caring for as well. Thirdly, I never cared to separate infrastructure from critical elements because it fits in each slot. I always try to highlight the critical issues and focus planning on those issues. We might consider renaming this focus to "Leveraging Resources" and include improving access (prenatal, pediatric, behavioral health, etc.), promoting quality, developing innovative models, financing (rather than funding), networks, etc.

- Input, input, input
- Where does family engagement and knowledge come in? I am assuming under #1

6. What input can you provide on the proposed Guiding Principles? We will move forward with wording to support these in the plan document, considering the input we receive.

- Family centered
- It is important that 'evidenced based' not be treating Alaska families as if they are the same as families in Cleveland, Portland, Dallas, etc. Very little research is done in rural settings, let alone frontier regions.
- I would suggest the SMART goal strategy as a guide- Specific, Measurable, Attainable, Relevant, Time-based.
- While it's important to recognize there are differences between rural and urban communities, there are also differences within those two categories, which should be acknowledged. How about adding "inclusive" to the culturally informed, etc. principle? I know "informed" is being used a lot, but rather than "data driven," I'd prefer "data informed."
- I like a mix of evidence based, data driven, and geographically informed (that's very important for many people in Alaska). Collaboration and
- communication are great "fluff" words but don't seem like a true guiding principal, more like actions.
- The plan builds upon itself, starting with small steps that set up larger foundational pieces for later
- Data needs to be "unpacked" - broken down by region, race, gender, when and if appropriate.
- The first principle seems a little clumsy == equitable statewide perspective and diverse solutions. I'm not sure where workforce came in the ranking when we did these, but critical to making any of the EC actions attainable is workforce. They need supports and resources (workforce in any of the areas: behavioral health, EC, medical, social work, OCS, etc.). what about well supported & sustainable workforce. Trauma informed is great, but I also think trauma tends to go to the top of the pyramid and really only about 10% of the population. Really the prevention population is where much of these work needs to take place (not that we don't address the 10% now). Social and emotionally competent children, families, and workforce. A high quality system infuses trauma informed practices as part of a tier approach to assure social and emotional competent children, families, and workforce. So perhaps evidence based high quality practices is the better principle

(of which trauma informed would be a practice). I just want to be mindful that several of the child, family and workforce challenges may not be associated with a trauma but rather lack of skills and knowledge about SE.

- DRAFT GUIDING PRINCIPLES During the November 2019 JTF meeting, there were...Family & Community centered
- Alignment with the Alaska SEED Core Knowledge and Competencies re: culturally informed/responsive/appropriate
- These make a good start and I agree, needs wordsmithing.

7. Following are eight recommendations found in the most recent plan document for the AECCC: Alaska Early Childhood. Use the following sliders to tell us how important you think these items are in terms of their inclusion in the state plan.

AECCC Recommendation	Average Score
Expand early childhood services to 5,000 new children and families through in home and out of home services.	66.70
Identify methods to increase the pay in early childhood settings, particularly for those with higher degrees.	70.73
Implement the QRIS (Quality Rating and Improvement System) plan including an implementation time-line of activities and funding.	63.50
Increase awareness of the Alaska Early Learning Guidelines (ELGs) by coordinating efforts (public and private) to include the “universal” early care and learning workforce (parents; extended family, community).	60.90
Embed “Strengthening Families” protective factors through systems across the board to include grant proposals, policies, materials development, and sustainability of long-term funding efforts.	81.57
Support and promote local partnerships grant process to invest in early childhood and family support.	62.40
Seek to ensure every child will have full access to well-child exams that follow the Alaska Periodicity Schedule which is based on the recommendations of the American Academy of Pediatrics.	74.00
Seek to ensure every child and their family has full access to age appropriate services that promote physical, emotional, and behavioral health and safety.	86.90
Align and coordinate data related to early childhood systems.	88.50

Comments for "Expand early childhood services to 5,000 new children and fam..."

- This would need significant more detail. Which children? Why? What type of services? I wasn't sure how to rate it, because I wasn't exactly sure what was meant by the goal.
- Clearly Alaska is failing in its ability to meet the need for early care and learning for children across the state. Our data clearly shows that the supply doesn't come close to meeting the demand. But given the current state of regulations, pay, state-support, etc. this will continue to be a losing battle
- unless the entire system is changed to support creation of new slots across the state.

- Increased access is a must. I would suggest using the #'s from the needs assessment as a guide for "how much" and how we will increase.
- More population information and refinement
- When this was first written, the purpose was to make a statement about the need to expand services -- and through both in home and out of home services. Perhaps the plan could state the percent of anticipated increases each year.
- Should remove the number and just focus on expand service- not just availability but access is part of problem
- A timeframe. Why was 5,000 selected?
- I think this is more of a secondary outcome. As collaborations and funding opportunities increase, more services will reach more children, but I don't think there should be a numbered target especially since we have no way of knowing right now how many children are currently being served, it will be
- hard to target "5,000 new" children and families.
- Maybe expand on services or that the family will be assessed and connected to appropriate services
- In the plan, this number should be based on what the needs assessment shows.
- The number may need updating.
- While access is very important, I also think you can't increase access without increasing access to high quality. Just making more space for more kids doesn't necessarily fit the goal. I think look at the Early Learning Subcommittee notes from one of the last meetings where we worked on recommendations for rewarding these goals. (more attainable and measurable I think)
- This is an objective by evidence of the number, so we'll need a timeframe. This appears to be a grant driven objective and not necessarily a "recommendation."

#### Comments for "Identify methods to increase the pay in early childhood settings..."

- I think it should be with "higher levels of training/education or experience" as limiting it to degrees will significantly reduce the number of professionals eligible.
- I would scratch out the part about priority for those with higher degrees. Child care profession is demanding, hard and offers little support to those providing it, regardless of their degree of education.
- Use recent SEED research conducted by John Hopkins University to select steps to support Alaska's workforce- Alaska's Commitment to Compensation and Competency. They provided 12 specific recommendations.
- I like "identify methods" because it's not one size fits all circumstances or communities.
- Should change to support workforce- can we really increase pay? workforce supports to include wage compensation, benefits, professional development, wellness
- Spot on. Thread and others have done a lot of work looking at the turnover rate and need for quality workforce.
- Not just an increase in pay, but an increase in benefits such as having breaks, planning time, paid vacation, good health insurance benefits and also ways to increase the "prestige" of being someone who does work in an early childhood setting.

- Attention to recruitment and retention of quality child care providers to include higher pay for degrees and support in professional development
- Also needs to be updated: follow JHU recommendations and language?? perhaps. Not sure its solely about higher degrees anymore. Also having
- [That] everyone get a BA is perhaps not realistic from the baseline of where we are at and what might be more achievable. Panu might have some good language for this goal. We have recommendations now from JHU and other state research on the methods. We just need to identify the method we want to do and secure the funding to implement. :)
- Based on the Johns Hopkins IDEALS Institute Wage Compensation Survey results, add the following verbiage: "Identify methods to increase the pay and benefits in early childhood settings, particularly for those with longevity and experience in the field and high education degrees.
- This needs work. Maybe we need to restate this or state the outcome rather than just "identify methods". Pay equity is a complex subject and needs more than what is stated here. Maybe, "Define, design, and implement increased (or adequate) compensation initiatives for early childhood learning and care professionals across the state."

Comments for "Implement the QRIS (Quality Rating and Improvement System) plan including an implementation time-line of activities and funding"?

- Important for the field
- I think it should just be to implement the QRIS, including a timeline of activities and funding. More emphasis on the actionable items, and less on the planning.
- With our state's current licensing regulations, only a small percentage of child care providers/facilities can participate.
- Keep
- I think QRIS and how it is used across different settings needs some definition
- This is moving.
- I rated this highly because QRIS is important, but I'm not that familiar with the QRIS plan, so I'm not sure if that's still the next appropriate step or if we've moved farther along.
- QRIS is being implemented and we have a timeline for implementation, strategic plan, and annual operating priorities. I think the revised goals referenced above from the EL subcommittee may better describe what is needed now. I think it was Increase funding to assure QRIS has enough resources to provide the necessary supports to all ECE and SA program types to stay actively engaged in continuous quality improvement and achieve high quality. The framework (standards, activities and methodology is complete). Learn & Grow needs funding to assure it has enough well trained and supported staff to work with ECE and SA programs to improve and sustain quality. These resources include technical assistance, coaching, wage compensation, funding for materials in programs, professional development, and ability to implement evidence based practices. These EBP include: Strengthening Families, Pyramid Model and/or PBS,

relationships based reflective coaching, trauma informed practices, use of curriculum, child assessment and child outcome data, use of developmental and social emotional screening, monitoring and referral services, leadership and management skills for EC administrators, inclusionary practices, etc.

- No comments--on track.
- Why implement the QRIS plan? Is it to increase validity and critical nature of the issues? Or to assure use of relevant data? Or so that everyone is on the same page?

Comments for "Increase awareness of the Alaska Early Learning Guidelines (ELGs) by coordinating efforts (public and private) to include the "universal" early care and learning workforce (parents; extended family, community)"?

- The message of the importance of early learning should be coordinated and show how it leads to school readiness and future health and well-being. Guidelines can be a starting place for this discussion
- This should be edited to ensure "workforce" does not include parents and family. A new version of the ELGs is about to be released so there will be work on this.
- Instead of awareness, maybe "usage" of the ELGS.
- This is pretty vague and should be made more actionable in the plan.
- Again, see EL revisions: but it isn't about increase awareness it is about EC Educator increase use of developmentally appropriate practices as identified in the Alaska EC core knowledge and competencies so to improve high quality and positive outcomes for children. This is also perhaps where a new one fits about parent and community awareness of quality is high quality and knowledge of appropriate developmental expectations of young children.
- Change verbiage to align with NAEYC Power to the Profession as follows: "Increase awareness of the Alaska Early Learning Guidelines (ELGs) by coordinating efforts (public and private) to include the "universal" early childhood education workforce, parents, families and communities.
- I like this one. It has an outcome and related action that makes sense.

Comments for "Embed "Strengthening Families" protective factors through systems across the board to include grant proposals, policies, materials development, and sustainability of long-term funding efforts"?

- Important for our state
- This takes training opportunities but would mean childcare agencies would lose funds for the days staff are in training.
- Add a component for program design or some piece that will be service oriented.
- Keep- make more specific in order to measure. Need to think of the "so what?/so that..."
- This could be simplified a bit. I understand the goal as making sure people consider all the areas of Strengthening Families in grants, policies, materials etc. but this could be incorrect.
- common language and goals throughout the state around parenting

- Embedding across systems may be on its way. What if the goal is more like: Reduce ACES in children, families, workforce, and communities throughout Alaska through increased awareness and use of evidence based practices designed to increase protective factors (as specified in Strengthening Families)

Comments for "Support and promote a local partnerships grant process to invest in early childhood and family support"?

- Early childhood programs are expensive. Need to leverage funding and partnerships for sustainability
- This was initially designed to support Best Beginnings' early childhood partnerships (based on North Carolina's Smart Start initiative) as well as other local early childhood coalitions. This could be edited like this: promote and support with grant funding local early childhood coalitions and their investment in early childhood and family supports.
- grant process is confusing- should be written as local partnerships to invest in EC
- I love this idea so much having grants that specifically focus on collaborations. There are so many beautiful collaborations that happen such as pioneer home/childcares and it would be great to increase those opportunities between different agencies.
- Aligned state and private funding toward achieving the shared goals identified in this strategic plan.
- Good

Comments for "Seek to ensure every child will have full access to well-child exams that follow the Alaska Periodicity Schedule which is based on the recommendations of the American Academy of Pediatrics"?

- A minimum
- Access is not the problem for well-child visits, it is the awareness and education of their importance as well as whether the child has a functioning family member or caregiver who will take them.
- "Seek to ensure" could be written stronger. But I like the intent of this goal- still relevant and needed
- Ensure every child has full access to well child exams that follow the Alaska Periodicity Schedule based on recommendations of the American Academy of Pediatrics.
- and dental...
- I'd defer to my health partners on what they think.

Comments for "Seek to ensure every child and their family has full access to age appropriate services that promote physical, emotional, and behavioral health and safety"?

- Isn't this the over-arching priority for a functioning EC system?
- "Seek to ensure" could be written stronger. But I like the intent of this goal- still relevant and needed
- Ensure every family has full access to age appropriate services that promote their child's safety and physical, emotional, and behavioral health. Does the child have access or does the family?

- Excellent.
- This can probably be combined with well-child and dental...
- This is too vague. I think tie into the SE competent child and family with access to supports and resources.
- consider: ...that promote behavioral health and safety, physical and emotional well-being.
- Leave out the "seek to". We want to actually "Ensure every child and...."

Comments for "Align and coordinate data related to early childhood systems"? needed for quality improvement, continuity of care, and targeted interventions and support."

- Including selection of a unique child identifier.
- So much work to do on this, not just for EC.
- Keep
- Align and coordinate data related to early childhood systems and make data available in reports that are easy to access and use.
- I think the key point in this is coordinating. So many times, I see groups \*and myself\* reinventing the wheel or looking outside the state for information which our partners already have. I like the JTF website and think keeping a data base, forum, or site with updated research, information, and publications (local and national) would do a huge service to everyone.
- This piece is so important for measuring and tracking... we need to know what we do now to show how we are going to change...
- Invest in the building of a sustainable process for evaluating cross sectional data and dashboard around childhood wellness
- Yes, this is still relevant.

8. Use the following sliders to tell us how important you think each ECCS outcome is in terms of its inclusion in the state plan.

ECCS Outcome	Average Score
Outcome #1: There will be a permanent governance structure to provide oversight of a comprehensive, integrated service system for young children prenatal to eight.	74.58
Outcome #2: There will be a culturally responsive, comprehensive, accessible service delivery system that links service providers, empowers families, and engages.	78.65
Outcome #3: The physical, developmental, and/or social emotional concerns of young children will be identified and addressed as early as possible.	83.76
Outcome #4: Young children and their families will have access to medical homes that provide accessible, family centered, coordinated, continuous, comprehensive, compassionate and culturally competent care.	69.50

Outcome #5: Young children and their families will receive appropriate early mental health services through Medicaid and other sources.	75.80
Outcome #6: The State of Alaska will have a qualified, well-trained workforce providing for the social and emotional well-being of young children.	81.05
Outcome #7: Early care & learning (ECL) programs for children birth through age 8 will be based on standards of best practice.	68.25
Outcome # 8: The early childhood workforce will be well qualified and fairly compensated.	85.63
Outcome #9: Children and families will be able to find and access appropriate ECL programs	74.11
Outcome #10: Families will be full and respected partners in their children's ECL programs.	81.85
Outcome 11#: Families of young children will have access to community-based parenting and family support programs.	78.37

Comments for "There will be a permanent governance structure to provide oversight of a comprehensive, integrated service system for young children prenatal to eight"?

- I would include something like "permanent governance structure appropriately staffed to provide..."
- Keep. Can be defined further- In state, private/public partnership, etc.
- Staffed/Funded/ In statute...
- Permanent, funded, and co-lead by state and private and/or tribal representatives.
- I do not understand this outcome. Statewide governance? Local Governance? What is the purpose of a permanent governance structure? What do we mean by "oversight"?

Comments for "There will be a culturally responsive, comprehensive, accessible service delivery system that links service providers, empowers families, and engages"?

- Keep. Add, to do what? /So that...?
- "and engages communities."
- Many of these items overlap with the previous ones. I think its a matter of simplifying and having "big picture" goals.
- especially for rural families that may not have other local options

Comments for "The physical, developmental, and/or social emotional concerns of young children will be identified and addressed as early as possible"?

- Keep.
- Perhaps not only about identification but will have access to evidence based practices and high quality EC programming to support S/E development.
- Consider: Integrate physical, development, and/or social-emotional and behavioral supports (including Infant and Early Childhood Mental Health Consultation), and

parenting services in health and early childhood education settings as a means to identify and address needs as early as possible.

Comments for "Young children and their families will have access to medical homes that provide accessible, family centered, coordinated, continuous, comprehensive, compassionate and culturally competent care"?

- keep.
- Young children and their families will have access to integrated health that provide accessible, family centered, coordinated, continuous, comprehensive, compassionate and culturally competent care

Comments for "Young children and their families will receive appropriate early mental health services through Medicaid and other sources"?

- That the services will be paid for through Medicaid and other sources, and that there will be enough workforce to support the needed level of services.
- Keep.

Comments for "The State of Alaska will have a qualified, well-trained workforce providing for the social and emotional well-being of young children"?

- This could be broadened to include not only for the social and emotional well-being of young children but of our service delivery system too. It could say something like, "...well-trained workforce providing for the governance, system infrastructure and service delivery in order to support/promote healthy families and caregivers for the social and emotional well-being of young children.
- the workforce should also be well-compensated and valued
- YES, AND staff wellness
- A qualified, well-trained workforce will be available for the social and emotional well-being of young children.

Comments for "Early care & learning (ECL) programs for children birth through age 8 will be based on standards of best practice"?

- and family's definition of quality (based on culture/region/etc).
- Keep.
- and based on Alaska's Early Learning Guidelines
- So, the standards of best practices are outlined in the Learn & Grow framework. L&G has standards and then the quality activities associated with each level of quality that guide the program in how to achieve a standard. National research has guided the defining of quality and high quality continuum. One of the goals of L&G is serve as a shared framework of quality and high quality continuum for all Early Childhood program types (Child Care, Head Start, Early Head Start, and Pre-Elementary programs).
- Consider: Early Childhood Education (ECE) program for children birth through age 8 will be based on standards of best practice.

- Early care & learning programs for children will be based on ECL standards of best practice.

Comments for "The early childhood workforce will be well qualified and fairly compensated"?

- Keep.
- Maybe combined with "state of Alaska will have a qualified, well-trained workforce providing for the social and emotional well-being of children."
- Early childhood educators are well qualified, fairly compensated, have access to supports and resources including access to wellness and self-care opportunities.

Comments for "Children and families will be able to find and access appropriate ECL programs"?

- "...access appropriate ECL services that fit their needs" (may not be programs, could be home-based, kinship care, etc.)
- I encourage the adoption of the language of ".....access to affordable and high-quality early childhood education programs"
- ECL programs should also include community playgrounds, story times, home-visiting... not just center-based care
- Consider: change ECL to Early Childhood Education (ECE)

Comments for "Families will be full and respected partners in their children's ECL programs"?

- I like the intent of this but am not sure what it means. Is this more of a guiding principle?
- change to ECE vs. ECL

Comments for "Families of young children will have access to community-based parenting and family support programs"?

- Keep.
- These two can probably be combined. Families be full and respected partners and have access to parenting and family support programs.
- I think this is the same as two others above: "Children and families will be able to find and access appropriate ECL programs" and "Families will be full and respected partners in their children's ECL programs"

9. Can you provide any input on these or any other plans we can leverage?

- I highly encourage adding the State of Alaska Child Care Development Fund Plan-- this plan addresses access, affordability and quality early childhood education programs. And, I would add the Alaska Head Start plan
- Thanks for pulling out appropriate pieces from various plans -- good to see the connections!
- SEED strategic plan Learn & Grow strategic plan

- I will need to think about it further.
- Learn & Grow has direct impact on the following long term outcomes: 1) All children have access to high quality early childhood education programs that foster emotional and developmental skills to prepare them for kindergarten through high school. 2) ECE programs use evidence based, culturally responsive, and developmentally appropriate curricula, child assessment, and program practices in conjunction with trained coach to support positive adult-child interactions and improve outcomes for all children. 3) ECE program leaders have access to resources to support programs active engagement in continuous quality improvement (CQI) activities and increase teacher retention, resiliency, and leadership skills. 4) Families are actively participating in their child's ECE program experiences and have the supports and resources to be resilient and to successfully transition their child to kindergarten through high school and life. 5) Families and communities can identify and advocate for affordable and high quality ECE. SEED in partnership with Learn & Grow has direct impact on the following long term outcomes: (Staff Qualifications & Professionals Development is a quality domain of Learn & Grow)
- 1. Alaska's ECE workforce is resilient and develop their leadership skills through access to professional development, training, education, and coaching and/or technical assistance. 2. ECE educators, working in high quality ECE programs, earn a wage compensatory to their professional achievements. Early childhood and community partners collective impact 1. Communities have healthy and sustainable early care and education programs and workforce. 2. Children and families are safe, healthy, and resilient. 3. Early childhood partners identify and can provide support for Alaska's children who are most in need of support. 4. Children are more prepared to enter and succeed in the P-12 educational system. Learn & Grow Short Term Goals • Learn & Grow will have sustainable, blended funding to support the development and implementation of all Learn & Grow activities. • More ECE programs participate in Learn & Grow and continue to advance through the Levels of quality. • More families are choosing an ECE program based on high quality indicators specified in the Learn & Grow framework. • ECE programs develop a culture of continuous quality improvement and utilize the available supports and resources available to assist them.
- Look at Healthy Alaskans 2030 Plan for indicators related to children B-8.
- Project LAUNCH: Efforts to improve and integrate systems and enhance services and supports should include those providers and settings serving children from birth to eight years, such as health/maternal and child health, community health, child care, Head Start, and elementary schools, as well as natural and non-formalized helpers and supports that exist within communities.
- There is a strong need to address early childhood social and emotional development, and to support caregivers and parents of young children, before the onset of behavioral health challenges, particularly in AI/AN communities and the U.S. Territories and Pacific Jurisdictions, where a strong infrastructure and capacity to support this population is not always present.

- Resources for promoting young children’s social and emotional wellbeing, addressing developmental and behavioral issues, and strengthening families are often scarce in those communities. Finally, many Native and Indigenous communities are impacted by widespread historical trauma.
- Indigenous Project LAUNCH aims to address these challenges by focusing specifically on AI/AN communities and the Indigenous populations of U.S. Territories and Pacific Jurisdictions. Overall leadership and fiscal and operational oversight for Indigenous Project LAUNCH cooperative agreements must be within the lead health or public health organization or department for the tribe, Pacific Jurisdiction, or territory (e.g. Title V program or Tribal Health Department). All activities of the grant should be overseen and directed by the lead agency in collaboration and partnership with the lead children’s mental health department, office, or program. The purpose of this collaboration is to promote integrated care for children, families, and communities that strengthen all aspects of development and wellbeing in a holistic manner.

10. Do you have any comments on the proposed workgroups?

- Who is going to be coordinating these workgroups and taking ownership of this plan?
- Please be sure they reflect the whole state and the meetings can be accessed using technology.
- They seem fine.
- I can participate how you see fit in these. Would like to be present for process
- They sound great. I wish I could attend them all but look forward to hearing what comes out of each. This group has done a wonderful job with communication and even though I was missing for a crucial part of the planning I feel as if I've been able to step right in and catch up due to the documentation.
- Sounds like a lot for one workgroup to tackle.
- Can we talk about how we talk about the word quality? How do incorporate the phase high quality or quality continuum or something?
- I may not be able to attend all work sessions but would like to participate in the initial meaningful outcomes based planning sessions.

11. Do you have any general comments about the strategic planning process?

- I think the process was as good as it could be given the circumstances.
- Will workgroups be open only to JTF members? Is Project Launch still engaged with this process? I haven't seen anything from them -- but I could have just missed it. I was glad to get the email with dates and activities laid out.
- Glad that there are rural focus groups.
- Are there any focus areas/low hanging fruit that the workgroups could make quick headway on as indicated by the needs assessment?
- Thanks for doing this work!
- Glad about that there is good rural representation

- Also consider aligning goals with the U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES U.S. DEPARTMENT OF EDUCATION POLICY STATEMENT TO SUPPORT THE ALIGNMENT OF HEALTH AND EARLY LEARNING SYSTEMS