

First sort Executive Order, guiding principle, strategy, recommendation, 2 /18/15

ECAC Goal: Every child will be healthy, nurtured, safe, and successful.

ECAC Desired Outcome:

- Families and communities foster stable and nurturing environments (SNF)
- All young children are physically, socially, and emotionally healthy (SH)
- All young children experience nurturing early learning opportunities (QEL)

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1-3. Create the ECAC Designate coordination, provide members,	GP - Children. Our primary focus is on the best interest of Wisconsin's children, whose early years are crucial to their success.	SNF	Make this a government priority – framing it all impact/ownership			1	
	2013 ECAC: Continue efforts to broaden and deepen engagement of tribal early childhood leaders	QEL	Engage all tribes			1, 3	
	2014 ECAC Implement revised ECAC Operating principles 2013 ECAC Ensure stronger cross-sector connections and communication by more regularly convening project teams with the ECAC Steering Committee 2013 and 2011 ECAC Explore branding of early childhood system development efforts 2011 ECAC Develop more detailed protocols and procedures that lead to more synchronized and sustained engagement of project teams 2009 ECAC Develop Infrastructure	Post-it comments	Clarifying role	District of Columbia ECAC: Conducted a public hearing to introduce the concept of the council to the early childhood community and to request input on a plan for activities for three years			
		Post-it comments	Monitoring and Demonstrating Success				
		Post-it comments	Reexamine Guiding principles				
	2013 and 2011 ECAC Explore the implications for expanding the scope of the ECAC to Birth to age eight	QEL	Attend to whole age span (zero to five)		National interest in	1	

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	in terms of resources, membership, related data, and coordination needs				merging PreK and K-12		
4a. Conduct a periodic statewide needs assessment concerning the quality and availability of early childhood education and development programs and service for children from birth to school entry, including an assessment of the availability of high-quality prekindergarten service for low income children							
4b. Identify opportunities for, and barriers to, collaboration and coordination among Federally-funded and State-funded child development, child care, and early childhood education programs and services, including collaboration and coordination among state agencies responsible for administering such programs	<p>GP - Communities. Communities must provide integrated quality services to ensure children's access to quality education, physical and mental health services, and family support.</p> <p>ECAC: Continue to support early learning through state Early/Head Start, 4K, and inclusive programs for children with disabilities</p> <p>ECAC (a): Explore and develop infrastructure models to align and leverage state, regional and local resources...</p>			<p>Colorado ECAC: Creation of a MOU between the office of the Lt. Governor, DPI, DHS, to support a shared, seamless system of quality learning environments for the state's young children</p> <p>Ohio ECAC: developed recommendations to align early learning and third grade reading guarantee strategies to create greater cross-system innovation and partnership at the state and local levels.</p> <p>Oregon: Council informed the development of proposed legislation that would identify regional community-based coordinators of early learning services. These coordinators would facilitate planning among local partners and</p>			

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				coordinate early learning services in a defined area			
		OEL	Honor and recognize multiple mechanisms for service delivery			3	
		OEL	Keep quality and common vision at the community level such as 4K community approaches			3, 4	
		OEL	Strengthening collaboration efforts among programs and agencies child care/early HS partnerships			3	
		SH OEL SNF	Developing systems for Enhance coordination across systems and service care (locally and at the state level) connecting the dots across systems/services – systematic focus for young children and their families			3	
		SNF	Replicate models and build capacity to support families and professionals			3	
		OEL SNF	Strengthening community partnerships and collaboration in service delivery efforts among programs and agencies child care/early HS partnerships			3	
		SH	Stop duplicating services – one evaluation – IEPs			3	
		SH	Smoother transition from B-3 to schools / child care transition planning			3	
		OEL SH	Inclusion/Services for Children with Disabilities Equality of opportunities in all settings. Fully inclusive – encompassing children with/without access, support, participation	feedback on the Interagency Agreement on Early Childhood Special Education document for CPI and HHS		3	OEL SH
		SNF	Replicate models and build capacity to support families and professionals			3	SNF
4c. Develop recommendations for increasing the overall participation of children in existing Federal, State, and	QP - Public Policy. Wisconsin public policy should support blended funding streams to create comprehensive systems.	SH	Build capacity w/in existing systems to pursue all kids (i.e. CESA)	.		3	

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local child care and early childhood education programs, including outreach to underrepresented and special populations.							
		QEL	Closing the achievement gap			1, 2, 3	
		SNF	Universal – cultural competence			1,3	
		SNF	Common lens – for policy and legislation Trauma informed lens tied to funding (ACES info)			1	
		QEL	Equality of opportunities in all settings			3	
	Build an effective system to address children birth to age 3 and their families including infant specialists						
		QEL	increase infant-toddler specialists			1, 3	
		QEL	Continuity of care and access to programs participation of children and system support			3	
	Increases home visiting						
		SH	Evidence-based Home Visiting program available and funded				
4d. Develop recommendations regarding the establishment of a unified data collection system for public early childhood education and development programs and	ECAC: Create a comprehensive longitudinal data system to be used in planning and decision making to ensure that outcomes are measured and evaluated				ECIDS Cross Department Project through RTT		

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services.							
		SH	tracking kids across time and services			3	
e. Develop recommendations regarding statewide professional development and career advancement plans for early childhood educators in the State. f. Assess the capacity and effectiveness of 2 and 4 year public and private institution of higher education towards supporting the development of EC educators including the extent that such institutions have in place articulation agreements, professional development and career advancement plans, and practice or internships for students in spend time in a Head Start or prekindergarten program.	2012 and 2010 ECAC Strengthen and continue to align the cross-sector professional development system GP - Professional Development. Quality professional development opportunities support a skilled and stable workforce.				Professional Development Initiative Project Team: including Core competencies, technical assistance competencies, and cross sector alignment/content		
		QEL	PD need to be priority of all sectors and utilize core competencies – common standards		.	3	
		QEL	Pyramid model implementation on social-emotional development. Customize for various program models		Pyramid Model Effort	3	
		QEL SH	Providing ed for providers, not just sit and get trained but more coaching/mentoring/peer to peer			3, 4	
		QEL	Insure our 2&4 year IHE (Institute of Higher Ed) are aligned and also connect to T/TA			3	

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		SH	understand workforce development			3	
		SH	Enhanced training/TA for EC workforce on obesity		Obesity Prevention Project Team work	3	
		SH	Increase number of providers competent to serve infant and young kids and families (state access and equality)			2	
		SH	More on-site providers			2	
		SH	Telehealth state wide and infant EC focus			2	
		SH	Reduce turnover among EC providers			2	
		SNF	Include trauma informed care in cross sector training.			3	
		SNF	Cross-sector Training P.D. – Strengthening Families		Family and Community Engagement Project Team	3	
4g. Make recommendation for improvements in State early learning standards and undertake efforts to development high-quality comprehensive early learning standards, as appropriate							
		QEL	All programs are high quality – use competencies, standards, high quality staff and environments across all disciplines			3	
		QEL	Pyramid model implementation on social-emotional development. Customize for various program models	Maryland: The Council brought the PBIS and SEFEL interventions together to support the transition.			QEL
		SH	Early literacy – exposure to language	Ohio ECAC: has developed recommendations to align early			SH

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				learning and third grade reading guarantee strategies to create greater cross-system innovation and partnership at the state and local levels.			
		OEL	Focus on nutrition and activity in child care settings				OEL
	Increase understand to support social emotional wellbeing of children						
		SNF	Use the Pyramid to make the system function better for early childhood (i.e. pre-natal, mental health)				
	Focus on nutrition and activity in child care settings	OEL			2, 3, 4		OEL
	2012, 2010, 2009 ECAC Increase and coordinate screening and assessment for young children(increase and coordinate) ECAC: Create a comprehensive Screening and Assessment system to identify needs and facilitate referrals (and reach parents)				Healthy Children Project Team Blueprint revisions ready to go for DCF, DPI and DHS review.		
		OEL SH	Implementing the Blueprint for A Comprehensive and Aligned System for Young Children			1,3	
		OEL	Consider screening for parents/caregivers (as appropriate) including depression screening (maternal, dads and military families PTSD)			3	
		SH	Follow-up and remediation for kids exposed to lead			2	
		SH	– health passport – medical home for all kids			2	
		SH	Systemic approach to professional development about assessment data			1,3	
		SH	Standardized EPSDT screenings – social emotional development			2	
		SH	Using ACES to inform programs data)			2	

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5. Hold public hearings and provide an opportunity for public comments on activities in #4	<p>2012 and 2010 ECAC Establish a foundation for a Public-Private Funding Board</p> <p>GP - Systems. Public, private, and governmental entities share the responsibility for implementing comprehensive services</p> <p>. ECAC: Explore and develop infrastructure models to ... engage the business, private, and philanthropic sectors as partners to improve early childhood outcomes.</p>			Maine ECAC: Council applied for and received private funding to support a comprehensive communication plan.			
		QEL SNF	Business, private sector, community interest and focus and investment in early education			1, 4	
		QEL SNF	Early learning and development help pays off fiscally, prevention and ROI long-term		Early learning coalition position paper Opportunity in national focus and funding	1	
		SNF	Engaging with prog./agencies not typically at the E.C. table				
	GP - Financing. Adequate and equitable financing, derived from multiple funding sources, supports comprehensive and continuous early childhood services,			<p>Ohio ECAC: Create a "cross-systems" early childhood budget.</p> <p>Oregon: Council developed and has submitted a proposed financial model for a comprehensive children's budget on early learning and development services.</p> <p>Vermont: Council developed a biennial early childhood policy guidance document that identified several priorities such as including increasing access to early care</p>			

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				and education service for all children, decreasing child abuse and neglect with a specific focus on children from birth to age six, and increasing the number of young children from birth to six who receive routine developmental screenings.			
		SNF	Increase WI Shares and supports to Co-Pays for parents consistency			1	
		SNF	Funding structures to support the Dyad (i.e. mental health, jobs, extend family leave, breastfeeding)			1	
		SH	Analysis of funding sources (EPSDT) to prioritize and incentivize (S/E mot).			1,2	
		SNF	*Restructuring W2 to better support families – use of funding to do this (i.e. mental health consultation, literacy)			1	
		SNF	\$ (more) to have P.D. in Infant mental health – special certificate			1,2,3	
		OEL	Use tax credits to help parents afford child care and to improve child care quality	Maine ECAC: Council drafted legislation to link the child care tax credit to the QRS. (Did not pass)		1	
		SH	MA transportation			1	
		SH	MA payment for infant MH (mom/dad), obesity. Provider education. Home visiting			1	
		SH	Oral health for the uninsured,			1	
		SH	MA access and reimbursement (obesity, MH, HV, oral health, transportation)			1	
		OEL	Increase YS tiered reimbursement/WI Shares rates. Address funding to support qualified staff costs			1, 2	
		SNF	Business and private sector tax credits			1	
	GP - Parents. Parents and other primary caregivers are the key decisions-makers, teachers, and advocates for their children.						
			(RTTT) Engagement and support of parents and families for them – and in program decisions (full			3, 4	

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			range)				
		OEL	More focus on family, friend, and neighbor care			3, 4	
		SNF	Shift to recognizing families history and experiences			2,3	
		SH	Whole child and family approach			3	
		OEL	Meeting early learning needs for families with unconventional work hours			3, 4	
	2011 ECAC Support programs to move from two to three star ratings and focused efforts on improving quality of all early learning settings Work through YoungStar to reward high-quality programs and improve quality						
		OEL	Opportunity to build on benchmark is helpful. Tracking impact could help			3	
		OEL	Consider approach to tribal quality indicators/engage tribes around YS			2	
		OEL	Key to quality – qualified staff			2	SNF
		SNF	Re-evaluate tiered reimbursement to prohibit taking funds from programs that serve low-income children			1,2	SH
		SNF	Determine an expulsion policy in order to participate or in WI Shares			2	
	2012 ECAC Continue efforts to support evidence-based, culturally competent programs that build strong families and resilient communities						
		OEL	Equality of opportunities in all setting			3	
		OEL	Closing the achievement gap			1, 2, 3	
		OEL	More focus on family, friend, and neighbor care			3, 4	
		OEL	Transient, relocated diverse population that need special attention				
Not As Directly Associated with Executive Order							
	Develop and implement effective approaches to						

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	Health disparities						
		SH	All child vaccinated per recommendations			3	
		SH	Understanding disparities. Health equality –			2	
		SH	Support for kids health – MH school-based			1	
	Create and implement incentives to increase access to Oral health						
		SH	more providers who serve MA kids			1	
	Develop Community response system where there is risk of neglect						
		SH	Interactions with police – first responders more collaboration			3	
	Expand access to mental health specialist						
		SH SNF	More infant MH providers EC MH consultation – special certificate			2, 3	
		SNF	Universal mental health in all regions infant/early childhood			2	
	Expand parenting programs						
		SH	Prevention/physical activity and nutrition. Behavioral change. Family nutrition programs.			3	
		SH	Parent education and support child development (i.e. crying stage)			3	
		SH	Parents empowered to be advocates – providers hear them			3	
	Focus on trauma informed care	OEL			1, 2, 3, 4		OEL
	Increase economic security through access to economic supports (also see funding above)						
		SNF	Leverage more resources in WI. Apply *ALL families in WI			1,3	
		SNF	work requirements to support the P/C relationship (use of funds effectively) – family counseling available			1,2	
		OEL	Meeting early learning needs for families with unconventional work hours			3, 4	
		SNF	Homeless - navigation of system (needs are different)				

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	Increase capacity of parents to support families through education and job training						
		SNF	Give tools to families in order to be stable in jobs (SEFEL) (quality care for children, serve & return to encourage parents, etc.)			3	
		SNF	Family supporting jobs – increase minimum wage, also professionals			1	
		SNF	Roll out models to system where families are in W2				
		SNF	DWD needs to have expanded initiative – families, early childhood (DOC)			2	
		SNF	Foster care access to F.P. and adopted parents (share records) – biological parent reunification			2	
		SNF QEL	Focus on trauma informed care and Trauma-impact analysis for legislation (multi-level trauma)			1	

KEY

Potential Level for Recommendation	ECAC Criteria for moving recommendations forward
Level 1 – Governor, Level 2 – A State Agency Level 3 – Across DCF, DHS, DPI Level 4 - ECAC Level 4 – Other Association/Org.	<ul style="list-style-type: none"> • Realistic and achievable • Related to mission • Opportunity for win • Statewide implementation • Building on existing infrastructure • Evidence based • Relationship to priority outcome • Broad based system level impact • Significant impact to the state • Feasible
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