

**Project Plan Report**  
**2012 - WA - Department of Early Learning**  
**PR Award #: S412A120035**

**Project Plan Version:** Baseline  
**Effective Date:** 8/6/2012

Code	Outcomes and Subtasks	Start Date	End Date
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**State Name:** Washington

**Overall State RTT-ELC Goals:** Strengthen, accelerate implementation and sustain the statewide early learning system in Washington; improving the quality, consistency, and scale of high-quality early learning programs and leading to improved child outcomes that close the readiness gap.

**Overall Grants Management (Project 1)**

**Narrative:** Build and develop strong infrastructure at DEL that can manage the RTT-ELC funds; ensure implementation with fidelity of key implementation elements; communicate effectively; and promote a clear and sustainable government structure with key implementation partners

**Selection Criterion Addressed:** All

Code	Outcomes and Subtasks	Start Date	End Date
<b>1</b>	<b>Project 1</b>	1/1/2010	1/1/2015
1.1	Establish Governance Structure	2/1/2012	12/31/2012
1.1.1	Develop recommendations for ongoing communications and decision making between DEL and external partners including OSPI, Thrive, and others	2/1/2012	12/31/2012
1.1.2	Convene Statewide Leadership Team for discussion about decision making, communication, and implementation efforts	1/1/2012	12/31/2015
1.1.3	Articulating a plan for engaging DELs key partners (OSPI, Thrive, DOH, DSHS, etc.) in RTT-ELC and creating shared ownership and responsibility.	1/1/2012	12/31/2012
1.2	Managing grants and contracts to ensure effective implementation and completion of grant targets	1/1/2012	12/31/2015
1.2.1	Provide management and oversight of one year contract with Child Care Aware to develop Level II training portfolio, regional coaching structure.	1/1/2012	6/30/2013
1.2.2	Provide management and oversight of amended interagency agreement with OPSI for 2012-13 WaKIDS implementation	1/1/2012	6/30/2013
1.2.3	Provide management and oversight of a 2 year contract with Thrive for Community Engagement activities to support WaKIDS implementation	1/1/2012	6/30/2014
1.2.4	Provide management and oversight of a 2 year interagency agreement with UW to support TQRIS rating and evaluation	1/1/2012	6/30/2014
1.2.5	Provide clear and adequate reporting to DOE and HHS in accordance with the grant agreement	1/1/2012	12/31/2015
1.3	Development of Project Management System	2/1/2012	10/1/2012
1.3.1	Finalized plan for internal management of RTT-ELC; identification of needed resources;	2/1/2012	9/1/2012
1.3.2	Develop vision and strategy for managing RTT-ELC and integrating it into DEL structure	2/1/2012	9/1/2012
1.4	Internal Capacity Building	2/1/2012	12/31/2012
1.4.1	Internal Education strategy for DEL staff	2/1/2012	9/1/2012
1.4.2	Develop vision and strategy for managing RTT-ELC and integrating it into DEL structure	2/1/2012	6/1/2012
1.4.3	Develop recommendations for utilizing existing resources and maximizing new staffing	2/1/2012	6/1/2012
1.4.4	Ensure adequate capacity to manage the ongoing financial and operation needs of the grant	2/1/2012	12/1/2012
1.4.5	Build internal accountability mechanism to ensure grant oversight and management of targets and outcomes	2/1/2012	12/31/2012
1.4.6	Work plans developed by each division to achieve 2012/2013 targets	2/1/2012	6/1/2012
1.4.7	Created new position to oversee all RTT project across agencies, departments and organizations: Special Assistant to the Director, Strategy & Performance.	2/1/2012	7/1/2012
1.5	Data Analysis and Reporting	2/1/2012	6/1/2012
1.5.1	Explore data governance options and develop recommendations; include IT stakeholders	2/1/2012	5/1/2012
1.5.2	Develop draft SOW by May 30 for 4 year data needs	2/1/2012	6/1/2012

**Project 2: TQRIS Expansion**

**Project Goals/Desired Outcomes:** Expand a TQRIS system at scale that promotes quality improvements and improves access to quality for high-needs children. **Key Outcomes:**

- 1. Promote Excellence in TQRIS Program Standards and Quality Levels**
- 2. Maximize TQRIS Participation**
- 3. Assess Quality with TQRIS Rating and Monitoring**
- 4. Promote Continuous Quality Improvement in TQRIS**
- 5. Ensure Impact TQRIS Validation and Evaluation**

**Narrative:** scale TQRIS statewide, include multiple early learning programs in TQRIS, and promote participation

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<b>Key Performance Measures (by end of the grant):</b>			
<ul style="list-style-type: none"> <li>• 54% of all programs in TQRIS Level II-V</li> <li>• 73% of Head Start/ECEAP programs in TQRIS Levels III-V</li> <li>• 60% of children served in TQRIS II-V</li> <li>• 62% of high need children served in TQRIS II-V</li> </ul>			
<b>Selection Criterion Addressed: Section B (1-5), Section C (1,4)</b>			
<b>Cross-reference to other projects: <i>Aligned with PD and WaKIDS</i></b>			
<b>2</b>	<b>Project 2</b>	1/1/2012	12/31/2015
2.1	Increase access to training associated with TQRIS standards	1/1/2012	12/31/2015
2.1.1	Training provided to 11% of early learning professionals participating in TQRIS	1/1/2012	12/31/2012
2.1.2	Training provided to 30% of early learning professionals participating in TQRIS	1/1/2013	12/31/2013
2.1.3	Training provided to 47% of early learning professionals participating in TQRIS	1/1/2014	12/31/2014
2.1.4	Training provided to 54% of early learning professionals participating in TQRIS	1/1/2015	12/31/2015
2.2	Build Infrastructure to support increased training and technical assistance	7/1/2012	7/1/2013
2.2.1	Support capacity to implement improvement activities and coaching in six regions at CCA WA. Note: Due to consolidation, two regions will be served only partially.	7/1/2012	12/31/2012
2.2.2	Consolidate CCA WA regions from 11 to 7 to increase efficiency of delivery of training and technical assistance.	4/1/2012	8/1/2012
2.2.3	Support capacity to implement improvement activities and coaching in all areas across six regions.	10/1/2012	6/30/2013
2.2.4	Support capacity to implement improvement activities statewide in all seven regions.	5/1/2013	7/1/2013
2.2.5	Finalize plan and contracts to support Head Start/ECEAP Early Achievers pilot with 182 Head Start and ECEAP sites (see Activity 2.15).	7/1/2012	1/1/2013
2.2.6	Support CCA WA to focus all training and technical assistance on TQRIS Level Two.	4/1/2012	12/31/2012
2.3	DEL works with partners to conduct outreach and engagement of programs and families statewide	1/1/2012	12/31/2015
2.3.1	Develop strategy for reaching out to target populations; Material development for target populations; Outreach to target audiences through trusted messengers (CCA WA, Head Start/ECEAP, IDEA part B/C, child care association, parent groups)	1/1/2012	12/31/2012
2.3.2	Outreach to target audiences through trusted messengers -CCA WA, Head Start/ECEAP, IDEA part B/C, child care association, parent groups	1/1/2012	12/31/2013
2.3.3	Outreach to target audiences through trusted messengers -CCA WA, Head Start/ECEAP, IDEA part B/C, child care association, parent groups	1/1/2014	12/31/2015
2.4	Early learning professionals training conducted on school readiness training series (school transitions, effective family engagement, child assessment, teacher-child interaction)	1/1/2012	12/31/2015
2.4.1	Training provided to 11% early learning professionals as part of TQRIS	1/1/2012	12/31/2012
2.4.2	Training provided to 30% early learning professionals as part of TQRIS	1/1/2013	12/31/2013
2.4.3	Training provided to 47% early learning professionals as part of TQRIS	1/1/2014	12/31/2014
2.4.4	Training provided to 54% early learning professionals as part of TQRIS	1/1/2015	12/31/2015
2.5	Train all licensors on TQRIS standards and policies	1/1/2012	12/31/2012
2.5.1	Develop communications plan including talking points and presentation.	1/1/2012	7/1/2012
2.5.2	Implement training in person to all DEL licensing offices. Implement webinar to all staff three times per year.	1/1/2012	12/31/2012
2.6	Work with State Board of Community and Technical Colleges to provide Opportunity Grants to participating TQRIS programs.	7/1/2012	12/31/2015
2.6.1	Staff working at 58 programs receive Opportunity Grants	7/1/2012	12/31/2012
2.6.2	Staff working at 297 programs receive Opportunity Grants	1/1/2013	12/31/2013
2.6.3	Staff working at 727 programs receive Opportunity Grants	1/1/2014	12/31/2014
2.6.4	Staff working at 977 programs receive Opportunity Grants	1/1/2015	12/31/2015
2.7	Implement outreach and engagement strategy to increase participation of Head Start and ECEAP programs	1/1/2012	12/31/2015
2.7.1	Work with Washington's Educare program to help lead development of outreach and engagement strategy for Head Start and ECEAP programs.	1/1/2012	12/31/2012
2.7.2	Implement outreach and engagement strategy to ensure 23% of Head Start and ECEAP programs join TQRIS.	7/1/2012	12/31/2012
2.7.3	Implement outreach and engagement strategy to ensure 58% of Head Start and ECEAP programs join TQRIS	1/1/2013	12/31/2013
2.7.4	Implement outreach and engagement strategy to ensure 72% of Head Start and ECEAP programs join TQRIS	1/1/2014	12/31/2014
2.7.5	Implement outreach and engagement strategy to ensure 73% of Head Start and ECEAP programs join TQRIS	1/1/2015	12/31/2015
2.8	Ensure TQRIS evaluation partner (UW) builds capacity to meet volume targets.	1/1/2012	12/31/2015
2.8.1	UW achieve train the trainer status	1/1/2012	12/31/2012
2.8.2	Ensure 10 raters are trained to reliability	1/1/2013	12/31/2013
2.8.3	Ensure 15 raters are trained to reliability	1/1/2014	12/31/2014
2.8.4	Ensure 15 raters are trained to reliability	1/1/2015	12/31/2015

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2.9	Refine comprehensive coach model	1/1/2012	12/31/2015
2.9.1	Recommendations for comprehensive coach model operational, including evaluation expectations. Current coaches begin implementation. Use current coaches as peer trainers mentors.	1/1/2012	12/31/2012
2.9.2	New coaches hired and trained	1/1/2013	12/31/2013
2.9.3	New coaches hired and trained. Coach mentors are identified coach evaluation begins.	1/1/2014	12/31/2014
2.9.4	New coaches hired and trained. Coach model is evaluation is operational.	1/1/2015	12/31/2015
2.10	Develop comprehensive coach core training series	1/1/2012	12/31/2015
2.10.1	Coach core training series finalized and implemented. Current coaches are trained to reliability on the ERS and CLASS.	1/1/2012	12/31/2012
2.10.2	100% of new coaches are trained	1/1/2013	12/31/2013
2.10.3	100% of new coaches are trained	1/1/2014	12/31/2014
2.10.4	Training series is evaluated	1/1/2015	12/31/2015
2.11	Implement Quality Improvement Awards based on Quality Improvement Plans	7/1/2012	12/31/2015
2.11.1	58 programs receive Quality Improvement Awards	7/1/2012	12/31/2012
2.11.2	297 programs receive Quality Improvement Awards	1/1/2013	12/31/2013
2.11.3	727 programs receive Quality Improvement Awards	1/1/2014	12/31/2014
2.11.4	977 programs receive Quality Improvement Awards	1/1/2015	12/31/2015
2.12	Implement HS/ECEAP Training Resource Centers	1/1/2012	12/31/2015
2.12.1	182 Head Start and ECEAP programs receive Training Hub Incentive Awards	1/1/2012	12/31/2012
2.12.2	388 Head Start and ECEAP programs receive Training Hub Incentive Awards	1/1/2013	12/31/2013
2.12.3	483 Head Start and ECEAP programs receive Training Hub Incentive Awards	1/1/2014	12/31/2014
2.12.4	493 Head Start and ECEAP programs receive Training Hub Incentive Awards	1/1/2015	12/31/2015
2.13	Promote WA Scholarships and Opportunity Grants for early learning professionals in participating TQRIS programs	1/1/2012	12/31/2015
2.13.1	113 early learning professionals receive support to operational degree or credential	1/1/2012	12/31/2012
2.13.2	571 early learning professionals receive support to operational degree or credential	1/1/2013	12/31/2013
2.13.3	1,385 early learning professionals receive support to operational degree or credential	1/1/2014	12/31/2014
2.13.4	1,842 early learning professionals receive support to operational degree or credential	1/1/2015	12/31/2015
2.14	Implement TQRIS family engagement standards – Strengthening Families Protective Factors	1/1/2012	12/31/2015
2.14.1	Develop sources of evidence to verify if programs are meeting TQRIS standards. 3% Trainings for participating TQRIS programs .	1/1/2012	12/31/2012
2.14.2	9% Trainings for participating TQRIS programs	1/1/2013	12/31/2013
2.14.3	17% Trainings for participating TQRIS programs	1/1/2014	12/31/2014
2.14.4	20% Trainings for participating TQRIS programs	1/1/2015	12/31/2015
2.15	Provide an accelerated path of participation, providing “credit” for HS/ECEAP program standards and quality	7/1/2012	12/31/2015
2.15.1	Define criteria for designated entry rating – what existing information can be used to establish “good standing” and policies for licensing. Develop recommended criteria, policies and procedures for designated rating operational by Nov 1st.	7/1/2012	2/27/2013
2.15.2	Work with advisory group to create a threshold which defines when “blended” programs (with both HS/ECEAP and licensed care) are eligible for the HS/ECEAP path in Early Achiever.	7/1/2012	2/27/2013
2.15.3	Explore modifications in the full rating process for HS/ECEAP to create efficiencies, encourage participation, but still maintain validity or ratings. UW rating visits begin to all 182 sites in September and made public February, 2013.	7/1/2012	2/27/2013
2.15.4	Work with advisory group to define criteria for Training Resource Centers, including aligning criteria with TQRIS training needs/gaps and RTT targets. Draft recommendations re: training hubs by October 15, 2012, final by Dec 31 2012.	7/1/2012	12/31/2012
2.15.5	Work with 388 additional Head Start and ECEAP programs to finalize proposals to serve as community TQRIS resource centers	3/1/2013	12/31/2013
2.15.6	Work with 483 additional Head Start and ECEAP programs to finalize proposals to serve as community TQRIS resource centers	1/1/2014	12/31/2014
2.15.7	Work with 493 additional Head Start and ECEAP programs to finalize proposals to serve as community TQRIS resource centers	1/1/2015	12/31/2015
2.16	Develop long term evaluation plan which includes ongoing assessment of the quality standards and system design	1/1/2013	12/31/2015
2.16.1	Research design is developed to assess quality standards and system supports including coaching	1/1/2013	12/31/2013
2.16.2	TQRIS evaluation using individual facility assessment data	1/1/2014	12/31/2014
2.16.3	Evaluation operational, modifications made to quality standards and TQRIS training series as necessary	1/1/2015	12/31/2015
2.17	Implement longitudinal research to study the extent to which the measures of program quality predict positive outcomes and school readiness for children	1/1/2013	12/31/2015
2.17.1	Research design developed in partnership with DEL and OSPI	1/1/2013	12/31/2013
2.17.2	Impact study and evaluation begins in randomly selected facilities	1/1/2014	12/31/2014
2.17.3	Study operational and recommendations submitted. System modifications made.	1/1/2015	12/31/2015

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2.18	Integrate ongoing assessment of young children's development, aligned with WaKIDS assessment tool	1/1/2012	12/31/2015
2.18.1	Develop training series focused on formative assessment	1/1/2012	12/31/2012
2.18.2	Implement training series to participating TQRIS programs	1/1/2013	12/31/2013
2.18.3	Implement training series to participating TQRIS programs	1/1/2014	12/31/2014
2.18.4	Make changes based on evaluation outlined above in 2.18	1/1/2015	12/31/2015
2.19	Oversample data from children with disabilities and developmental delays to ensure these children receive high quality care and education	1/1/2013	12/31/2015
2.19.1	Focal child assessments begin in participating TQRIS facilities	1/1/2013	12/31/2013
2.19.2	Focal child data is compared and evaluated	1/1/2014	12/31/2014
2.19.3	System supports are implemented in each TQRIS region	1/1/2015	12/31/2015
2.20	Development of TQRIS training and orientation for program participants	1/1/2012	12/31/2015
2.20.1	CCA WA conduct outreach to 11% TQRIS participants on Guidelines, including development of online training module.	1/1/2012	12/31/2012
2.20.2	CCA WA conduct outreach to 30% TQRIS participants on Guidelines, including evaluation of how Guidelines are being used by TQRIS participants and effectiveness of online training module.	1/1/2013	12/31/2013
2.20.3	CCA WA conduct outreach to 47% TQRIS participants on Guidelines, including ongoing evaluation of how Guidelines are being used by TQRIS participants and effectiveness of online training module..	1/1/2014	12/31/2014
2.20.4	CCA WA to conduct outreach to 54% TQRIS participants on Guidelines, including ongoing evaluation of how Guidelines are being used by TQRIS participants and effectiveness of online training module.	1/1/2015	12/31/2015
2.21	Expand Family engagement training through ECEAP/HS TQRIS Resource Centers (See Activity 2.15)	1/1/2012	12/31/2015
2.21.1	Facilitate pilot with 182 Head Start and ECEAP facilities to offer expanded family enegagement trainings as part of TQRIS Resource Centers.	1/1/2012	12/31/2012
2.21.2	58% of HS/ECEAP providers participate as TQRIS Resource Center and offer family engagement training to participating child care programs	1/1/2013	12/31/2013
2.21.3	72% of HS/ECEAP providers participate as TQRIS Resource Center and offer family engagement training to participating child care programs	1/1/2014	12/31/2014
2.21.4	73% of HS/ECEAP providers participate as TQRIS Resource Center and offer family engagement training to participating child care programs	1/1/2015	12/31/2015
2.22	Increase the number of TQRIS participants that score high in family engagement	1/1/2012	12/31/2015
2.22.1	Baseline data collected on family engagement training needs. 11 % of child care providers receive family engagement training as part of TQRIS. Family engagement online training module developed and implemented in second quarter.	1/1/2012	12/31/2012
2.22.2	30% of child care providers receive family engagement training	1/1/2013	12/31/2013
2.22.3	47 % of child care providers receive family engagement training	1/1/2014	12/31/2014
2.22.4	54% of child care providers receive family engagement training	1/1/2015	12/31/2015
2.23	Expand high quality training access and coaching using the TQRIS coach framework	1/1/2012	12/31/2015
2.23.1	Increase UW's role in providing coaching support and technical assistance to match training needs with training opportunities.	1/1/2012	12/31/2012
2.23.2	Implement national quality professional development modules for STARS credit hours in on-line formats and through local organizations.	1/1/2012	12/31/2012
2.23.3	Expand access to coaching and application of training concepts and material in TQRIS communities. Develop and implement new Basic 20 Hour STARS curriculum for family home providers, child care centers and school-age providers with embedded information on brain science and work products from Frontiers of Innovation partnership between DEL and Harvard University.	1/1/2012	12/31/2013
2.23.4	Implement peer review process for state-approved trainer applications using advanced trainer pool to replace trainer approval board. Create communities of learning with coaches and advanced trainers to target community training needs and follow-up application of training concepts.	1/1/2014	12/31/2014
2.23.5	Continue to implement coach framework and communities of learning groups throughout Washington	1/1/2015	12/31/2015
2.24	Train early learning professionals on School Readiness (including WaKIDS process) as part of TQRIS (level 2)	1/1/2012	12/31/2015
2.24.1	Train 337 additional early learning programs on facilitating kindergarten transition	1/1/2012	12/31/2012
2.24.2	Train 713 additional early learning programs on facilitating kindergarten transition	1/1/2013	12/31/2013
2.24.3	Train 985 additional early learning programs on facilitating kindergarten transition	1/1/2014	12/31/2014
2.24.4	Train 477 additional early learning programs on facilitating kindergarten transition	1/1/2015	12/31/2015

**Project 3: TQRIS Infrastructure**

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<b>Project Goals/Desired Outcomes: Promote Excellence in TQRIS Program Standards and Quality Levels</b>			
<ol style="list-style-type: none"> <li><b>1. Ensure that participating programs are oriented to TQRIS and Program Standards</b></li> <li><b>2. Build and implement TQRIS data system that is integrated with professional development registry and licensing data system to facilitate data-driven decision making throughout implementation</b></li> <li><b>3. Promote critical role of child outcomes within TQRIS standards.</b></li> <li><b>4. Integrate State licensing system with TQRIS.</b></li> <li><b>5. Build strong alignment between new Guidelines and System elements</b></li> <li><b>6. Create public awareness of the Guidelines and encourage their use</b></li> <li><b>7. Support community level use through outreach and engagement efforts</b></li> <li><b>8. Use evaluation to test and refine guidelines over time</b></li> </ol>			
<b>Narrative: Ensure the highest quality TQRIS standards that are aligned with all aspects of the early learning system</b>			
<b>Key Performance Measures by the end of the grant:</b>			
<ul style="list-style-type: none"> <li>• 90% of QRIS participants have received training on the Guidelines</li> <li>• Guidelines are being used by 70% of QRIS participants</li> <li>• Materials are reaching 60% of Medicaid eligible families</li> <li>• 75% of ECEAP and HS are using Guidelines to work with children and parents</li> <li>• 60% of QRIS Level III-V are using Guidelines to work with children and parents</li> </ul>			
<b>Selection Criterion Addressed: Section B (1-5), Section C (1,4)</b>			
<b>Cross-reference to other projects: integrated with TQRIS Expansion</b>			
<b>3</b>	<b>Project 3</b>	1/1/2011	12/31/2015
3.1	operational software platform implementation and testing. This effort includes customizing data feeds from other systems (e.g. MERIT)	6/1/2011	7/1/2012
3.1.1	operational TQRIS business requirements and functional specifications and select software provider (2011).	6/1/2011	12/31/2011
3.1.2	Conduct user testing and incorporate feedback into final build.	5/1/2012	6/30/2012
3.1.3	operational build and launch TQRIS software platform in July, 2012.	1/1/2012	7/1/2012
3.2	Communicate and train QRIS coordinators, raters, coaches, early adopter center and family care providers, etc. regarding the use and usefulness of the software platform	5/1/2012	12/31/2012
3.2.1	Develop and implement training for WELS data system.	5/1/2012	12/31/2012
3.2.2	Conduct user testing and incorporate feedback into training	5/1/2012	6/30/2012
3.2.3	Conduct two webinars and upload training on DEL's TQRIS website to ensure universal access	9/1/2012	12/31/2012
3.3	Perform formal review of user interface, system operability and usefulness	1/1/2012	12/31/2015
3.3.1	Rate software provider user interface, system operability and usefulness from the perspective of different system users during RFQ selection	1/1/2012	12/31/2012
3.3.2	Perform satisfaction survey of sample users for interface, system operability and usefulness after software launch	1/1/2013	12/31/2013
3.3.3	Perform satisfaction survey of sample users for interface, system operability and usefulness	1/1/2014	12/31/2014
3.3.4	Perform satisfaction survey of sample users for interface, system operability and usefulness	1/1/2015	12/31/2015
3.4	Use WaKIDS Early Learning Collaboration meetings to connect WaKIDS with TQRIS.	1/1/2012	12/31/2015
3.4.1	Conduct one Early Learning Collaboration meetings per region (10 meetings).	1/1/2012	9/30/2012
3.4.2	Conduct 30-50 community-based Early Learning Collaboration meetings that integrate regional plans and TQRIS standards (3-5 meetings per region) Post webinar on DEL's website to ensure material is universally accessible.	10/1/2012	8/31/2013
3.4.3	Conduct 30-50 community-based Early Learning Collaboration meetings that integrate regional plans and TQRIS standards (3-5 meetings per region) Post webinar on DEL's website to ensure material is universally accessible.	9/1/2013	8/31/2014
3.4.4	Conduct 30-50 community-based Early Learning Collaboration meetings that integrate regional plans and TQRIS standards (3-5 meetings per region) Post webinar on DEL's website to ensure material is universally accessible.	1/1/2015	12/31/2015
3.5	Implement non-expiring licenses legislation (SB 5625) so that programs can increase focus on TQRIS standards. Effective July 22, 2011	1/1/2012	7/22/2012
3.5.1	Facilities submit annual declarations indicating compliance; Background checks submitted every 3 years and when a new staff person is hired. For family homes, when a new person moves into the home or turns 16. DEL conducts yearly monitoring visits for centers 18 months for family homes using abbreviated checklist.	1/1/2012	7/22/2012

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3.6	Implement tiered reimbursement for Family Child Care Homes by July, 2013	1/1/2012	12/31/2015
3.6.1	operational data business plan using in-kind support from the Bill & Melinda Gates Foundation. Plan will provide recommendations for sequencing activities related to implementing data system for tiered reimbursement.	2/1/2012	7/31/2012
3.6.2	DEL and SEIU finalize Collective Bargaining Agreement proposal and sends to State Legislature for approval	1/1/2012	12/31/2012
3.6.3	State Legislature approves Collective Bargaining Agreement; DEL operational rule making process to make necessary changes to WAC; DEL launches tiered reimbursement for centers in the third quarter of 2013.	1/1/2013	12/31/2013
3.6.4	DEL reports date on effectiveness of policy change in annual update to State Legislature	1/1/2014	12/31/2014
3.6.5	DEL reports date on effectiveness of policy change in annual update to State Legislature	1/1/2015	12/31/2015
3.7	Implement tiered reimbursement for centers by January, 2013	1/1/2012	3/31/2015
3.7.1	operational data business plan using in-kind support from the Bill & Melinda Gates Foundation. Plan will provide recommendations for sequencing activities related to implementing data system for tiered reimbursement.	2/1/2012	7/31/2012
3.7.2	DEL works with partners and stakeholders to develop tiered reimbursement rate structure. DEL begins rule making process to add necessary Washington Administrative Code (WAC).	1/1/2012	12/31/2012
3.7.3	DEL launches tiered reimbursement for centers in the first quarter of 2013	1/1/2013	3/31/2013
3.7.4	DEL reports date on effectiveness of policy change in annual update to State Legislature	1/1/2014	3/31/2014
3.7.5	DEL reports date on effectiveness of policy change in annual update to State Legislature.	1/1/2015	3/31/2015
3.8	Implement 12 month subsidy eligibility for all children served with Working Connections Child Care (WCCC) – the state child care subsidy program	1/1/2012	12/31/2014
3.8.1	DEL submits Agency Request Legislation to implement 12 month eligibility for all children served with WCCC and State Legislature passes legislation.	1/1/2012	7/1/2012
3.8.2	DEL implements 12 months subsidy eligibility for all children in third quarter of 2012.	7/1/2012	10/1/2012
3.8.3	DEL submits updated data to State Legislature on effectiveness of 12 month subsidy eligibility	1/1/2013	12/31/2013
3.8.4	DEL submits updated data to State Legislature on effectiveness of 12 month subsidy eligibility	1/1/2014	12/31/2014
3.9	Research costs and benefits associated with administrative changes to require Level two in TQRIS as minimum to accept WCCC	1/1/2013	12/31/2015
3.9.1	DEL works with partners and stakeholders to develop implementation plan outlining costs and benefits of policy change	1/1/2013	12/31/2013
3.9.2	If benefits outweigh costs, DEL begins rule making process to add necessary Washington Administrative Code (WAC).	1/1/2014	12/31/2014
3.9.3	If benefits outweigh costs, DEL implements 12 months subsidy eligibility for all children in third quarter of 2015	1/1/2015	12/31/2015
3.10	Finalize agreement between TQRIS and IDEA Part B and IDEA Part C to ensure children who have disabilities or developmental delays are part of Washington TQRIS quality framework	7/1/2012	6/30/2013
3.10.1	DEL to convene experts to develop recommendations	7/1/2012	6/30/2013
3.10.2	DEL advisory group to develop and propose initial recommendations to ELAC for feedback.	7/1/2012	4/30/2013
3.10.3	DEL advisory group to develop and propose final recommendations to ELAC for feedback and implementation.	5/1/2013	6/30/2013
3.11	Maintain ECEAP in short-term and expand ECEAP to serve all eligible children by 2018 through a statutory entitlement (ESSHB 2731).	1/1/2012	12/31/2015
3.11.1	Maintain the number of children currently served by ECEAP through 2012, regardless of budget shortfall	1/1/2012	12/31/2012
3.11.2	Maintain the number of children currently served by ECEAP through 2013, regardless of budget shortfall	1/1/2013	12/31/2013
3.11.3	Begin program expansion in areas of the state with the highest concentrations of poverty and the lowest percent of children currently being served by Head Start and ECEAP. Expansion to align with TQRIS, full-day kindergarten and WaKIDS implementation.	1/1/2014	12/31/2014
3.11.4	Begin program expansion in areas of the state with the highest concentrations of poverty and the lowest percent of children currently being served by Head Start and ECEAP. Expansion to align with TQRIS, full-day kindergarten and WaKIDS implementation.	1/1/2015	12/31/2015
3.12	Develop implementation strategy for UPK (SB 6759)	1/1/2012	12/31/2015

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3.12.1	Pre-K Work Group proposes concrete recommendations for a voluntary Pre-K program available to all of Washington's three and four year old children on Nov. 1, 2011.	1/1/2012	12/31/2012
3.12.2	Pre-K Work Group recommendations submitted to State Legislature for implementation. DEL and OSPI begin work based on Legislative action.	1/1/2013	12/31/2013
3.12.3	Stipulated by legislative action.	1/1/2014	12/31/2014
3.12.4	Stipulated by legislative action.	1/1/2015	12/31/2015
3.13	Ensure ratings are available on DEL's Child Care Check and CCA WA parent referral database	1/1/2012	12/31/2015
3.13.1	802 ratings are posted on Child Care Check and via Child Care Aware.	1/1/2012	12/31/2012
3.13.2	1,425 updated ratings posted on Child Care Check and via Child Care Aware. and via the WSRRN database	1/1/2013	12/31/2013
3.13.3	2,058 updated ratings posted on Child Care Check and via Child Care Aware.	1/1/2014	12/31/2014
3.13.4	1,925 updated ratings posted on Child Care Check and via Child Care Aware.	1/1/2015	12/31/2015
3.14	Media and public awareness efforts to promote TQRIS, including Love Talk Play	1/1/2012	12/31/2015
3.14.1	Align with Love.Talk.Play. Develop media strategy.	1/1/2012	12/31/2012
3.14.2	Explore expanding Love.Talk.Play.to other age groups. Integrate into work with Community Coalitions.	1/1/2012	12/31/2013
3.14.3	Love.Talk.Play expansion. Integrate into work with Community Coalitions.	1/1/2012	12/31/2015
3.15	Translate TQRIS materials into Russian, Somali, Spanish, and Vietnamese	1/1/2012	12/31/2015
3.15.1	Research operational to translate materials into additional languages. Translations operational.	1/1/2012	12/31/2012
3.15.2	Develop outreach plan to target providers serving ELL children.	5/1/2012	12/31/2012
3.15.3	Outreach to providers serving ELL children (100% TQRIS programs)	1/1/2013	12/31/2015
3.16	TQRIS data reported annually to Early Learning Advisory Council and State Legislature	1/1/2012	12/31/2015
3.16.1	Reported annually to State Legislature	1/1/2012	12/31/2015
3.17	Finalize communications and branding campaign	1/1/2012	12/31/2012
3.17.1	operational communications and branding campaign for Washington's TQRIS. Develop and distribute communication templates to WSRRN for local communication and recruitment efforts.	1/1/2012	12/31/2012
3.17.2	Ensure TQRIS brand and logo are used in all state, regional and local communication materials. Integrate and promote TQRIS messaging in all relevant contracts.	5/1/2012	12/31/2012
3.18	Develop ad campaign	1/1/2012	7/1/2013
3.18.1	Develop marketing and outreach strategy	1/1/2012	12/31/2012
3.18.2	Marketing TQRIS program according to regional expansion plan (to reach statewide by July 1, 2013)	5/1/2012	7/1/2013
3.19	operational Benchmarks Revisions and approve new "Guidelines"	1/1/2012	12/31/2015
3.19.1	Guidelines finalized and cultural competency review operational; adopted by state agencies	1/1/2012	12/31/2012
3.19.2	Ongoing review/revisions of Guidelines to ensure cultural competency and accuracy with new research	1/1/2013	12/31/2013
3.19.3	Ongoing review/revisions of Guidelines to ensure cultural competency and accuracy with new research	1/1/2014	12/31/2014
3.19.4	Review of the Guidelines to determine whether revision is needed based on 1) use 2) relevance and 3) research	1/1/2015	12/31/2015
3.20	Media and public awareness efforts to promote Guidelines and their use	1/1/2012	12/31/2015
3.20.1	Align Love. Talk. Play. Materials with Guidelines. Develop media strategy	1/1/2012	12/31/2012
3.20.2	Encourage expansion of Love.Talk.Play to promote use of Guidelines through weekly blog on Thrive website; provide TA and support to coalitions to develop local media strategies that support use of Guidelines.	1/1/2013	12/31/2013
3.20.3	Develop expanded Love.Talk.Play. materials that address specific at risk populations. Provide private grants and TA that supports wide spread dissemination of Love.Talk.Play materials to parents and caregivers; continue to utilize weekly blog on Thrive web site to promote use of Guidelines; continue to incentivize coalitions to outreach to communities through local media.	1/1/2014	12/31/2014
3.20.4	Continue expansion of Love.Talk.Play, materials. Provide private grants and TA that support wide spread dissemination of Love.Talk.Play. materials to parents and caregivers; continue to incentivize coalitions to outreach to communities through local media.	1/1/2015	12/31/2015
3.21	Translate revised Early Learning Guidelines into Russian, Somali, Spanish, and Vietnamese	1/1/2012	12/31/2015
3.21.1	Translations operational. Develop outreach plan to target providers serving ELL children.	1/1/2012	12/31/2012
3.21.2	Research need to translate into additional languages Outreach to providers serving ELL children; reach 30% providers	1/1/2013	12/31/2013
3.21.3	Outreach to providers serving ELL children; reach 47% providers	1/1/2014	12/31/2014

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3.21.4	Outreach to providers serving ELL children; reach 54% providers	1/1/2015	12/31/2015
3.22	Develop 5-year evaluation plan	1/1/2012	12/31/2015
3.22.1	Work with UW to determine measures for testing the use of the Guidelines (both messaging and training). Determine how the Guidelines are being used with QRIS.	1/1/2012	12/31/2012
3.22.2	Developing modifications to training modules if needed.	1/1/2013	12/31/2013
3.22.3	Developing modifications to training modules if needed.	1/1/2014	12/31/2014
3.22.4	Developing modifications to training modules if needed.	1/1/2015	12/31/2015
3.23	Reach parents with high-quality parenting messages	1/1/2012	12/31/2015
3.23.1	Launch Love.Talk.Play. in 10 community coalitions Reach 25% of families in poverty	1/1/2012	12/31/2012
3.23.2	Reach 45% of families in poverty. Evaluate strategies for reaching parents. Test impact of messages on parent behavior.	1/1/2013	12/31/2013
3.23.3	Reach 60% of families in poverty	1/1/2014	12/31/2014
3.23.4	Reach 80% of families in poverty	1/1/2015	12/31/2015
3.24	Media and public awareness efforts to promote professional development system (MERIT and career lattice)	1/1/2012	12/31/2015
3.24.1	DEL presentations and training on MERIT and Trainer Approval Process. On-going DEL participation in local and statewide conferences to promote professional development system. MERIT training available for prospective state-approved trainers.	1/1/2012	12/31/2012
3.24.2	Early Learning Update module available for all professionals and partners to learn more about professional development system	1/1/2013	12/31/2013
3.24.3	Share results and inform public about workforce data and professional development	1/1/2014	12/31/2014
3.24.4	Continue targeted public awareness campaigns using messages from TQRIS and professional development data	1/1/2015	12/31/2015

**Project 4: WaKIDS - Kindergarten Readiness**

**Project Goals/Desired Outcomes:** Scale a high-quality kindergarten assessment that informs early elementary teachers, early learning programs, parents, and policy-makers. **Key Outcomes:**

1. Train kindergarten teachers to effectively implement the WaKIDS inventory.
2. Refine and expand the Early Learning Collaboration Component of WaKIDS.
3. Educate parents and the public in general about WaKIDS
4. Ensure Teaching Strategies GOLD results are accurate.
5. Integrate WaKIDS data into State Longitudinal Data System

**Narrative:** Scale a statewide Kindergarten assessment that informs instruction, engages families, and promotes alignment between early learning and K-12 teachers.

**Key Performance Measures by the end of the grant:**

- 100% of all children
- 100% of kindergarten teacher trained
- 75% of these children are "ready" in 3 out of 4 domains
- 90% of trained teachers find the training helpful for instruction
- 95% of families participate
- 70% of early learning professionals participate

**Selection Criterion Addressed:** Section E(1)

**Cross-reference to other projects:** aligned with TQRIS

<b>4</b>	<b>Project 4</b>	1/1/2010	1/1/2016
4.1	Teacher training conducted on Teaching Strategies GOLD	5/1/2012	8/31/2014
4.1.1	Training provided to 452 additional teachers in August	5/1/2011	8/31/2011
4.1.2	Training provided to 666 additional teachers in August	5/1/2012	8/31/2012
4.1.3	Training provided to 1501 additional teachers in August	5/1/2013	8/31/2013
4.1.4	Training provided to 583 additional teachers in August	5/1/2014	8/31/2014
4.2	Teachers conduct administration of observational assessment using Teaching Strategies GOLD & Family Connection	9/1/2011	11/1/2014
4.2.1	Child inventory operationald for 10,396 students	9/1/2011	11/1/2011
4.2.2	Child inventory operationald for 25,714 students	9/1/2012	11/1/2012

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4.2.3	Child inventory operationald for 59,056 students	9/1/2013	11/1/2013
4.2.4	Child inventory operationald for 74,972 students	9/1/2014	11/1/2014
4.3	Professional development is provided on GOLD data analysis and instructional strategies via webinars, online training format, and video recordings	9/1/2011	12/31/2014
4.3.1	Webinars and online trainings delivered to all interested parties.	9/1/2011	12/31/2011
4.3.2	Webinars and online trainings delivered to all interested parties.	9/1/2012	12/31/2012
4.3.3	Webinars and online trainings delivered to all interested parties.	9/1/2013	12/31/2013
4.3.4	Webinars and online trainings delivered to all interested parties.	9/1/2014	12/31/2014
4.4	Thrive will implement the Early Learning Collaboration component of WaKIDS by working with the Early Learning Regions and the 9 local Educational Service Districts.	1/1/2012	8/31/2015
4.4.1	Conduct one Early Learning Collaboration meetings per region (10 meetings).	1/1/2012	9/30/2012
4.4.2	Conduct 20 community-based Early Learning Collaboration meetings on WaKIDS data & other regional data as well as seminal PD documents (2 meetings per region).	10/1/2012	8/31/2013
4.4.3	Conduct 10 regional trainings on WaKIDS and kindergarten readiness for parents, early learning professionals and school districts (1 per region).	10/1/2012	8/31/2013
4.4.4	Distribute 10,000 WaKIDS and Kindergarten Readiness communication materials.	10/1/2012	8/31/2013
4.4.5	Conduct 20 community-based Early Learning Collaboration meetings on WaKIDS data & other regional data as well as seminal PD documents (2 meetings per region).	9/1/2013	8/31/2014
4.4.6	Conduct 10 regional trainings on WaKIDS and kindergarten readiness for parents, early learning professionals and school districts (1 per region).	9/1/2013	8/31/2014
4.4.7	Distribute 10,000 WaKIDS and Kindergarten Readiness communication materials.	9/1/2013	8/31/2014
4.4.8	Conduct 20 community-based Early Learning Collaboration meetings on WaKIDS data & other regional data as well as seminal PD documents (2 meetings per region).	9/1/2014	8/31/2015
4.4.9	Conduct 10 regional trainings on WaKIDS and kindergarten readiness for parents, early learning professionals and school districts (1 per region).	9/1/2014	8/31/2015
4.4.10	Distribute 10,000 WaKIDS and Kindergarten Readiness communication materials.	9/1/2014	8/31/2015
4.5	operational validity and reliability evaluation.	9/1/2012	12/31/2015
4.5.1	University of Washington conducts inter-rater reliability evaluation and a concurrent validity study	9/1/2012	12/31/2013
4.5.2	University of Washington operationals evaluation, publishes results, and makes recommendations.	1/1/2014	12/31/2014
4.5.3	Based on evaluation, make modifications to address gaps or deficiencies in the training process.	1/1/2015	12/31/2015
4.6	WaKIDS data is included in P-20 State Longitudinal Data System (SLDS)	1/1/2012	12/31/2015
4.6.1	WaKIDS data reported to SLDS	1/1/2012	12/31/2012
4.6.2	WaKIDS data reported to SLDS	1/1/2013	12/31/2013
4.6.3	WaKIDS data reported to SLDS	1/1/2014	12/31/2014
4.6.4	WaKIDS data reported to SLDS.	1/1/2015	12/31/2015
	Longitudinal data analysis: WaKIDS children entering 3rd grade.		
4.7	ECEAP program data (Teaching Strategies GOLD) is included in Statewide Longitudinal Data System	1/1/2012	12/31/2015
4.7.1	DEL collects and reports data from 75% of ECEAP programs from Teaching Strategies GOLD assessment tool.	1/1/2012	12/31/2012
	ECEAP data report to SLDS		
4.7.2	ECEAP data report to SLDS	1/1/2013	12/31/2013
4.7.3	ECEAP data report to SLDS.	1/1/2014	12/31/2014
	Longitudinal data analysis: ECEAP children entering kindergarten.		
4.7.4	ECEAP data report to SLDS	1/1/2015	12/31/2015
4.8	WaKIDS data reported annually to Legislature, Early Learning Advisory Council, and Quality Education Council overseeing Basic Education	12/15/2012	12/31/2015
4.8.1	Reported annually to State Legislature and Early Learning Advisory Council	12/15/2012	12/31/2015
4.9	Using private grant funding, disseminate P-3 implementation grants to participating districts to support development and execution of transition plan based on WaKIDS data	1/1/2013	12/31/2015
4.9.1	Release competitive P-3 mini-grants to schools to support implementation of transition plan using private grant funding	10/1/2012	12/31/2015

**Project 5: Professional Development Incentives**

**Project Goals/Desired Outcomes:** Build strong alignment between new Guidelines and System elements. **Key Outcomes:**

- 1. Implement Core Competencies to ensure all professional development activities are fully aligned.**
- 2. Integrate Career Lattice into MERIT to collect up-to-date workforce data and support early learning professionals as they progress.**
- 3. Partner with Higher Education to implement statewide credentials and certificates**
- 4. Make necessary changes to MERIT data system to ensure database is user friendly and collects data necessary for workforce data analysis.**
- 5. Expand coaching and high quality training.**
- 6. Promote Washington Professional Development system through increased outreach and engagement.**

**Narrative:** to build a strong professional development system that supports a high quality early learning system, is aligned and integrated into TQRIS, and supports quality instruction at all levels.

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<b>Key Performance Measures (by the end of the grant):</b>			
<ul style="list-style-type: none"> <li>• TQRIS participants in MERIT: 87.2%</li> <li>• Participants in MERIT: 100% of total</li> <li>• 20% of total workforce have completed CDA or achieved step 5 on Career Lattice</li> <li>• 15% of total workforce move from step 5 to steps 6-7 toward completion of state credential</li> <li>• 30% of total workforce have completed AA degree or achieved step 9 on Career Lattice</li> <li>• 15% of total workforce have BA degree</li> </ul>			
<b>Selection Criterion Addressed: Section D(1)</b>			
<b>Cross-reference to other projects: Aligned with TQRIS</b>			
<b>5</b>	<b>Project 5</b>	1/1/2010	1/1/2016
5.1	Integration of new Guidelines into Professional Development framework	1/1/2012	12/31/2015
5.1.1	Guidelines training integrated into PD competency framework	1/1/2012	6/1/2012
5.1.2	Review trainings to ensure strongest alignment with Guidelines	9/1/2012	12/31/2013
5.1.3	Review trainings to ensure strongest alignment with Guidelines	1/1/2014	12/31/2014
5.1.4	Review trainings to ensure strongest alignment with Guidelines	1/1/2015	12/31/2015
5.2	Joint PD opportunities between K-12 and Early learning programs connecting the Guidelines with K-3 learning standards	1/1/2012	12/31/2015
5.2.1	Work with WaKIDS advisory team to leverage opportunities to align messages	1/1/2012	12/31/2015
5.2.2	Support school districts and schools to incorporate the Guidelines	9/1/2012	6/30/2013
5.2.3	Support school districts and schools to incorporate the Guidelines	9/1/2013	6/30/2014
5.2.4	Support school districts and schools to incorporate the Guidelines	9/1/2014	6/30/2015
5.3	All state trainings aligned to the Core Competencies	1/1/2012	12/31/2015
5.3.1	Training provided to all state approved trainers on Core Competencies All state approved trainings align with Core Competencies	1/1/2012	12/31/2012
5.3.2	Online training in Core Competencies expanded to TQRIS participants and administrators. All TQRIS participants operational training on Core Competencies to achieve level II.	1/1/2012	7/1/2012
5.3.3	Evaluation of trainer and training quality including alignment with the Core Competencies Update Core Competencies using evaluation data	1/1/2014	12/31/2014
5.3.4	Ongoing monitoring of training quality and alignment with the Core Competencies	12/1/2013	12/31/2015
5.4	All institutions of higher education use Core Competencies to design program requirements	1/1/2012	12/31/2015
5.4.1	Higher education institutions adopt Core Competencies	1/1/2012	1/1/2013
5.4.2	All higher education institutions require Core Competencies embedded in coursework that fulfills degree requirements	1/1/2013	12/31/2013
5.4.3	All BA programs that offer ECE related degrees adopt and embed Core Competencies in degree coursework	1/1/2012	12/31/2014
5.4.4	All graduate ECE related degrees adopt and embed Core Competencies in degree coursework	1/1/2015	12/31/2015
5.5	All professionals use Core Competencies to design program curriculum	1/1/2012	12/31/2015
5.5.1	Trainings available for all professionals on how to use Core Competencies for designing program curriculum	1/1/2014	12/31/2014
5.5.2	On-going training available in Core Competencies for professionals	1/1/2012	7/1/2012
5.5.3	All professionals have access to online training in Core Competencies	1/1/2013	12/31/2014
5.5.4	On-going online and community based training for professionals in Core Competencies	1/1/2014	12/31/2015
5.6	Statewide education and training verification through career lattice step attainment	1/1/2012	12/31/2015
5.6.1	Education verification process for trainers and professionals established and moved to State Board for Community and Technical Colleges.	1/1/2012	2/15/2012

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5.6.2	Career lattice embedded in MERIT. Professionals and trainers can have education and training verified for career lattice Step assignment.	1/1/2012	2/15/2012
5.6.3	Participation awards available for MERIT registration and verification of career lattice step	1/1/2013	12/31/2015
5.6.4	Education awards available for education and training accomplishments recognized on the career lattice	1/1/2014	12/31/2015
5.6.5	Addition of new school-age, infant/toddler and director statewide certificates and credentials to career lattice	1/1/2015	12/31/2015
5.7	Career Lattice Guidance	1/1/2012	12/31/2015
5.7.1	Career lattice tutorial available on DEL website	1/1/2012	7/1/2012
5.7.2	Technical assistance on career lattice from DEL, partners and higher education	1/1/2013	12/31/2013
5.7.3	Continued technical assistance on career lattice from DEL, partners and higher education	1/1/2014	12/31/2014
5.7.4	Continued technical assistance on career lattice from DEL, partners and higher education	1/1/2015	12/31/2015
5.8	Creation of statewide credentials and certificates	1/1/2012	12/31/2015
5.8.1	Strategic plan written to offer statewide certificates and credential at all colleges with an ECE program	1/1/2012	6/30/2012
5.8.2	All colleges with an ECE program offer three early learning related certificates and credentials	9/1/2012	12/31/2013
5.8.3	Career guidance available at higher education institutions for individual professional development planning	9/1/2012	12/31/2014
5.8.4	Specialized school-age, infant/toddler, and director statewide certificates and credentials available	1/1/2015	12/31/2015
5.9	Articulation agreements	1/1/2012	12/31/2015
5.9.1	Articulation agreements in place for CDA and STARS 20 Hour Basic Training	1/1/2012	1/1/2012
5.9.2	Common certificate and credential ECE course numbering adopted throughout community and technical college system	9/1/2012	1/1/2014
5.9.3	Articulation agreement planning between SBCTC system and BA and MA level programs throughout the state	1/1/2014	12/31/2015
5.9.4	Articulation agreements in place between all ECE AA degree programs and 4-year universities that offer ECE related BA degrees	1/1/2015	12/31/2015
5.10	Translate MERIT applications and information available in additional languages	1/1/2012	12/31/2015
5.10.1	Spanish MERIT applications and information available	1/1/2012	7/1/2012
5.10.2	Russian MERIT applications and materials available. Somali MERIT applications and materials available .	1/1/2013	7/1/2013
5.10.3	Use workforce data information to plan for additional language translation in MERIT	1/1/2014	7/1/2014
5.10.4	Provide MERIT technical assistance in multiple languages	1/1/2015	12/31/2015
5.11	Workforce Data Collection	1/1/2012	12/31/2015
5.11.1	Workforce surveys available in MERIT for all professionals	1/1/2012	1/1/2012
5.11.2	Analysis of workforce data to determine gaps, identify trends and compare information between TQRIS and non-TQRIS facilities	1/1/2013	12/31/2013
5.11.3	Analysis of workforce data to determine gaps, identify trends and compare information between TQRIS and non-TQRIS facilities	1/1/2014	12/31/2014
5.11.4	Wage and benefit data analyzed for statewide salary scale development	1/1/2015	12/31/2015
5.12	MERIT development	1/1/2012	12/31/2015
5.12.1	Workforce data collection available. TQRIS applications processed in MERIT. Insertion of career lattice into MERIT. Licensor view screen available. Facility registration allowing facilities to create rosters with attached staff available.	1/1/2012	7/1/2012
5.12.2	New trainer approval process applications available.	1/1/2012	8/31/2012
5.12.3	Online access to training evaluation forms	6/1/2013	12/31/2013
5.12.4	Ongoing development to support professional development system	1/1/2014	12/31/2015
5.12.5	Career guidance tool available	1/1/2015	12/31/2015