

Early Learning's Essential

Develop a professional and paraprofessional culturally proficient workforce

GOAL	ACTIVITIES	LEAD	TIMELINE	OUTCOMES
1. Increase investments to expand quality early care and education services for all children (ages 0-5) and families	a. Advocate b. Contact NW Children's Institute – get info to support and shape on-going advocacy efforts	a. State & local b. Tami & Jon		
2. Promote and support high quality in all early care and education settings	a. Support early learning trainings on how to promote early literacy ii. Early Learning Symposium iii. Provide Reading for All: Born Learning “lending libraries” for home-based childcare providers a. Phase 1: Mt. Angel, Silverton, North Marion, French Prairie and Cascade iv. Target TANF and teen parent centers to distribute books and how-to tips and education materials v. Work with 24J and Head Starts, Even Start Family Literacy programs/ to create volunteer options and “lending library”	CFC CCC & WESD (Send to DPU & DHS) Phase I R4A communities DHS – CAF & United Way 24J – Stephanie Whetzel	Oct 18, 2008 October 2008	Create a literacy program for TOT Moms (protected group) <ul style="list-style-type: none"> • Project Bond (misdemeanor cuts by point status) • Parenting connections • Star Court Teens • Get the word out about talking and singing to your baby – especially mono lingual families *BJ will alert Libraries in Yamhill and Polk

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	concept to foster early literacy			
	b. Provide FFN training program utilizing incentives <ul style="list-style-type: none"> i. Provide a single visit for newly DHS listed, non-licensed child care providers ii. Incorporate early literacy skills & best practices iii. Create Reading Wrangler 	Chemeketa DHS CCIS Nutrition First WOU – TRI SEIU Healthy Start MC Health	1 per year (Level's I & II)	(Friends/Family/Neighbors) Category 5: Target court associated groups -TOT -Parenting Connect -BOND (different subgroup)
	c. Provide training and incentive programs (i.e., Cares) with follow-up that includes course work and credentialing.	CCIS		
	d. Provide consultation services to childcare providers with a focus on: <ul style="list-style-type: none"> i. Professionalism ii. Relationship development amongst parents & child care professionals iii. Develop reflective resources through 	CCIS	On-going	

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	<ul style="list-style-type: none"> consultation iv. Support services and referrals v. Health care vi. Mental health vii. Literacy 			
	<ul style="list-style-type: none"> e. Increase providers' knowledge of quality infant and toddler care practices through college course work 			
3. Ensure that early care and education are affordable and accessible for all families	<ul style="list-style-type: none"> a. Advocate b. Employment-related day care c. EITC 			
4. Support professional development and adequately compensate the early childhood workforce	<ul style="list-style-type: none"> a. Advocate 			
5. Promote and support the integration of education, health, mental health, nutrition, parent education and family support services similar to the Head Start model	<ul style="list-style-type: none"> a. Continue annual survey among pre-k and kindergarten teachers with social/emotional and ready to learn focus. b. Create "Reading Wrangler" volunteer program in various sites (DHS offices, local childcare, early learning settings, etc.) 	<ul style="list-style-type: none"> a. Stephanie Whetzel (24J) b. OCF, Rotary and others 	Fall 2008	Increased number and percentage of children entering kindergarten with age appropriate social-emotional skills

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6. Recognize and utilize the expertise of parents as the first and most important nurturers and teachers of their children.	Partner with Volunteer Mentor Center			