

**EARLY LEARNING COUNCIL  
DRAFT WORKPLAN  
Amended 10/27/08**

Key Tasks	Phase 1 Use state fiscal year basis: July 1, 2008 to June 30, 2009	Phase 2 7/09-6/13	Phase 3 7/14-6/17	Phase 4 7/17-6/18
	Years 0-1 Deliverables Design	Years 2-4 Testing & Pilot Launches	Year 5-8 Ramp Up/Expansion	Years 9-10 Evaluation/ Refinement
<b>Inventory unanswered questions or incomplete analysis</b>	Inventory completed			
<b>Design &amp; establish key governance and administrative processes</b> <ul style="list-style-type: none"> <li>• Early Learning Trust (allows private contributions for “early learning purposes”)</li> <li>• Special Fund sourcing (cf. ELC statute to confirm)</li> <li>• Council Administration (DOE)</li> <li>• Grant Administration (DHS) – including institutional criteria</li> <li>• Legislative reporting</li> </ul>	Process approval <ul style="list-style-type: none"> <li>• Get advice about ELC options and abilities</li> <li>• Consider new recommendations to the Legislature (<b><i>e.g., designees, staffing, professional dev., prior work and initiatives</i></b>)</li> </ul>	Processes in place	Processes implemented	
<b>Design Quality Assurance Monitoring and Evaluation Systems</b> <ul style="list-style-type: none"> <li>• For the classroom/home</li> <li>• For the system</li> </ul>	ID classroom/home quality requirements & design system measures & processes	Communicate, train and implement requirements and processes	Continually evaluate & improve classroom/home measures	System evaluation and report

	Years 0-1 Deliverables Design	Years 2-4 Testing & Pilot Launches	Year 5-8 Ramp Up/Expansion	Years 6-10 Evaluation/Refinement
<b>Advocacy/Communications on Early Learning</b>	Complete a plan & implement; Identify key messages and audiences	Advocacy w/ demonstration pilot(s)	Communicate progress	Communicate evaluation
<b>Direct Services to Keiki and Families</b> 1. ID, analyze and prioritize at risk group: ( <i>children who because of home and community environment, are subject to language, cultural, economic, and other disadvantages that cause them to be at risk for school failure.</i> )  2. Define and size gap group 3. Define and Plan for Special Needs 4. Plan for family engagement	<ul style="list-style-type: none"> <li>Define gap groups and special needs</li> <li>Plan at risk to gap group roll-out over 1-3 years</li> <li>Plan to serve special needs</li> </ul>	Implement early adopter demonstration pilot(s) (groups already working using innovative, etc., programs)  Implement 1 <sup>st</sup> priorities – at risk <b>children</b> .  Integrate special needs based on plan	Expand to gap group, according to plan	
<b>Qualified Professionals (e.g. teachers, aides, administrators, caregivers)</b> 1. outreach 2. training (including maximizing instruction within UH system) 3. incentives and compensation	Use existing capacity for outreach, training, etc. ID & plan for: <ul style="list-style-type: none"> <li>outreach</li> <li>training needs &amp; system improvements</li> </ul> incentives & compensation	Use existing capacity for outreach, training  Implement incentives & comp plan	Expand outreach & training	

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<b>Capital Infrastructure</b> ID homes and facilities for renovation/improvement (e.g. DOE, private and public community centers or learning centers, homes, etc.)	ID & prioritize improvements based on ease & costs	Implement <u>minor facility improvements</u>	Implement <u>major facility improvements</u>	
<b>0-3 Expansion</b>		Analysis, planning & initial launch	Expansion	
<b>Funding (private and public)</b> 1. Existing 2. New	Refresh analysis of existing funding <ul style="list-style-type: none"> <li>• Current use is early learning</li> <li>• Maximize existing funding sources for early learning</li> <li>• Maximize Federal funding - use federal funds fully (e.g. CCDF) and seek other federal sources: Maximize current resources</li> </ul> ID new funding opportunities <ul style="list-style-type: none"> <li>• Public</li> <li>• Private (Early Learning Trust)</li> </ul>	Implement re-deployment of existing funding, - , <b><i>ELC to “recommend the appropriate proportion of state funds that should be distributed to programs and services across the early learning system, to ensure the most effective and efficient allocation of</i></b>		

		<p><i>fiscal resource within the early learning system.”</i></p> <p>Plan &amp; implement existing and new funding plans</p>		
<p><b>Resources (Committees, Staff, Consultants, \$, etc.)</b></p>	<p><u>Propose Committees</u></p> <ul style="list-style-type: none"> <li>• Grants Processing/State Procurement Law</li> <li>• Trust Fund</li> <li>• Interagency (e.g. funding, systems, capacity)</li> <li>• Quality (classroom/home requirements and system evaluation)</li> <li>• Professional Capacity (e.g. outreach, training, rewards planning)</li> </ul> <p>NI travel for Council and Committees</p> <p>Hire ED</p> <p>Analytical/facilitation support</p> <p>1<sup>st</sup> year report and plan</p>	<p>Training on classroom/home requirements</p> <p>Pilot demonstrations and 1<sup>st</sup> priority implementation</p> <p>Professional incentives &amp; implementation</p>	<p>Expansion to gap groups</p>	<p>Evaluation and Report</p>

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