

Birth to Eight Roadmap

DETAILED ACTION PLANS, DEFINITIONS, CORE VALUES AND COMPONENTS FOR RECOMMENDATIONS 1, 3, and 9

Recommendation 1: Early Opportunity System

- **Definitions, Core Values, Core Components**
- **Action Plan: Streamlining Organizational Processes & Structures**
- **Action Plan: Supporting Professionals**

Recommendation 3: Alternative Prekindergarten Delivery

- **Definitions, Core Values, Core Components**
- **Action Plan: Expansion of HIPPY**
- **Action Plan: Expansion of Play & Learn Groups**
- **Action Plan: Expansion of Little University**
- **Action Plan: FFN/School Readiness Training**

Recommendation 9: Resource Hubs

- **Definitions, Core Values, Core Components**
- **Action Plan: Explore**
- **Action Plan: Extend**



Recommendation #1:

Launch an “Early Opportunity System” to enable early screening and support

EARLY OPPORTUNITY SYSTEM DEFINITION:

An early opportunity system should identify opportunities, and recognize risks, to support children, age birth to eight, with developmental milestones and provide these children and families with resources as needed.

CORE VALUES:

- Two-generation focused (pregnancy-related depression and whole child developmental domains, including social-emotional)
- Views children in the context of families, neighborhoods, professionals, and the people in their lives
- To promote equity, includes non-traditional or community-based options, referrals, services and resources

CORE COMPONENTS:

- Raises awareness and provides education on developmental milestones and anticipatory guidance
- Screens and connection to promotion and intervention services
- Tiers interventions based on level of suggested support (e.g.: from more informal to intervention services)
- Provides a continuum of high-quality supports (e.g.: Play and Learns, Speech Therapy)
- Focuses on opportunities for support in all areas of development, especially language and literacy

INITIAL AREAS OF FOCUS:

- Communications/awareness on developmental milestones and PRD (both parent awareness about developmental milestones, PRD and screenings and communications to providers about the importance of having and using a robust resource network)
- Referrals for supports and services that are responsive and appropriate for the child/family

EARLY OPPORTUNITY SYSTEM – STREAMLINING ORGANIZATIONAL PROCESSES & STRUCTURES

Proposed Activity: The Early Opportunity System Work Group proposes stronger coordination and collaboration between Denver Health, Rocky Mountain Human Services, Denver Public Schools (Child Find and School Nursing), and Assuring Better Child Health & Development for the purpose of identifying efficiencies and barriers to streamline and improve the overall processes related to screening, referrals, and services to ultimately ensure that children are connected to services to help them meet their developmental potential.

Theory of Change Strategy: Connects existing community assets with information and collaboration.

Lead Partners: Denver Health, Rocky Mountain Human Services, Denver Public Schools, Assuring Better Child Health & Development (ABCD)

Action Steps	Human Resources	Financial Resources	Timeline	Indicators &/or Evidence
1. Develop agenda and convene initial meeting with identified leaders from Denver Health, RMHS, DPS, and ABCD to share progress-to-date/efforts underway on existing work to streamline processes.	<i>Available:</i> DPS Sr. Program Manager, Early Education Staff from Denver Health, RMHS, DPS, and ABCD.	<i>Available:</i> None needed for this step.	Fall 2017.	<ul style="list-style-type: none"> Improved systems to ensure children are connected to services to help them meet their developmental potential. Improved referral and service rate for children identified in the screening process.
	<i>Needed:</i> None.	<i>Needed:</i> None.		
2. Determine ongoing scope and meeting needs, and who needs to be at the table to ensure streamlined processes are effective.	<i>Available:</i> DPS Sr. Program Manager, Early Education Staff from Denver Health, RMHS, DPS, and ABCD.	<i>Available:</i> None needed for determining scope.	Within 1 month of initial meeting.	
	<i>Needed:</i> May require initial facilitation.	<i>Needed:</i>		
3. Examine existing processes/protocols, including those used by Denver Health, RMHS, DPS, and ABCD, as well as any major external efforts that might be helping or hindering the ability of the major parties to effectively screen, refer, or serve identified children.	<i>Available:</i> DPS Sr. Program Manager, Early Education Staff from Denver Health, RMHS, DPS, and ABCD.	<i>Available:</i> TBD – May require funding for project mgmt.	By January 2018.	
	<i>Needed:</i> May require ongoing facilitation/project mgmt.	<i>Needed:</i> TBD – May require funding for project mgmt.		
4. Make decisions around new, improved, or streamlined incremental processes, and develop protocols for implementing processes. Make recommendations for longer-term improvements/structural changes.	<i>Available:</i> Staff from Denver Health, RMHS, DPS, and ABCD.	<i>Available:</i> No financial resources identified as a need at this stage in the process.	1 st Quarter 2018.	
	<i>Needed:</i> May require facilitation.	<i>Needed:</i> TBD – May require facilitation. May require budget to change existing processes.		
	<i>Available:</i> Staff from Denver Health, RMHS, DPS, and ABCD.	<i>Available:</i> None needed.	2 nd Quarter 2018.	

5. Pilot processes developed or streamlined to ensure they are effective and appropriate.	<i>Needed:</i> TBD. May require testing of processes and systems by various individuals within the identified agencies that have not been actively engaged in developing the improved processes. May require project management to document input and results.	<i>Needed:</i> TBD – May require project management.		
6. Develop materials for professionals on how to refer into the system. <i>(Also incorporated into the Supporting Professionals training plan.)</i>	<i>Available:</i> Staff from Denver Health, RMHS, DPS, and ABCD to customize existing materials.	<i>Available:</i> Possible funding source that needs to be explored.	2 nd Quarter 2018.	
	<i>Needed:</i> May require ongoing facilitation/project mgmt.	<i>Needed:</i> Funding for design, printing and dissemination.		
7. Develop materials for parents on what to expect throughout the screening and referral process. <i>(Also incorporated into the Supporting Professionals training plan.)</i>	<i>Available:</i> Staff from Denver Health, RMHS, DPS, and ABCD to customize existing materials.	<i>Available:</i> Possible funding source that needs to be explored.	2 nd Quarter 2018.	
	<i>Needed:</i> May require ongoing facilitation/project mgmt.	<i>Needed:</i> Funding for design, printing and dissemination.		
8. Collect feedback from parents about information needed to better navigate referral processes.	<i>Available:</i> Staff from Denver Health, RMHS, DPS, and ABCD	<i>Available:</i>	2 nd Quarter 2018.	
	<i>Needed:</i> May require ongoing facilitation/project mgmt.	<i>Needed:</i> Funding for project management.		
9. Communicate system changes and processes to ensure all are informed, trained, and utilizing the new, improved, or streamlined processes.	<i>Available:</i> Denver Health, RMHS, DPS, and ABCD to communicate and train within their respective agencies.	<i>Available:</i> None needed.	Summer 2018.	
	<i>Needed:</i> Representatives from Denver Health, RMHS, DPS, and ABCD to coordinate within and across the various agencies.	<i>Needed:</i> None needed.		
10. Upon successful implementation of streamlined processes, extend protocols to additional entities that screen, refer, or provide services to identified children. This might take the form of a flowchart/ toolkit.	<i>Available:</i> Denver Health, RMHS, DPS, and ABCD to share their successes with other interested entities.	<i>Available:</i> TBD.	Summer 2018.	
	<i>Needed:</i> May require ongoing facilitation/project mgmt.	<i>Needed:</i> TBD.		
11. Finalize policy recommendations required to effectively carry this work forward.	<i>Available:</i> Leaders from Denver Health, RMHS, DPS, and ABCD to communicate policy needs/implications of work.	<i>Available:</i> None needed.	Summer 2018.	
	<i>Needed:</i> May require ongoing facilitation/project mgmt.	<i>Needed:</i> None needed.		

EARLY OPPORTUNITY SYSTEM – SUPPORTING PROFESSIONALS

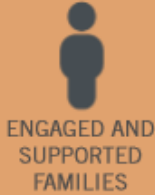
Proposed Activity: The Early Opportunity System Work Group proposes the creation of targeted developmental training, coaching, messaging, and outreach to support professionals that work with families with young children to have the tools to support families to make informed decisions about what supports will help their children reach their maximum developmental potential.

Theory of Change Strategy: Empower families to build on their assets.

Lead Partners: Assuring Better Child Health & Development (ABCD) **Other Partners:** Denver Public Schools, Head Start, School-Based Health Centers, Puentes Culturales, Denver Health

Action Steps	Human Resources	Financial Resources	Timeline	Indicators &/or Evidence
1. Identify WHO to prioritize for training and whether to reach those prioritized populations via systems reach or geographic reach.	<i>Available:</i> DPS Sr. Program Manager, Early Education EOS Work Group Co-Chairs Early Milestones Colorado Roadmap Team	<i>Available:</i> None needed for this step.	Underway.	Professionals: <ul style="list-style-type: none"> Professionals have the tools to support families to make informed decisions about what supports will help their children reach their maximum developmental potential Increased ability to communicate effectively with parents to help them make informed decisions Increased ability to make appropriate referrals and support families through the screening/referral process to ensure provision of services Increased capacity to address concerns and provide tips while families are seeing providers Parents: <ul style="list-style-type: none"> Increased parent knowledge and recognition of their child’s emerging development
	<i>Needed:</i> None.	<i>Needed:</i> None.		
2. Identify WHAT are the most relevant training needs for ensuring professionals working with parents are able to help them make informed decisions related to supportive services. Determine outcome metrics for measurement.	<i>Available:</i> DPS Sr. Program Manager, Early Education EOS Work Group Co-Chairs Early Milestones Colorado Roadmap Team ABCD Team	<i>Available:</i> None needed for this step.	Underway.	
	<i>Needed:</i> None.	<i>Needed:</i> None.		
3. For those prioritized, solicit target audience input into appropriate training protocols/types, content, and materials.	<i>Available:</i> DPS Sr. Program Manager, Early Education EOS Work Group Co-Chairs	<i>Available:</i> None needed for this step.	2 months.	
	<i>Needed:</i> Evaluator to collect this data.	<i>Needed:</i> Funding for data collection. Funding for ABCD project coordination.		
4. Develop appropriate (or tailor existing) training protocols and materials that can be used with target audiences.	<i>Available:</i> Self-identified EOS Work Group members.	<i>Available:</i> None needed for this step.	3 months.	
	<i>Needed:</i> Ongoing ABCD project management. Staffed position with expertise in screening and referral to adapt/customize materials/training.	<i>Needed:</i> Funding for ABCD staffing, materials development, training development, and printing.		
5. For topics prioritized, gather and scan existing training materials and resources to determine what can be used as is, adapted, or any gaps in information that will need to be developed in order to provide the level of training outlined.	<i>Available:</i> Self-identified Early Opportunity System Work Group members.	<i>Available:</i>	3 months.	
	<i>Needed:</i> ABCD ongoing project management. Staffed position with expertise in screening and referral to adapt/customize materials/training.	<i>Needed:</i> Funding for ABCD staffing, materials development, training development, and printing.		

6. Based on audiences prioritized for training and highest risk populations served, identify specific invitees and location(s) for training(s).	<i>Available:</i> Bright Spot resource hubs.	<i>Available:</i>	2 months.	<ul style="list-style-type: none"> Increased capacity to support their child’s emerging development Children: <ul style="list-style-type: none"> Increased identification and referral to services for those identified with possible developmental delays and health issues Early detection of developmental delays and health issues
	<i>Needed:</i> ABCD ongoing project management.	<i>Needed:</i> Funding for ABCD staffing.		
7. Review materials and training protocols to ensure cultural competency in working with targeted populations (identified in Step 5), and customize materials and training as appropriate.	<i>Available:</i>	<i>Available:</i>	2 months.	
	<i>Needed:</i> ABCD ongoing project management. Ad hoc work group on cultural competency.	<i>Needed:</i> Funding for ABCD staffing, materials development/customization, and translation.		
8. Conduct training(s) to include the information gathered from Step 2.	<i>Available:</i>	<i>Available:</i>	1 month.	
	<i>Needed:</i> ABCD Trainers. ABCD ongoing project management.	<i>Needed:</i> Funding for ABCD staffing, materials development/customization, and translation.		
9. Evaluate the effectiveness of the training of professionals based on outcome metrics identified in Step 2.	<i>Available:</i>	<i>Available:</i> TBD.	3 months.	
	<i>Needed:</i> TBD.	<i>Needed:</i> TBD.		
10. Incorporate/share materials during training (<i>developed under Streamlining Organizational Processes plan</i>) with professionals on how to refer into the system.	<i>Available:</i> DPS Sr. Program Manager, Early Education ABCD.	<i>Available:</i> TBD.	3 months.	
	<i>Needed:</i> ABCD ongoing project management.	<i>Needed:</i> Funding for printing and dissemination. Funds to customize Milestone Moments and other materials to be relevant to Denver.		
11. Incorporate/share materials during training (<i>developed under Streamlining Organizational Processes plan</i>) for professionals to share with parents on information about resources available to support child development.	<i>Available:</i> DPS Sr. Program Manager, Early Education ABCD.	<i>Available:</i> TBD.	3 months.	
	<i>Needed:</i> ABCD project management.	<i>Needed:</i> Funding for printing and dissemination.		
12. Develop a 1 page resource guide for healthcare professionals to “refer” families to enrichment/education services.	<i>Available:</i> DPS Sr. Program Manager, Early Education ABCD.	<i>Available:</i> TBD.	3 months.	
	<i>Needed:</i> Funding for ABCD Physician Outreach team to expand QI efforts in Denver County.	<i>Needed:</i> Funding for graphic design, printing and dissemination.		



Recommendation #3:

Increase access to high-quality early education through alternative prekindergarten delivery methods

ALTERNATIVE PREKINDERGARTEN DELIVERY DEFINITION:

Alternative Prekindergarten Delivery means the provision of early learning opportunities for children, age birth-5, outside of a classroom setting.

CORE VALUES:

- Whole-child and family centered
- Engages parents
- Culturally relevant and responsive/inclusive
- Accessible and accommodating of family needs
- Outcomes focused

CORE COMPONENTS:

- Evidence-based/evidence-informed
- Aligned to Colorado's Early Learning & Development Guidelines
- Program utilizes comprehensive development approaches (e.g.: multiple domains of development, executive function, etc.)
- Program has documented outcomes for literacy and language development
- Program has quality standards for implementation (e.g.: set structure, curriculum, training, dosage or duration)
- Program uses data to drive continuous quality improvement and connects to school data where possible (such as through a DPS ID)

ALTERNATIVE PREKINDERGARTEN DELIVERY – EXPANSION OF HIPPY

Proposed Activity: The Alternatives Prekindergarten Delivery Methods Work Group proposes an expansion of HIPPY (Home Instruction for Parents of Preschool Youngsters). HIPPY is an evidence-based, peer-delivered home visiting model that empowers parents to actively prepare their children for success in school. Using a developmentally appropriate curriculum, trained home visitors provide weekly visits to work one-on-one with parents of preschool-aged children. The program also includes monthly group meetings with families.

Theory of Change Strategies: Empowers families to build on their assets; Enhances the quality of early learning opportunities.

Lead Partners: Parent Possible **Other Partners:** Focus Points Family Resource Center (Bright Spot resource hub) and Roots Family Center (underway).

Action Steps	Human Resources	Financial Resources	Timeline	Indicators &/or Evidence
1. Identify locations for expansion (either through existing Bright Spot resource hubs or through data-driven neighborhood needs).	<i>Available:</i> Bright Spot resource hubs as first consideration.	<i>Available:</i> None needed for this step.	1 month.	<ul style="list-style-type: none"> • Over 45 years of research published in peer-reviewed journals showing evidence of effectiveness, including: <ul style="list-style-type: none"> ○ HIPPY parents are more engaged and spend more time reading and teaching their children letters, words and numbers. ○ HIPPY children have statistically significant higher achievement scores in reading, math, social studies in later elementary school grades (3rd, 5th, and 6th grade outcomes measured). ○ HIPPY children adapt better to the classroom and are less likely to be retained a grade. ○ Teachers report higher levels of parent participation in children’s learning in the later elementary school years.
	<i>Needed:</i> If expansion potential extends beyond Bright Spot resource hubs, AltsPreK Work Group to examine neighborhood data to determine possible partners.	<i>Needed:</i> Ongoing funding for facilitation of Work Group.		
2. HIPPY (Parent Possible) to work with identified site(s) to complete either an Expansion Readiness Assessment (for existing sites), or the HIPPY Community Needs Assessment (for new sites) that examines capacity issues such as leadership, supervision, and space. Upon completion and approval, site(s) to enter into formal Agreement with HIPPY USA.	<i>Available:</i> Bright Spot resource hub personnel. Parent Possible personnel.	<i>Available:</i> None needed for this step.	1 month from point of identification of existing site(s) wanting to expand; 2-3 months from point of identification of new site(s).	
	<i>Needed:</i> If expansion potential extends beyond Bright Spot resource hubs, personnel at identified possible partner sites will be needed as will additional hours of Parent Possible personnel.	<i>Needed:</i> None needed for this step.		
3. Site(s), in partnership with Parent Possible, to secure funding to expand/start.	<i>Available:</i> Site personnel. Parent Possible has AmeriCorps funding secured to support an additional site (cash match required).	<i>Available:</i> TBD. There may be fast-track opportunities – sites with money in budgets that need only training/guidance to start.	3-6 months (dependent upon grantmaking schedules).	
	<i>Needed:</i> Grantwriter time.	<i>Needed:</i> Cost to implement is approximately \$3,000/child. This includes all budget lines (personnel, training, materials, data-tracking). Most HIPPY sites serve at least 45 children, with Colorado’s sites averaging about 100 children per site. Possible funding partners include: Buell, United Way, GCI/Piton, Rose, Denver,		

		possible government funding sources (MIECHV, AmeriCorps, TGYS, Title 1, and Head Start have funded HIPPY).		<ul style="list-style-type: none"> ○ HIPPY parents are more knowledgeable of school readiness strategies than non-HIPPY parents and are able to articulate specific activities they employ with their children. ● Colorado HIPPY programs measure progress annually using the Bracken School Readiness Assessment, PICCOLO, and the HIPPY Parent Survey.
4. If new site(s), site(s) to hire HIPPY Coordinator and send him/her to national HIPPY PreService Training. (This step not needed for existing site(s) that may wish to expand, unless a new Coordinator is hired.)	<i>Available:</i> HIPPY USA offers PreService training for new HIPPY Coordinators. Parent Possible provides supplemental training in model, data-collection and evaluation, and any governmental grants provided through Parent Possible.	<i>Available:</i>	6 weeks to 3 months (dependent upon hiring practices at sites and PreService training schedule).	
	<i>Needed:</i> Site to hire HIPPY Coordinator.	<i>Needed:</i> Will need to secure funding first. (As stated, cost to implement is ~\$3,000/child.)		
5. Site(s) to hire home visitors (this step required for both new sites and for expansion sites as they will need additional home visitors).	<i>Available:</i> Home visitors typically selected from the parent population served.	<i>Available:</i>	6 weeks. Most HIPPY sites follow a school-year calendar (September through May).	
	<i>Needed:</i> HIPPY Coordinator (or site) to hire home visitors. If new site (thus no existing parent population already served), site hires from similar demographics to be served within the community.	<i>Needed:</i> Will need to secure funding first. (As stated, cost to implement is ~\$3,000/child.)		
6. Site(s) to recruit families. Recruitment includes waiting lists of already identified families, progression of families from 0-3 programs into HIPPY for 3-5, door-to-door outreach and word-of-mouth/parent-to-parent, flyers, and referrals.	<i>Available:</i> HIPPY site agency staff.	<i>Available:</i>	30 days (can begin prior to hiring of HIPPY staff). (Some sites may have existing wait lists to expedite recruitment.)	
	<i>Needed:</i> HIPPY Coordinator and HIPPY Home Visitors.	<i>Needed:</i> Will need to secure funding first. (As stated, cost to implement is ~\$3,000/child.)		
7. Site(s) to purchase HIPPY Curriculum.	<i>Available:</i> Parent Possible and HIPPY USA to provide guidance on curriculum purchase quantities, scheduling, and compilation.	<i>Available:</i>	3-4 weeks.	
	<i>Needed:</i> HIPPY Coordinator.	<i>Needed:</i> Will need to secure funding first. (As stated, cost to implement is ~\$3,000/child.)		
8. Parent Possible to provide ongoing training, fidelity monitoring, and evaluation. HIPPY Coordinators provide ongoing training of home visitors.	<i>Available:</i> Parent Possible personnel.	<i>Available:</i>	Ongoing.	
	<i>Needed:</i> HIPPY Coordinator and HIPPY Home Visitors.	<i>Needed:</i> Will need to secure funding first. (As stated, cost to implement is ~\$3,000/child.)		

ALTERNATIVE PREKINDERGARTEN DELIVERY – EXPANSION OF PLAY & LEARN GROUPS

Proposed Activity: The Alternatives Prekindergarten Delivery Methods Work Group proposes an expansion of Play & Learn groups. Play & Learn groups are designed to help parents and other caregivers of children prepare their children for success through participation in activities that support children’s development. Typically, facilitated programming includes adult-child play sessions, parent/caregiver meetings, and other family support services.

Theory of Change Strategies: Empowers families to build on their assets; Enhances the quality of early learning opportunities.

Lead Partners: Clayton Early Learning, Mile High Early Learning **Other Partners:** Bright Spots resource hubs.

Action Steps	Human Resources	Financial Resources	Timeline	Indicators &/or Evidence
1. Identify locations for expansion (either through existing Bright Spot resource hubs or through data-driven neighborhood needs).	<i>Available:</i> Bright Spot resource hubs as first consideration.	<i>Available:</i> None needed for this step.	1 month.	<ul style="list-style-type: none"> • Improvements in Communication, Gross Motor, Fine Motor, Problem Solving, and Personal-Social as measured by ASQ-3 • Improvements in Social-Emotional, Communication and Language, Cognitive Development, Physical Development as measured by The Ounce Scale • Improvements in actual observable support of children’s literacy-related learning and development as measured by modified Language and Literacy Promoting Environment (LLPE) • Increases in Home Reading Activities
	<i>Needed:</i> If expansion potential extends beyond Bright Spot resource hubs, AltsPreK Work Group to examine neighborhood data to determine possible partners.	<i>Needed:</i> Ongoing funding for facilitation of Work Group.		
2. Play & Learn personnel to work with identified site(s) to complete an Expansion Readiness Assessment that examines capacity issues such as leadership, supervision, and space.	<i>Available:</i> Bright Spot resource hub personnel. Play & Learn personnel.	<i>Available:</i> None needed for this step.	30 days from point of identification of site(s).	
	<i>Needed:</i> If expansion potential extends beyond Bright Spot resource hubs, personnel at identified possible partner sites will be needed as will additional hours of Play & Learn personnel.	<i>Needed:</i> Possible need for funding of additional hours of Play & Learn personnel.		
3. Site(s), in partnership with Play & Learn, to secure funding to expand.	<i>Available:</i> Bright Spot resource hub personnel.	<i>Available:</i> TBD - There may be fast-track opportunities – sites with money in budgets that need only training/guidance to start.	3-6 months (dependent upon grantmaking schedules).	
	<i>Needed:</i> Grantwriter time.	<i>Needed:</i> Cost to implement ranges from \$2,200/child to \$3,300/child depending on level of evaluation and level of ongoing coaching. This includes salary and materials. (Space costs and other capacity issues may be additional.) Threshold maximum is 20 children/group. Possible funding partners include: Buell, United Way, GCI/Piton, Rose, Denver, possible government funding sources (SIF and TGYS have funded Play & Learn groups in the past).		

4. Site(s) to hire facilitators and work with Play & Learn personnel to train facilitators.	<i>Available:</i> Bright Spot resource hub personnel.	<i>Available:</i>	6 weeks to 3 months (dependent upon hiring practices at sites).
	<i>Needed:</i> If expansion potential extends beyond Bright Spot resource hubs, personnel at identified possible partner sites will be needed.	<i>Needed:</i> Will need to secure funding first.	
5. Site(s) to recruit families.	<i>Available:</i> Bright Spot resource hub personnel.	<i>Available:</i>	30 days (to commence after training of facilitators). (Some sites may have existing wait lists to expedite recruitment.)
	<i>Needed:</i> Trained facilitators.	<i>Needed:</i> Will need to secure funding first.	
6. Play & Learn personnel to provide ongoing training and fidelity monitoring.	<i>Available:</i> Play & Learn personnel.	<i>Available:</i>	Ongoing.
	<i>Needed:</i> Additional hours of Play & Learn personnel.	<i>Needed:</i> Will need to secure funding first.	
7. Implement evaluation.	<i>Available:</i> Clayton's Play & Learn team has models for evaluation that could be replicated.	<i>Available:</i>	Ongoing.
	<i>Needed:</i> Facilitators and staff at sites.	<i>Needed:</i> Will need to secure funding first.	

ALTERNATIVE PREKINDERGARTEN DELIVERY – EXPANSION LITTLE UNIVERSITY

Proposed Activity: The Alternatives Prekindergarten Delivery Methods Work Group proposes an expansion of Denver Public Library’s Little University program. Little University provides an activity and environment where the entire family can engage in learning together, leveraging family strengths and grounding the child’s learning in the context of his or her family and community. This weekly play-based program provided at several Denver Public Library branch locations for families with children ages birth through kindergarten helps young children develop critical early literacy skills and engages the whole family.

Theory of Change Strategies: Empowers families to build on their assets; Enhances the quality of early learning opportunities.

Lead Partners: Denver Public Library **Other Partners:** Schlessman Family Branch (current); Ross-Broadway and Montbello Branches (planning underway)

Action Steps	Human Resources	Financial Resources	Timeline	Indicators &/or Evidence
1. Identify Denver Public Library branch locations to expand LU program. An ideal location: a) Serves families with young children. b) Has 2 staff members that are interested and available to manage the program. c) Can commit to a weekly program (30-60 minutes/week) for 10-20 families.	<i>Available:</i> Program currently active at Schlessman Family and Ross-Broadway Branch Libraries.	<i>Available:</i>	1-6 months. Need buy in of Senior Librarian and at least two staff members to commit to running the weekly program.	The current Little University Program has not been extensively evaluated (though output measures are currently tracked). Primary indicator of success would be that adults understand the importance of play in developing early literacy and executive function skills in their young children.
	<i>Needed:</i> There are 24 other branch library locations. Would like to target branches in neighborhoods where learning opportunities for families are limited.	<i>Needed:</i> None for this step.		
2. Branch Senior Librarians, Early Learning Senior Librarian, Youth Services Manager, and Community Resource Officers work together to determine funding levels and opportunities (grants, mini-grants, general fund money).	<i>Available:</i> DPL’s Community Resource Officers to help find funding.	<i>Available:</i> DPL Senior Librarians are able to allocate funding for programs through the annual budget process. It’s unlikely that any one branch would be able to allocate \$3000 for Little University-- this program budget is greater than many branches’ overall budgets.	DPL budget planning process in October of each year. Funds are released in January for the year. (Grant-seeking and service planning aligns with DPL budget planning processes.)	Similar programs that promote family engagement, playing, physical activity, and art result in gains in social and emotional skill development, fine and gross motor skill development, and the development of pre-writing skills.
	<i>Needed:</i>	<i>Needed:</i> \$3,000 per location per year (to provide a program each week).		
3. Early Learning Senior Librarian and Schlessman and Broadway LU staff train new DPL staff to manage the program.	<i>Available:</i> Schlessman and Broadway expertise; Early Learning Department staff to provide training on developmentally appropriate practices, key indicators, and assist in management	<i>Available:</i>	2 weeks. (Training includes one on overall philosophy/ mission / vision/ focus of Little University and one (online) on program nuts & bolts.)	
	<i>Needed:</i>	<i>Needed:</i> None needed for this step.		

4. Little University expansion locations will manage the program independently with support from Early Learning Department. This will include planning and developing programs as well as working with community partners (both for possible program opportunities and donations).	<i>Available:</i> Branch staff. Community Partners. Presenters. Spreadsheet template that Schlessman staff use.	<i>Available:</i>	Generally plan one full “semester” at a time. (Could do as little as six weeks prior to program though that may make marketing difficult.)
	<i>Needed:</i>	<i>Needed:</i> As stated, the program cost is \$3,000 per location (to provide a program each week).	
5. Little University expansion locations will promote the program to their customers with support from the Early Learning Department. This could include promoting the program to existing customers as well as community outreach to promote the program to families that may not already use the library. (Recruitment works well during summer or immediately following summer. Many branches offering Summer of Adventure Early Learning programs may be motivated to continue these programs as Little University during the year.)	<i>Available:</i> Little University logo (created by DPL marketing department.) Flyer template to display at branches. Program descriptions already created.	<i>Available:</i> Branch budgets to cover printing & paper costs (50 half sheet flyers per month).	Ongoing. If marketing monthly, two weeks prior to the beginning of the next month.
	<i>Needed:</i> Additional category for LU programming age range, on online events calendar. Translations.	<i>Needed:</i>	
6. Evaluate the Little University program at one or two branch locations.	<i>Available:</i> Early Learning Department staff will work with branch staff to evaluate the program.	<i>Available:</i> None.	TBD. (Would be interesting to compare outcomes of new location with outcomes of experienced location).
	<i>Needed:</i> May engage Vantage Evaluation (external evaluation firm with past history of evaluating library programs) to assist in both evaluating the current program and developing a methodology to evaluate the program on an ongoing basis.	<i>Needed:</i> Estimated \$1,500 - \$2,000 depending on evaluation options.	

ALTERNATIVE PREKINDERGARTEN DELIVERY – FFN/SCHOOL READINESS TRAINING

Proposed Activity: The Alternatives Prekindergarten Delivery Methods Work Group proposes to increase support to FFN providers/FFN Learning Communities by providing them with additional training and guidance around school readiness, including early development, early literacy, and social-emotional development. FFN/School Readiness Training would entail the creation of peer learning communities in targeted areas of the city (such as childcare deserts). The types of support provided through this program includes 40+ hours of professional development, health and safety kits, funding for learning materials, and additional professional development opportunities identified by caregivers as priorities to advance their practice. Professional development topics include early childhood development, health and safety, business/leadership, and additional topics determined by the needs of the participants.

Theory of Change Strategy: Enhances the quality of early learning opportunities.

Lead Partners: Denver’s Early Childhood Council **Other Partners:** Denver Public Library

Action Steps	Human Resources	Financial Resources	Timeline	Indicators and/or Evidence
<p>1. Offer Informal Caregiver Support Program and Peer Learning Community</p> <ul style="list-style-type: none"> This would build on a previous pilot which provided training and resource support to 30 informal child caregivers around the Denver Metro Area. An informal child caregiver, for the purposes of this program, is defined as an individual who provides child care for more than one unrelated child for four hours or more per week. The types of support provided through this program includes 40+ hours of professional development, health and safety kits, funding for learning materials, and additional professional development opportunities identified by caregivers as priorities to advance their practice. Professional development topics included early childhood development, health and safety, business/leadership, and additional topics determined by the needs of the participants. 	<p><i>Available:</i> Denver’s Early Childhood Council plans to hire a Bilingual Community Outreach Navigator who will work across all the Council’s quality improvement programs to support informal and home childcare providers.</p> <p><i>Needed:</i></p> <ul style="list-style-type: none"> Creation of a Career Counselor Credential in partnership with the Colorado Department of Education, Statewide Professional Development Information System (PDIS). The Career Counselor Credential is intended to provide career guidance to individuals Cultivate mentors within this community and support their work with stipends and resources Community friendly and accessible locations 	<p><i>Available:</i> Some CCR&R funding provided by CDHS Office of Early Childhood will be utilized to make trainings available to informal caregivers. (To offer another cohort of Peer Learning additional funding would be needed (see below).)</p> <p><i>Needed:</i></p> <ul style="list-style-type: none"> Ongoing funding for outreach, facilitation of Learning Communities, and coordination of training opportunities. Approximate cost to fund is \$2,500 per program participant per year. Grants to support informal caregivers (those who cannot be on a path to licensing) to purchase learning materials for improvement of learning environment with guidance provided by credentialed coach (\$500 per person). Grants that support individuals to become licensed which could cover permit/ application fees, purchasing of health and safety and learning materials, limited home improvements, professional development and business training/coaching (\$1000 per person). Funding to provide childcare for program participants. 	<p>TBD – Need to secure funding first. (Series lasts 12 months.)</p>	<ul style="list-style-type: none"> Number of program participants who complete training. Number of program participants who apply for child care license or other credential (though not all participants would pursue licensing due to documentation status). Participants that report improved health, safety, and developmentally appropriate practices, as well as improved confidence and pride in work.
	<p><i>Available:</i> Denver’s Early Childhood Council plans to offer 1 session in the fall of 2017 and 2 in the spring of</p>	<p><i>Available:</i> Funding provided by CDHS Office of Early Childhood and Early Head Start.</p>	<p>Fall 2017 and Spring 2018.</p>	

<p>2. Offer Pre-Licensing Training, Including CPR/First Aid/Universal Precautions/Medication Administration</p> <ul style="list-style-type: none"> This training series (15 hours) will help caregivers learn the ropes; everything from state and city regulations to healthy child development is covered in this state-approved training course. 	<p>2018. 1-2 of these sessions will be offered in Spanish.</p>			<ul style="list-style-type: none"> Number of program participants who complete training. Number of program participants who apply for child care license or other credential. Participants that report improved health, safety, and developmentally appropriate practices, as well as improved confidence and pride in work.
<p>3. Offer Expanding Quality for Infants and Toddlers (EQIT) course</p> <ul style="list-style-type: none"> This is an interactive 48-hour course aimed at improving the care of infants and toddlers across the state of Colorado. This training can also help caregivers meet certain Infant Toddler licensing requirements. 	<p><i>Available:</i> Denver's Early Childhood Council plans to offer 3 sessions in the fall of 2017 and 4 in the spring of 2018. 3-4 sessions will be offered in Spanish.</p>	<p><i>Available:</i> Funding provided by CDHS Office of Early Childhood.</p>	<p>Fall 2017 and Spring 2018.</p>	<ul style="list-style-type: none"> Number of program participants who complete training (and receive coaching).
<p>4. Offer Pyramid Plus Approach (PPA) Training</p> <ul style="list-style-type: none"> In this 45-hour course, providers learn about supporting the social-emotional development of all the children in the classroom as well as evidence-based strategies for inclusionary practices and dealing with challenging behavior. This training can also help providers to meet the Guidance requirement for licensing. 	<p><i>Available:</i> Denver's Early Childhood Council plans to offer 2 sessions in the fall of 2017 and 2 in the spring of 2018. 2 of these sessions will be offered in Spanish.</p>	<p><i>Available:</i> Funding provided by CDHS Office of Early Childhood.</p>	<p>Fall 2017 and Spring 2018.</p>	<ul style="list-style-type: none"> Number of program participants who complete training (and receive coaching).
	<p><i>Needed:</i></p> <ul style="list-style-type: none"> Community friendly and accessible locations. Funding to provide childcare for program participants. 	<p><i>Needed:</i> Flexible scholarships that support the diverse needs of informal caregivers including but not limited to funds for ECE coursework, CDA, other trainer/coach opportunities (\$3000).</p>		
	<p><i>Needed:</i></p> <ul style="list-style-type: none"> Community friendly and accessible locations. 	<p><i>Needed:</i></p> <ul style="list-style-type: none"> Funding for EQ Coaches to provide coaching hours to informal care providers (a pool of 30 hours of coaching for FFN across all EQ cohorts = \$810). Stipends to support the development of bilingual or Spanish-speaking EQ trainers (EQ ToT is free, but a time/travel stipend of \$500 per person would be a great incentive to help people get started with such a big time/effort commitment). 		
	<p><i>Needed:</i></p> <ul style="list-style-type: none"> Materials and Trainings available in more languages More Bilingual trainers 	<p><i>Needed:</i></p>		
	<p><i>Available:</i></p>	<p><i>Available:</i></p>		

<p>5. Translation and Interpretation of Materials and Training (to allow for access to materials and training in a variety of first languages spoken by caregivers).</p>	<ul style="list-style-type: none"> • EQ, Pyramid Plus Approach (PPA), and Pre-Licensing materials as well as limited Health and Safety trainings are available in Spanish • Minimal Pyramid Plus Approach materials are available in Arabic 		<p>TBD. Requires funding.</p>	<ul style="list-style-type: none"> • Number of program participants who utilize services offered in non-English languages.
	<p><i>Needed:</i></p> <ul style="list-style-type: none"> • Development of more diverse topics available in Spanish • Materials and Trainings available in more languages • More Bilingual trainers 	<p><i>Needed:</i></p> <ul style="list-style-type: none"> • Funding for translation and interpretation throughout this project as needed to include interested FFN participants. • Stipends to support bilingual professionals to become certified trainers in a variety of topics. 		



Recommendation #9:

Create a network of birth to eight resource hubs that will support neighborhood priorities

RESOURCE HUBS DEFINITION:

A Resource Hub is a network of dynamic and responsive coordinated resources for families, within a defined geographic, cultural or linguistic community, with an emphasis on areas of concentrated poverty. A hub partners with families to enhance access and direct services that support developmental milestones and improve literacy and language skills for children age birth to eight, as well as other services that support and leverage family strengths and contribute to economic security (e.g., education, employment, health, housing, financial and legal supports).

CORE VALUES:

- Multi-generational family and caregiver driven, recognizing knowledge and strengths, wants and needs
- Whole child focused
- Location is intentional, safe, trusted and both community and educationally based
- Utilizes an asset (vs. deficit) approach and perspective
- Approachable and culturally responsive, acknowledging intersectional dimensions of diversity
- Focused on equity and inclusion
- Authentically engages with families and local community
- Celebrates and supports parent/family leadership
- Adaptive and nimble to respond to short and long-term community and family needs/wants via service provision

CORE COMPONENTS:

- Offers language and literacy supports for birth to eight (3rd grade)
- Services are coordinated by a responsive staff and are intentionally aligned with other entities that touch children (e.g.: pediatric services, schools, etc.)
- Guided by caregiver expertise, provides resources and removes barriers to promote adult, child, family success
- Resources may be provided by a single, or multiple, service providers
- Data, including family outcome data, is used for continuous quality improvement and child data is linked (with privacy safeguards) to school data through a unique DPS ID
- Community support is coordinated and collaborative
- Supportive of mental health of the entire family (including young children) and the providers (both caregivers and resource providers)

ADDITIONAL SERVICES & STRATEGIES ALIGNED WITH COMMUNITY PRIORITIES MAY INCLUDE:

- Adult Education
- Workforce Development
- Legal Services
- Financial Empowerment
- Basic Needs Assistance
- Health and Wellness/Social Emotional Supports/Behavioral Health
- Parent Education
- Community Engagement and Advocacy
- Sanctuary/Safe Spaces
- Community Integration
- And other services responsive to specific populations

RESOURCE HUBS – EXPLORE → EXTEND

Proposed Activity: The Resource Hubs Work Group proposes the creation of a Community of Practice/Learning Community among Bright Spot resource hubs for the purpose of learning from and cataloguing best practices, particularly language and literacy services, of Bright Spot resource hubs, to create a toolkit that could be used for growth and sustainability.

Theory of Change Strategy: Connects existing community assets with information and collaboration.

Lead Partner: Bright Spots

Other Partners: Will eventually extend to other hub-like organizations and those providing hub services and supports.

Action Steps	Human Resources	Financial Resources	Timeline	Indicators &/or Evidence
1. Establish Community of Practice/Learning Circle among representatives from Bright Spot resource hubs. <ul style="list-style-type: none"> Determine format, goals, topics, frequency, and who to involve in each of the convenings/communications for the COP/Learning Community. 	<i>Available:</i> Bright Spot resource hubs personnel.	<i>Available:</i> None needed for this step.	Once project lead is established, 1 month to initiate. Ongoing interaction TBD by COP/Learning Circle participants.	Evidence of Effectiveness for Resource Hubs: <ul style="list-style-type: none"> Increased access to quality services to improve early learning opportunities and outcomes. Strengths-based approach of resource hubs increases family stability, enhances child development, and reduces child abuse and neglect. Provides safe, accessible place for families to connect with comprehensive, coordinated services. Indicators of Success for Specific Language and Literacy Services: <u>Birth to Age 3</u> <ul style="list-style-type: none"> Children meeting developmental milestones Children identified with developmental delays receiving follow-up services
	<i>Needed:</i> Initial facilitation. Ongoing project management/coordination.	<i>Needed:</i> Funding for initial facilitation. Funding for project mgmt/coordination position.		
2. Create a rubric to examine current language and literacy services (across the Birth to Eight spectrum) in each of the Bright Spots. <i>(Birth to Age 3, Age 3 to Kindergarten, Kindergarten to 3rd Grade, potentially Adult Services to Parents of the B-8 age range.)</i>	<i>Available:</i> Bright Spot resource hub personnel. Initial information collected through DPS and Hubs Work Group process. DPS Research Analyst.	<i>Available:</i> None needed for this step.	1 month from step 1.	
	<i>Needed:</i> Ongoing project management/coordination.	<i>Needed:</i> Funding for project mgmt/coordination position.		
3. Examine impacts of language and literacy services (across the Birth to Eight spectrum) in each of the Bright Spots. <ul style="list-style-type: none"> Impacts based on outcomes as measured by specific services and programs. Impacts on K-readiness and 3rd grade reading. Whole child indicators/ELDG alignment. 	<i>Available:</i> Bright Spot resource hub personnel. DPS Research Analyst.	<i>Available:</i> Funding secured for DPS Research Analyst position.	Initial analysis within 6 months of step 2.	
	<i>Needed:</i> Ongoing project management/coordination.	<i>Needed:</i> Funding for project mgmt/coordination position.		
4. Create rubric to examine the qualitative aspects of HOW Bright Spots resource hubs work well. <ul style="list-style-type: none"> How do resource hubs effectively engage the community? Use of data/data quality/data sharing. 	<i>Available:</i> Bright Spot resource hub personnel. DPS Research Analyst. DPS/Parent Leadership.	<i>Available:</i> Funding secured for DPS Research Analyst position and Parent Leadership position.	1 month from step 1, with initial analysis within 6 months of rubric creation. (Step 4 can occur simultaneous to steps 2 and 3.)	
	<i>Needed:</i> Ongoing project management/coordination.	<i>Needed:</i> Funding for project mgmt/coordination position.		

<ul style="list-style-type: none"> • Services offered vs. services needed or most effective. • Family feedback. • Network analysis. 				<ul style="list-style-type: none"> • Increased number of children engaged in early learning
<p>5. COP/Learning Community to document best practices based on learnings from both Step 3 (language and literacy outcomes) and Step 4 (effective engagement practices).</p>	<p><i>Available:</i> Bright Spot resource hub personnel. DPS Research Analyst.</p>	<p><i>Available:</i> Funding secured for DPS Research Analyst position.</p>	<p>Ongoing after Step 1. Initial draft within 6 months.</p>	<p>Age 3 to K</p> <ul style="list-style-type: none"> • Increase in number of children who are ready for Kindergarten
	<p><i>Needed:</i> Ongoing project management/coordination.</p>	<p><i>Needed:</i> Funding for project mgmt/coordination position.</p>		
<p>6. Create framework describing what makes a successful hub.</p> <ul style="list-style-type: none"> • Resource Hubs Definitions, Core Values, Core Components document. • Data from examination of language and literacy services (Step 3). • Qualitative data from hubs (Step 4). • Best Practices (Step 5). • School connections. • Use of data/data quality/data sharing. 	<p><i>Available:</i> Bright Spot resource hub personnel. DPS Research Analyst. Hubs Work Group created Definition/Core Values/Core Components</p>	<p><i>Available:</i> Funding secured for DPS Research Analyst position.</p>	<p>3 months (from Step 5).</p>	<p>K-3rd Grade</p> <ul style="list-style-type: none"> • Increase in number of children reading at the 3rd grade level by the end of 3rd grade
	<p><i>Needed:</i> Ongoing project management/coordination.</p>	<p><i>Needed:</i> Funding for project mgmt/coordination position.</p>		
<p>7. Create toolkit/program manual that can be used for the growth and sustainability of existing hubs as well as the expansion of new resource hubs.</p>	<p><i>Available:</i> Bright Spot resource hub personnel. DPS Research Analyst. Hubs Work Group created Definition/Core Values/Core Components</p>	<p><i>Available:</i></p>	<p>3 months (from Step 6).</p>	<p>Adult/Parent Services</p> <ul style="list-style-type: none"> • Increased knowledge of child development • Increased parenting skills • Increased parent involvement/parent leadership in children's education • Increased support/social capital
	<p><i>Needed:</i> Project management with expertise in toolkit development.</p>	<p><i>Needed:</i> ~\$10,000 to create toolkit/graphic document. Funding for project mgmt/coordination position.</p>		
<p>8. Initiate next steps toward growth and expansion of resource hubs, including assessment of needs, existing neighborhood resources, and strategic outreach as rooted in framework of a successful hub.</p>	<p><i>Available:</i> TBD.</p>	<p><i>Available:</i> TBD.</p>	<p>TBD (to commence AFTER the completion of the EXPLORE Action Plan).</p>	
	<p><i>Needed:</i> TBD.</p>	<p><i>Needed:</i> TBD. Will require significant financial resources.</p>		

RESOURCE HUBS – EXPLORE → EXTEND

Proposed Activity: Following (and in conjunction with) the EXPLORE plan, the Resource Hubs Work Group proposes to conduct a risk, reach, and resource assessment to understand additional language and literacy needs, service gaps, costs, and capacity for expansion through existing Bright Spots and other existing hub-like organizational resources to reach more families with language and literacy services.

Theory of Change Strategy: Connects existing community assets with information and collaboration.

Lead Partner: Bright Spots

Other Partners: TBD. (Local partners may be engaged in providing language and literacy services.)

Action Steps	Human Resources	Financial Resources	Timeline	Indicators &/or Evidence
<p>1. Catalog language and literacy services provided at each of the Bright Spots to identify gaps in services across the Birth to 8 language and literacy spectrum. <i>(Birth to Age 3, Age 3 to Kindergarten, Kindergarten to 3rd Grade, potentially Adult Services to Parents of the B-8 age range.)</i></p>	<p><i>Available:</i> Bright Spot resource hub personnel. Initial information collected through DPS and Hubs Work Group process.</p> <p><i>Needed:</i> None.</p>	<p><i>Available:</i> None needed for this step.</p> <p><i>Needed:</i> None needed for this step.</p>	Completed.	<p>Current Language & Literacy Services at Bright Spots include: Play & Learn Groups, Parents as Teachers, ECE Classrooms, Early Head Start, Healthy Babies Strong Families, Healthy Tots, Countdown to Kindergarten, HIPPIY, Raising a Reader, Reading Partners, City Year, Next-Gen UCD Teacher Prep Lab, Springboard, After-School Enrichment and Summer Programs. Each of these programs/services has a body of evidence, specific indicators of success, and specific means of tracking outcomes.</p> <p>For programs highlighted in steps 3, 4, and 5 with immediate expansion potential, evidence includes:</p> <ul style="list-style-type: none"> PAT – Evidence-based program with proven track record for ensuring improved child development and school
<p>2. Examine current numbers served through Bright Spots and expansion potential to serve more families with language and literacy services across the Birth to 8 language and literacy spectrum and corresponding costs of language and literacy services provided at each of the Bright Spots.</p>	<p><i>Available:</i> Bright Spot resource hub personnel. Initial information collected through DPS and Hubs Work Group process.</p> <p><i>Needed:</i> Ongoing project management/coordination.</p>	<p><i>Available:</i></p> <p><i>Needed:</i> Funding for project mgmt/coordination position.</p>	Currently in progress.	
<p>3. Generate appropriate resources to expand Birth to Age 3 Language and Literacy Services at Bright Spots. Already identified needs include:</p> <ul style="list-style-type: none"> FloCrit and Focus Points have the potential to expand PAT programming. FloCrit would like to serve an additional 60 families with PAT and Focus Points an additional 30-35. College View has the potential to add 2 Play & Learn Groups (Space concerns/may need local partners.) This aligns well with an Alternative Prekindergarten Delivery Work Group goal. 	<p><i>Available:</i> Parent Possible PAT Director FloCrit and Focus Points PAT Coordinators. Clayton Play & Learn Director</p> <p><i>Needed:</i> Ongoing project management/coordination. FloCrit – 3 new PAT Parent Educators. Focus Points – 2 new PAT Parent Educators. College View Play & Learn Facilitators Families Forward – 1-2 new PAT Parent Educators and a PAT Coordinator.</p>	<p><i>Available:</i></p> <p><i>Needed:</i> \$280,000 – PAT. \$131,822 – Play & Learn \$1,215 per participant – Healthy Babies/Strong Families</p>	3-6 months, dependent upon funding and training schedules. <i>(Could occur concurrent to EXPLORE plan.)</i>	

<ul style="list-style-type: none"> Families Forward Resource Center could extend its Healthy Babies/Strong Families program (currently serves up to 225 African-American women) to reach Hispanic/Latino women. Families Forward Resource Center could add a PAT program serving up to 15 families. Place Bridge Academy may consider exploring family literacy offerings such as PAT or HIPPY. 				<p>readiness and improved parenting skills.</p> <ul style="list-style-type: none"> HIPPY – Evidence-based program with proven track record for ensuring improved child development and school readiness and improved parenting skills. Play & Learn Groups – Improvements in children meeting developmental milestones. After-School Programming – Improvements in academic outcomes.
<p>4. Generate appropriate resources to expand Age 3 to Kindergarten Language and Literacy Services at Bright Spots. Already identified needs include:</p> <ul style="list-style-type: none"> Focus Points has the potential to expand HIPPY programming to reach an additional 30-35 families. This aligns well with an Alternative Prekindergarten Delivery Work Group goal. 	<p><i>Available:</i> Parent Possible HIPPY Director. Focus Points HIPPY Coordinator.</p>	<p><i>Available:</i> Parent Possible has \$9,370 in HIPPYCorps/AmeriCorps funding that could be used as match.</p>	<p>3 months, dependent upon funding. <i>(Could occur concurrent to EXPLORE plan.)</i></p>	
<p><i>Needed:</i> Ongoing project management/coordination. Focus Points – 2 new HIPPY Home Visitors.</p>	<p><i>Needed:</i> \$75,630.</p>			
<p>5. Generate appropriate resources to expand Kindergarten to 3rd Grade Language and Literacy Services at Bright Spots. Already identified needs include:</p> <ul style="list-style-type: none"> The After-School Program at Place Bridge can serve 40 children. 	<p><i>Available:</i> Place Bridge Program Director.</p>	<p><i>Available:</i></p>	<p>3 months, dependent upon funding. <i>(Could occur concurrent to EXPLORE plan.)</i></p>	
<p><i>Needed:</i> Ongoing project management/coordination. Place Bridge – 2 Instructors.</p>	<p><i>Needed:</i> \$19,000</p>			
<p>6. Examine gaps in the Birth to 8 spectrum of language and literacy services at the Bright Spots and develop plan to bolster services in age ranges where there are both gaps and identified community need (either through additional programming or through embedding language and literacy into other existing services and supports). <i>(Birth to Age 3, Age 3 to Kindergarten, Kindergarten to 3rd Grade, potentially Adult Services to Parents of the B-8 age range.)</i></p>	<p><i>Available:</i> Bright Spot resource hub personnel. DPS Research Analyst.</p>	<p><i>Available:</i></p>	<p>3-6 months upon completion of the Explore plan.</p>	
<p><i>Needed:</i> Ongoing project management/coordination.</p>	<p><i>Needed:</i> Funding for project mgmt/coordination position.</p>			
	<p><i>Available:</i></p>	<p><i>Available:</i></p>		

7. Obtain necessary agreements to ensure that all children served through Bright Spots are issued a DPS ID. (Ongoing discussions needed to understand the data analysis capabilities related to the DPS ID and other means for tracking migration, access, waitlists, anticipated numbers needing services.)	DPS staff. Bright Spots resource hub personnel.	DPS ID issuance does not have an associated cost.	Ongoing.
	<i>Needed:</i> TBD.	<i>Needed:</i> TBD based on analysis needs.	
8. Examine barriers related to serving more families with language and literacy services across the Birth to 8 language and literacy spectrum through the Bright Spots (i.e.: space, barriers to access for families) and develop plan to alleviate noted barriers.	<i>Available:</i> Bright Spot resource hub personnel.	<i>Available:</i>	3-6 months upon completion of the Explore plan.
	<i>Needed:</i> Local partnering organizations and/or grantwriter. Ongoing project management/coordination.	<i>Needed:</i> Funding for project mgmt/coordination position.	
9. Determine next steps toward growth and expansion of resource hubs to additional neighborhoods as rooted in framework of a successful hub (developed through EXPLORE plan).	<i>Available:</i> TBD.	<i>Available:</i> TBD.	TBD (to commence AFTER the completion of the EXPLORE Action Plan).
	<i>Needed:</i> TBD.	<i>Needed:</i> TBD. Will require significant financial resources.	