

California Department of Education - Early Education and Support Division

Multi-Year Strategic Plan, Fiscal Years 2015–2017 and
Year One Action Plan, Fiscal Year 2015

Produced by:

California Department of Education (CDE)
Early Education and Support Division (EESD)

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EESD Implementation Planning Team

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1. Overview

The California Department of Education’s (CDE) Early Education and Support Division (EESD) Strategic Plan, including a Year One Action Plan, was developed by the division staff and, in particular, the Core Planning Team (CPT), a representative group of staff who volunteered their time to coordinate, guide, and document the planning process. CDE leadership charged the EESD with the responsibility of producing a strategic plan that responds to internal leadership changes, external trends, and new resource opportunities.

This document represents the completion of the CPT’s work creating a multi-year strategic plan for Fiscal Years 2015–2017, including key priorities and expected results, as well as an action plan for year one. Included within this multi-year and annual plan is the development of aligned systems and processes required to manage and implement major division-wide initiatives such as the Child Care Development Block Grant (CCDBG) reauthorization and the recently awarded Early Head Start – Child Care Partnership (EHS-CCP) Grant.

In early 2014, the State Superintendent of Public Instruction (SSPI) Tom Torlakson reorganized CDE’s Child Development Division and portions of the Professional Learning Support Division to create the Early Education and Support Division. This shift brought California’s public early education and transitional kindergarten programs together and also expanded the scope and focus of the new EESD to encompass birth through 3rd grade. With this integration of early education and K-3 programs, CDE aims to provide more effective and aligned programming and support for birth through 3rd grade education across the state. At the same time, important state and federal initiatives continue to transform the early education landscape in California. The combination of these factors creates an immense opportunity for EESD to develop an ambitious, achievable plan for promoting early learning and support for young children in California.

This strategic plan leverages and builds upon the important work already underway in the EESD. By strengthening internal division capacity in preparation for an expanded role (supporting the full birth through 3rd grade continuum), enhancing collaboration with the field, and strongly advocating for early education and support statewide, the EESD provides leadership, coordination, and support for early education efforts throughout California. As part of this work, EESD plans to deliver more effective field support, work closely and collaboratively with the Governor, Legislature, and other relevant state agencies to align efforts and maximize impact.

Leadership, endorsement, and guidance for this planning process were provided by CDE’s Instruction and Learning Support Branch and the EESD Director. Funding support for the design, facilitation, and support of the planning process and document development was provided by the David and Lucile Packard Foundation.

2. Letter from Early Education and Support, Division Director

Dear EESD Colleagues:

It is with great pleasure I present you with the EESD 2015–2017 Strategic Plan, along with its Year One Action Plan. The development of these plans was a collaborative process carried out by the highly talented and diverse division staff, the division’s Core Planning Team, and the Glen Price Group. I would like to express my appreciation to all participants for your expertise and hard work in support of early learning.

The enclosed plan is a direct result of your efforts: a comprehensive plan that will benefit the children of California for years to come. The plan lays out our vision and commitment to the youngest students in our state, and details a path toward a more cohesive system that provides children, ages birth through 3rd grade, with the knowledge and skills needed to achieve long-term success.

Research shows that one of the best investments we can make in a child’s life is the opportunity for high-quality early learning and care. As we implement our priorities in the strategic areas of Field Support, Operational Support, and Policy/Legislative Engagement, as well as in major division-wide initiatives such as Child Care Development Block Grant (CCDBG) reauthorization and the Early Head Start – Child Care Partnership (EHS-CCP) Grant, we will continuously build upon and update this living document.

This is an important time for the children of California, and the 2015 calendar year will be a breakthrough year for early education. It is my hope that through our division’s leadership and support, you will see the direct impact of your contributions on our youngest students.

We can only succeed in realizing the EESD vision with your help and support. I look forward to working with you to make our vision a reality!

Sincerely,

Debra McMannis, Director
Early Education and Support Division
California Department of Education

3. Acknowledgements

This document represents the time, dedication, hard work, and resources of many individuals. The CDE EESD would like to acknowledge their contributions and express deep gratitude to everyone involved in the EESD's strategic planning process.

EESD Staff

All EESD staff made important and multiple contributions to this strategic plan. Staff participated in several all staff monthly planning workshops, provided direct input to the document development, and joined smaller meetings to give specific feedback to different versions of the plan. Some staff even provided helpful written comments and held direct discussions with members of the Core Planning Team. Overall division staff commitment, participation, and support were much appreciated.

Core Planning Team

The Core Planning Team members listed below designed and guided the division's strategic planning process and developed this strategic plan document. Their perseverance and important contributions made this plan possible.

- Veronica Aguila, English Learner Support Division, formerly with Southern Field Services Office
- Laura Bridges, Quality Improvement Office
- Kathleen Halvorson, Policy Office
- Channa Hewawickrama, Policy Office
- Susan Just, Policy Support Unit
- Richard Miller, Southern Field Services Office
- Gina Morrison, Northern Field Services Office
- Linda Parfitt, Quality Improvement Office
- Iris Prairie, Administrative Office

Leadership and Support

- Tom Torlakson, State Superintendent of Public Instruction
- Richard Zeiger, Chief Deputy Superintendent
- Lupita Cortez Alcala, Deputy Superintendent, Instruction and Learning Support
- Debra McMannis, Early Education and Support Division Director

Funding, Facilitation and Document Development

- David and Lucile Packard Foundation (funding)
- Aaron Price, Christopher Szcsey, and Glen Price, of the Glen Price Group (process design, facilitation, and document development)

4. The Strategic Planning Process

The EESD's strategic planning process was designed as an active, participatory process, consisting of the following six phases, carried out from May 2014 through February 2015:

1. **Planning Orientation and Start-Up:** Clarifying the scope of work, desired outcomes, field engagement process, and timeframe for carrying out the work, as well as establishing the Core Planning Team (CPT) to guide planning efforts;
2. **Inquiry:** Conducting an environmental scan, including a staff survey and interviews;
3. **Guiding Framework:** Developing the division's vision and purpose statements, within the context of CDE's mission;
4. **Strategic Framework:** Developing strategic priority areas, priorities, and expected results;
5. **Action Framework:** Developing an action plan for year one, consisting of activities with identified timeframes and person(s) responsible for completion; and
6. **Planning Debrief and Reflection:** Debriefing and reflecting on the planning experience, and identifying lessons learned.

5. EESD Multi-Year Strategic Plan at a Glance

5.1. CDE Mission

California will provide a world-class education for all students, from early childhood to adulthood. The CDE serves our state by innovating and collaborating with educators, schools, parents, and community partners. Together, as a team, we prepare students to live, work, and thrive in a highly multi-cultural connected world.

5.2. EESD Vision

EESD envisions a coordinated and integrated statewide system for young children and their families that links all stakeholders in providing accessible, high quality, and comprehensive early education and support services.

5.3. EESD Purpose

In support of CDE's mission, the EESD's purpose is to provide leadership in ensuring California's young children (birth to 3rd grade) and their parents, families, and diverse communities, have access to comprehensive, multi-cultural, high-quality, and individualized early education and care that prepares children for school and lifelong learning.

5.4. EESD Strategic Priority Area Overview

The EESD identified four Strategic Priority Areas to organize its individual priorities and expected results, and to provide high-level structure for the strategic and action plan:

1. Field Support;
2. Operational Support;
3. Policy/Legislative Engagement; and
4. Major New Initiatives

EESD’s Key Priorities in each of these Strategic Priority Areas are outlined below.

5.4.1 *Strategic Priority Area 1: Field Support.*

Provide proactive leadership, guidance, technical assistance, and support to statewide field services in implementing quality early education and care.

Key Priorities:

1. Information Technology
2. Technical Assistance and Training
3. Child-Centered Approach that Integrates Community and Family
4. Communication
5. Service Delivery System

5.4.2 *Strategic Priority Area 2: Operational Support.*

Strengthen internal division capabilities and staff skills as complementary to providing enhanced support to the field.

Key Priorities:

1. Communication, Collaboration, and Workplace Culture
2. Professional Learning
3. Information Technology
4. EESD Policies and Procedures

5.4.3 Strategic Priority Area 3: Policy/Legislative Engagement.

Support statewide early education and care efforts through advocacy, legislative action, and policy influence.

Key Priorities:

1. Interagency Collaboration (federal, state, CDE, division and office/unit)
2. Resource Partnerships (fiscal and human resources)
3. State Leaders and Field Stakeholders
4. Alignment of an early education/K-12 continuum

5.4.4 Strategic Priority Area 4: Major New Initiatives

Develop and implement processes to support new initiatives for which the division is responsible.

Key Priorities:

1. CCDBG Reauthorization Act of 2014 – State Plan
2. Early Head Start Grant for Northern Counties
3. State Preschool Expansion

See next section for a Statement of Intent and Expected Results for each of the Key Priorities.

6. Multi-Year Strategic Plan: FY 2015-2017

The following tables present each of the four Strategic Priority Areas, with corresponding specific Key Priorities. For each Key Priority a Statement of Intent (goal) and set of Expected Results for the plan period is provided.

6.1. Strategic Priority Area: Field Support

Provide proactive leadership, guidance, technical assistance, and support to the field statewide in implementing quality early education and care services.

Strategic Plan Objectives		
Objective	Description	Key Performance Indicators
1. Information Technology (IT)	Acquire and utilize effective IT resources and develop streamlined policies to support the technical needs of both the field (contractors, public, and communities) and division employees supporting the field.	<ul style="list-style-type: none"> a. Information needs of diverse groups (including parents, community members, contractors, policy makers, teachers, program directors, and the public) met through the development, launch, and maintenance of a user-friendly, responsive web-based information system. b. Increased stakeholder interaction through the use of social media as a strategic tool to make resources accessible and communicate with stakeholders.
2. Technical Assistance and Training	Increase its presence as a resource to the field for technical assistance and training and will serve as an information resource hub.	<ul style="list-style-type: none"> a. Improved CDE and EESD Contractor knowledge of existing resources and tools through training provided by a new EESD training and technical assistance unit. b. Expanded and enhanced relationships with K-3 administrators and educators by providing Early Childhood Education (ECE) training and collaboration.
3. Child-Centered Approach that Integrates Community and Family	Collaborate and build relationships with advocates and support groups to create a collaborative, high-quality education delivery and support system that meets the needs of the whole child and their families and communities.	<ul style="list-style-type: none"> a. Improved support for children and families through the collection and incorporation of feedback and input from the field and aggregated at the state level.

Field Support		
Key Priorities	Priority Statement of Intent – During the next three years the EESD will:	Expected Results
4. Communication	Increase and effectively use clear and timely communications structures and practices to increase public access to services, as well as information and resources provided by the state of California.	<ul style="list-style-type: none"> a. Increased communication and collaboration with a broad base of stakeholders including other CDE divisions, other state agencies, child care workers, and entities with similar values and goals. b. Increased communication with stakeholders through a variety of modalities. c. Increased internal communications to keep staff informed of the results of stakeholder interactions. d. Increased public understanding of the importance of early education, and increased support for children and families in need.
5. Service Delivery System	Increase its capacity to enhance partnerships with the field to improve service delivery systems, and carry out joint monitoring and accountability with the field.	<ul style="list-style-type: none"> a. Simplified program, family, and provider requirements in EESD’s service delivery systems. b. Improved support, accountability, and monitoring for EESD programs through the implementation of a strengths-based model. c. Increased contracting efficiency through reducing and simplifying contracts with state and local contractors.

6.2. Strategic Priority Area: Operational Support

Strengthen internal EESD capabilities and staff skills as complementary to providing enhanced support to the field.

Operational Support		
Key Priorities	Priority Statement of Intent – During the next three years the EESD will:	Expected Results
1. Communication, Collaboration,	Strengthen its internal and cross-division communication and collaboration in order to enhance internal workplace culture and	<ul style="list-style-type: none"> a. Strengthened professional relationships reflecting trust, respect and “Ways We Prefer to Work Together” (Operational Norms).

Operational Support		
Key Priorities	Priority Statement of Intent – During the next three years the EESD will:	Expected Results
and Workplace Culture ¹	collaborate with other divisions in pursuit of common goals.	<ul style="list-style-type: none"> b. Increased opportunities for EESD staff members to share their expertise and receive recognition for accomplishments and professional attainments, through a strength-based approach. c. Increased transparency and division- and department-wide sharing of internal updates/information and resources.
2. Professional Learning	Offer professional learning plans for both the EESD as a whole and for its individual staff, to improve EESD capacity and staff skills over time.	<ul style="list-style-type: none"> a. Implemented voluntary professional learning plan that includes cross-training, skills development, and expansion of knowledge for EESD staff members.
3. Information Technology (IT)	Improve its information technology systems in order to better meet EESD staff needs, both in the office and in the field.	<ul style="list-style-type: none"> a. Enhanced and continuous communication between Technology Services Division (TSD) and EESD regarding EESD IT needs, with TSD providing collaboration and technological support and resources. b. Improved EESD IT met through the establishment of needed EESD IT policies, procedures, standards, and trainings.
4. EESD Policies and Procedures	Provide, and utilize an up-to-date policies and procedures manual to support staff workflows and improve work quality.	<ul style="list-style-type: none"> a. Improved staff workflows and work quality through the use of an updated, user-friendly policies and procedures manual for each EESD job type or function.

6.3. Strategic Priority Area: Policy/Legislative Engagement

Support statewide early education and care collaborative public education, advocacy, legislative action, and policy influence.

¹ “Workplace culture” pertains to staff morale, awareness, interaction, and inclusion.

Strategic Plan: FY 2015-17		
Strategic Goal	Strategic Objective	Strategic Action
1. Interagency Collaboration (Federal and State)	Develop strong collaborative partnerships with other California and federal agencies in order to advocate for early education and care to become an essential component of the education system by utilizing the Department’s whole child approach (comprehensive integrated services at center/school locations).	<ul style="list-style-type: none"> a. Increased collaboration of the California Department of Education, California Department of Social Services (CDSS), and First 5 California to enhance delivery of services to children and families. b. Increased collaboration among the Legislative Analyst Office, First 5 California, Department of Finance, Legislative staff, and other state and federal agencies to support high quality services to children and families. c. Increased financial resources in support of innovative ECE research, development projects, and evaluations. d. Improved, coordinated access to high-quality early education services for low/middle income families.
2. Resource Partnerships: Fiscal and Human Resources.	Facilitate and lead the collaborative advocacy work necessary to build a strong fiscal resource base for California’s early education system.	<ul style="list-style-type: none"> a. Increased and on-going Foundation and Business/private sector support for quality early education, with the tiered quality rating scale fully funded in all counties. b. Identified methods of increasing public funding for early education in California. c. Promoted and applied Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP) allocations in support of programs for young children.
3. State Leaders and Field Stakeholders	Recognize the EESD as a go-to resource for the development of quality innovative early education and care programs, and at the same time, EESD will collaborate with field	<ul style="list-style-type: none"> a. Increased knowledge of the importance of early intervention and the economic and social value of high quality pre-school and infant toddler services for all children.

Policy / Legislature Engagement		
Key Priorities	Priority Statement of Intent – During the next three years the EESD will:	Expected Results
	stakeholders to identify stakeholder priorities to bring to state leaders.	<ul style="list-style-type: none"> b. Increased understanding of early education best practices, research, resources, program innovations, and advocacy goals among state leaders (legislature, elected officials, state officers, etc.) and field stakeholders (advocates, contractors, providers, and parents). c. Shared vision and priorities for high-quality early education/Whole Child services resulting from enhanced collaboration of state leaders and field stakeholders. d. Improved quality of services for all children through system-wide changes based on analysis of the administrative data EESD/CDE collects and local county needs assessments.
4. Alignment of an Early Education/K-12 Continuum	Work with the K-12 system to further develop and strengthen a birth through 3 rd grade continuum of programs and services, within the larger K-12 system.	<ul style="list-style-type: none"> a. Increased CDE leadership role and management of the CCDBG reauthorization implementation in all State subsidized child development programs. b. Increased K-12 stakeholder support for early education/K-12 integration through linkages to LCAP, Expanded Learning, Special Education, and Nutrition. c. Integrated early education/K-12 at the state and local levels using the Integrated Action Team (state level) and Race to the Top-Early Learning Challenge (RTT-ELC) Consortia (local level) models. d. Increased alignment across age groups (early education and K-12) and programs within CDE and externally.

6.4 Strategic Priority Area: Major New Initiatives

Develop and implement processes to support new initiatives for which the division is responsible.

Major New Initiatives		
Key Priorities	Priority Statement of Intent	Expected Results
1. CCDBG Reauthorization Act of 2014 - State Plan		See State Plan developed for Federal FY 2016-2018
2. Early Head Start Grant for Northern Counties		See separate planning documents for details
3. State Preschool Expansion		See separate planning documents for details

7. Year One Action Plan: FY 2015

The Year One Action Plan for Fiscal Year 2015 below is derived from the Multi-Year Strategic Plan above, and is designed as a detailed implementation roadmap that builds from the rightmost column of the multi-year plan, “Expected Results.” Each Expected Result is repeated in the left column of the table below and is accompanied by specific activities planned for year one that will enable EESD to progress toward achieving the result. In addition, the Year One Action Plan specifies a suggested lead/work group, completion date, and set of supporting resources for the work associated with each Expected Result. The Action Plan provides an important tool for strategic plan implementation, management monitoring, and eventual year-end evaluation, leading to the next year of planning, in moving in the direction of the Multi-Year Key Priorities and Expected Results.

7.1. Field Support

Year One Action Plan: Field Support				
Expected Results	Activities	Suggested Lead/ Work Group	Completion Date	Resources and Notes
Field Support Key Priority 1: Information Technology (IT)				
a. Information needs of diverse groups (including parents, community members, contractors, policy makers, teachers, program directors, and the public) met through the development, launch, and maintenance of a user-friendly, responsive web-based information system.	<ul style="list-style-type: none"> i. Communicate more frequently and effectively with families about their rights and the resources available to them, by developing a family friendly website in multiple languages. ii. Update and upgrade internal and external facing resources and practices, including a website, computer equipment, and policies supporting electronic submission and signatures. iii. Provide easily accessible, interactive tutorials to support new contractors. iv. Develop and promote online tools and training resources that are informative, specialized, accessible, and relevant to each user group. 	Policy/Quality/Admin	1/16	Computer equipment Technology Services Division staff training for EESD staff. (i.e., SNAP surveys, Americans With Disabilities Act requirements for web posting.)

Year One Action Plan: Field Support				
Expected Results	Activities	Suggested Lead/ Work Group	Completion Date	Resources and Notes
b. Increased stakeholder interaction through the use of social media as a strategic tool to make resources accessible and communicate with stakeholders.	i. As relevant and possible, use social media, podcasts, and webinars to provide information and tutorials for sharing information with the field (i.e., Management Bulletins, funding announcements).	Quality/Admin	1/16	Computer equipment Technology Services Division staff training for EESD staff.
Field Support Key Priority 2: Technical Assistance and Training				
a. Improved CDE staff and EESD Contractor knowledge of existing resources and tools through training and technical assistance provided by a new EESD training unit.	i. Include in training: <ol style="list-style-type: none"> 1. Protocols; 2. Policies and implementation strategies; 3. Regulations; 4. Research trends; 5. Best practices; and 6. Lesson plans. ii. Increase accessibility training and technical assistance for contract management. iii. Develop and distribute brochures, pamphlets, and sample documents that support effective contract management. iv. Clarify the role and responsibilities of CDE/EESD staff (clerical, analysts, consultants, administrators) and more effectively utilize their skills and expertise. v. Establish an effective EESD system for K-3 interaction with early education that includes ECE training and contiguous early education tools.	Field Services/Quality	1/16	Staff and funding to support this new training and technical assistance unit.

Year One Action Plan: Field Support				
Expected Results	Activities	Suggested Lead/ Work Group	Completion Date	Resources and Notes
	vi. Build upon existing, and develop new, resources to support all contractors, including specific resources for smaller and remote contactors. vii. Provide training and materials in multiple languages, especially consumer education materials for parents. viii. Identify ongoing fiscal resources to support the activities of this new EESD training unit.			
b. Expanded and enhanced relationships with K-3 administrators and educators by providing Early Childhood Education (ECE) training and a joint child development assessment tool birth to eight.	i. Develop a workgroup comprised of ECE and K-3 representatives to assess areas for training opportunities.	Policy/Quality/ K-3	1/16	Staff and funding to support this new workgroup TK professional development funding

Year One Action Plan: Field Support				
Expected Results	Activities	Suggested Lead/ Work Group	Completion Date	Resources and Notes
Field Support Key Priority 4: Communication				
a. Increased communication with stakeholders through a variety of modalities.	<ul style="list-style-type: none"> i. Streamline processes and structures for EESD and the Fiscal and Administrative Services Division (FASD) to exchange data and share information. ii. Develop and implement newsletters, websites, social media, public relations campaigns, and invitations to participatory events. 	Policy/Admin/ Field Svcs./TSD	1/16	Staff and funding for media/technology/events.
b. Increased internal communications to keep staff informed of Division activities.	<ul style="list-style-type: none"> i. Identify best methods for internal communications to staff via web-based technologies. ii. Evaluate internal and external communication systems, and as a result, improve vertical and horizontal communications within EESD/CDE as well as with field stakeholders. 	Admin	1/16	Staff time/IT Resources
c. Increased public understanding of the importance of early education, and increased support for children and families in need.	<ul style="list-style-type: none"> i. Research effective marketing strategies for the implementation of statewide early education programs. 	Quality	1/16	Funding for possible contracted services and materials.

Year One Action Plan: Field Support				
Expected Results	Activities	Suggested Lead/ Work Group	Completion Date	Resources and Notes
Field Support Key Priority 5: Service Delivery System				
a. Simplified program, family, and provider requirements in EESD’s service delivery systems.	<ul style="list-style-type: none"> i. Research current systems for reimbursement to contractors and update systems as needed to support EESD service delivery models. ii. Establish and implement simplified, effective, and clear contracting systems and simple processes for a five-year funding cycle with contractors, which may require changes in regulations and laws. iii. Revamp the Compliance Monitoring Review process to include a supportive validation process for contractors that emphasizes technical assistance. iv. Undertake research, compile results, and share findings and recommendations for aligning the early education funding system with the LCFF and LCAP. v. Develop a program self-evaluation process that allows data to be analyzed and used to strengthen CDE quality improvement and technical assistance activities. 	Policy/Quality/Field Services	1/16	Staff/ training and advanced technology to support automation

Year One Action Plan: Field Support				
Expected Results	Activities	Suggested Lead/ Work Group	Completion Date	Resources and Notes
b. Improved support, accountability, and monitoring for EESD programs through the implementation of a strengths-based approach of identifying what works best.	<ul style="list-style-type: none"> i. Participate in and support a forum for information sharing and collaboration as a way to improve service quality and working relationships. ii. Continue to build trust with the field by maintaining a strong and clear focus on children. iii. Provide information to ensure a qualified workforce in the field. For example, monitor and notify the field of updates to requirements for early childhood teachers. 	Field Services	1/16	Staff
c. Increased contracting efficiency through reducing and simplifying contracts with state and local contractors.	<ul style="list-style-type: none"> i. Develop a workgroup with contracts, fiscal, and TSD to streamline/automate/update the entire contracting processes. ii. Align EESD and FASD's contract monitoring systems. iii. Streamline processes and structures for EESD and FASD to exchange data and share information on a regular quarterly basis. 	FASU/Field Services/Policy/Quality/CDE Legal	1/16	Technology to automate and integrate all systems.

7.2. Operational Support

Year One Action Plan: Operational Support				
Expected Results	Activities	Suggest Lead/ Work Group	Completion Date	Resources and Notes
Operational Support Key Priority 1: Communication, Collaboration, and Workplace Culture				
a. Strengthened professional relationships reflecting trust, respect and “Ways We Prefer to Work Together” (Operational Norms).	i. Re-visit quarterly Operational Norms at Unit Meetings and All Staff Meetings.	Supervisors	Quarterly	Ways Document
	ii. Implement an EESD system for welcoming and orienting new EESD staff.	Admin. Manager	1/16	Personnel/Training
	iii. Develop a mentorship program for professional career advancement.	Administrators	1/16	Personnel/Training
	iv. Develop a written policy and procedure manual for all EESD staff including a copy of EESD’s multi-year strategic plan.	Supervisors	1/16	All staff/Personnel
	v. Review and revise job descriptions/duty statements if an EESD staff person’s job duties change over time.	Supervisors	1/16	Personnel/Staff
	vi. Develop a written policy and procedure manual for each EESD Unit, including timelines of key projects and work flow diagrams.	Supervisors	1/16	Personnel/Staff

Year One Action Plan: Operational Support				
Expected Results	Activities	Suggest Lead/ Work Group	Completion Date	Resources and Notes
b. Increased opportunities for EESD staff members to share their expertise and receive recognition for accomplishments and professional attainments, through a strengths-based approach.	i. Implement a mentorship program as a way to share staff expertise and institutional knowledge, and to build relationships.	Supervisors	1/16	Job alike Match-up
	ii. Establish and implement, with staff input, an EESD Professional Recognition Program that is inclusive and equitable for all division staff and provides recognition of various types of accomplishments.	Supervisors with input from Laura B. and Richard M.	6/15	Staff
c. Increased transparency and division- and department-wide sharing of internal updates/information and resources.	i. Establish systems to develop and continuously improve internal communications regarding changes effecting EESD staff. ii. Hold joint monthly Admin/Management meetings. iii. Produce monthly newsletter, with “Hot Topics” sent one week after this joint meeting to all staff.	Supervisors	1/16	

Year One Action Plan: Operational Support				
Expected Results	Activities	Suggest Lead/ Work Group	Completion Date	Resources and Notes
Operational Support Key Priority 2: Professional Learning				
a. Implemented voluntary professional learning plan that includes cross-training, skills development and expansion of knowledge for each EESD staff member.	i. Develop voluntary individualized professional learning and development plans that include both short-term and long-term goals, including preparation for possible job advancement.	Supervisors	1/16	Identify financial resources to support this item and/or request assistance from personnel.
Operational Support Key Priority 3: Information Technology (IT)				
a. Enhanced and continuous communication between Technology Services Division (TSD) and EESD regarding EESD IT needs, with TSD providing collaboration and technological support and resources.	i. Enable access to functional and reliable technology, including up-to-date software and/or web applications, and remote intranet access to support documentation and reduce paperwork. ii. Provide regular staff trainings on updated technology, including software and/or web applications. iii. Promote online resources i.e., Digital Chalkboard and California Early Childhood Online to CDE staff and early education and elementary school stakeholders.	Admin. Manager Field Service Office staff IT Coordinator-Help Desk (Sammie) and TSD staff	1/16 1/16 1/16	EESD needs to follow all of the security procedures developed by TSD and CDE.

7.3. Policy/Legislative Engagement

Year One Action Plan: Policy / Legislative Engagement				
Expected Results	Activities	Suggested Lead/ Work Group	Completion Date	Resources and Notes
Policy / Legislature Engagement Key Priority 1: Interagency Collaboration (Federal and State)				
a. Increased collaboration of the California Department of Education, California Department of Social Services (CDSS), and First 5 California to enhance delivery of services to children and families.	<ul style="list-style-type: none"> i. Improve professional learning by leveraging agency partnerships with the California Association for the Education of Young Children, National Association for the Education of Young Children, First 5 California, Special Education, and others. ii. Implement a continuous professional Public Relations campaign with First 5 California regarding high-quality child development services for all children in California. iii. Seek and consider input, suggestions, and innovative ideas from stakeholders in the CCDF State Quality Planning process via EESD’s SNAP survey and Public Hearing testimonies. 	<p>Quality Office</p> <p>Quality Office and First 5 California</p> <p>Policy/Quality Office</p>	<p>RTT-ELC +CCDF Grant Cycles 1/16</p> <p>1/16</p> <p>1/16 Annual</p>	<p>Quality Office staff and the Professional Dev. Workgroup</p> <p>First 5/EESD Public Service Announcement</p> <p>Policy/Quality Office</p>
b. Increased collaboration among the Legislative Analyst Office (LAO), First 5 California, Department of Finance (DOF), Legislative staff, and other state and federal agencies to support high quality	<ul style="list-style-type: none"> i. Share State Advisory Committee (SAC) meeting information with the EESD Division staff who are not able to attend these meetings. ii. Develop and monitor State/Federal department Memorandums of Understanding (MOU), and attend meetings to align and implement high-quality early learning programs for children and families and professional learning systems for staff in State-subsidized programs. 	<p>EESD SAC attendees</p> <p>Policy and Quality Offices</p>	<p>Every Quarter</p> <p>Budget MOU Mtgs. Nov. and April</p>	<p>Director Policy Office staff</p> <p>Policy Office Quality Office Field Services Office/QRIS</p>

Year One Action Plan: Policy / Legislative Engagement				
Expected Results	Activities	Suggested Lead/ Work Group	Completion Date	Resources and Notes
services to children and families.				
c. Increased financial resources in support of innovative ECE research, development projects, and evaluations.	<ul style="list-style-type: none"> i. Advocate for stable and adequate resources in support of improved early education (Birth-8 yrs.) research, projects, and evaluations. ii. Improve sharing of fiscal information within the Instruction and Learning Support Branch, Accounting, Budgets, FASD, and Contracts Office. 	Policy/Quality and Field Services Offices	1/16	CDE Government Affairs Office staff, Legislature and Dept. of Finance
d. Improved, coordinated access to high-quality early education services for low/middle income families. Eligible families will also be able to enroll in other supportive services.	<ul style="list-style-type: none"> i. Identify a champion legislator to sponsor a SSPI bill to increase the California public early education qualification level to a minimum of 200 percent of Federal Poverty Level or 100 percent of State Median Income. 	Governmental Affairs Office and Policy	1/16	<p>SSPI meets with Senate Pro Tem and staff to discuss Legislation necessary to implement CCDF.</p> <p>The Affordable Care Act has expanded opportunities to make enrollment in one safety net program a gateway to others.</p>

Year One Action Plan: Policy / Legislative Engagement				
Expected Results	Activities	Suggested Lead/ Work Group	Completion Date	Resources and Notes
Policy / Legislature Engagement Key Priority 2: Resource Partnerships: Fiscal and Human Resources				
a. Increased and on-going Foundation and Business/private sector support for quality early education, with the tiered quality rating scale fully funded in all counties.	<ul style="list-style-type: none"> i. Develop and increase philanthropic and private sector support for innovative early education research and development projects. ii. Utilize and expand the RTT-ELC (regional consortia) model. iii. Secure investments in CDE and EESD that support the growth of the system at large (both human resources and sustainable funding/CDE and field). iv. Develop linkages between PITC/RTT-ELC/Early Head Start & EHS/Family Regional Center programs. 	<ul style="list-style-type: none"> Policy Office Quality Office Director/SSPI/Policy/Ed Finance Committees, Governor, etc. 	<ul style="list-style-type: none"> 1/16 1/16 1/16 	<ul style="list-style-type: none"> i.e., Packard Foundation/ CDE Foundation/ \$50 million for TQRIS (3yrs) Early Edge, Children Now, CDPI, Advancement Project
b. Identified methods of increasing public funding for early education in California.	<ul style="list-style-type: none"> i. Monitor, analyze, and pursue Federal grant opportunities on a regular basis. 	EESD Director/Policy	1/16	Federal Register/SAC meetings/California First 5 leverage funding opportunities.
c. Promoted and applied Local Control Funding Formula allocations to support programs for young children.	<ul style="list-style-type: none"> i. Monitor LCAP plans to determine if they include funding for Transitional Kindergarten and State Preschool programs. ii. Develop more local consortia block grants for counties. 	Quality/Policy Office	1/16	LCAP Office

Year One Action Plan: Policy / Legislative Engagement				
Expected Results	Activities	Suggested Lead/ Work Group	Completion Date	Resources and Notes
Policy / Legislature Engagement Key Priority 3: State Leaders and Field Stakeholders				
a. Increased knowledge of the importance of early intervention and the economic and social value of high quality pre-school and infant toddler services for all children.	<ul style="list-style-type: none"> i. Develop EESD promotional materials by leveraging resources available through First 5. Perhaps develop how to pamphlet like After School Division and Career Technology Education. ii. Develop webinars to promote EESD Quality Improvement/TQRIS/Early Head Start activities iii. Develop executive summaries for presentations at legislative hearings. iv. Develop an annual report on the accomplishments of the EESD and the total impact on the lives of children and families in California. v. Develop a plan to celebrate and acknowledge the reach of the California State Preschool Programs over the last 50 years. vi. Develop a CDE lobby display, CDE staff brown-bag lunch series to view “Raising America’s Children.” vii. Share current research on the Adverse Childhood Experiences (ACES) study in California. 	EESD Quality/Policy Office and CDE Press	1/16	<p>California First 5 media resources/leverage funding with the Clinton Foundation/Kit for New Parents-info. on the importance of high quality care for young children.</p> <p>Leverage the PBS series on “Raising America’s Children” the Month of the Young Child in April of every year. Share report and TED talk on ACES via EESD listserve.</p>

Year One Action Plan: Policy / Legislative Engagement				
Expected Results	Activities	Suggested Lead/ Work Group	Completion Date	Resources and Notes
b. Increased understanding of early education best practices, research, resources, program innovations, and advocacy goals among state leaders (legislature, elected officials, state officers, etc.) and field stakeholders (advocates, contractors, providers, and parents).	i. Use the SAC meeting to share best practices and current research findings in early education.	Policy Office	1/16	TQRIS Quality Office materials and resources.
	ii. Meet with stakeholder groups on a regular basis to discuss linking advocacy goals and research to move the early learning agenda forward.	Policy/Quality Offices	1/16	
	iii. Utilize CDE/EESD SNAP surveys to obtain input from the ECE field.	IT Coordinator	1/16	
	iv. Improve the user-friendliness of the EESD website.			
c. Shared vision and priorities for high-quality early education/Whole Child services resulting from enhanced collaboration of state leaders and field stakeholders.	i. Obtain support for the EESD vision from key stakeholder groups.	Director/ Administrators	1/16	Whole Child Community Schools staff (CDE)
	ii. Work with field stakeholders to identify shared priorities.			
	iii. Utilize CCDBG State Plan public hearing process to obtain input from the ECE field.	Policy Office	1/16	Policy Office

Year One Action Plan: Policy / Legislative Engagement				
Expected Results	Activities	Suggested Lead/ Work Group	Completion Date	Resources and Notes
d. Improved quality of services for all children through system-wide changes based on analysis of the administrative data EESD/CDE collects and local county needs assessments.	i. Use data and research to inform EESD program-wide continuous improvement.	Quality/Field Services	1/16	Outside research contractors- RAND/AIR, etc.
Policy / Legislature Engagement Key Priority 4: Alignment of an Early Education/K-12 Continuum				
a. Increased CDE and EESD support for the alignment of an early education/K-3 continuum within the larger K-12 system, at all levels of the division and department.	i. Coordinate internal CDE meetings with key internal stakeholder groups (i.e., Nutrition, Special Education, Elementary Education, After School Division, Title 1, English Learner Division) and focus on achieving a strong Birth to 8 continuum and continuity of care of children.	Administrators/ CDE Directors Mtgs.	1/16	Division Director's Mtgs.
b. Increased K-12 stakeholder support for early education/K-12 integration through linkages to LCAP, Expanded Learning, Special Education and Nutrition.	i. Coordinate regular input meetings with key stakeholder groups and focus on achieving a strong Birth to 8 continuum and continuity of care of children across systems.	Policy Office Director	1/16 At least semi-annually	Stakeholder groups COE 11 Regional Lead Mtgs.

Year One Action Plan: Policy / Legislative Engagement				
Expected Results	Activities	Suggested Lead/ Work Group	Completion Date	Resources and Notes
c. Integrated early education/K-12 at the state and local levels using the Integrated Action Team (state level) and RTT-ELC Consortia (local level) models.	i. Continue and expand annual TQRIS funding (\$50 million dollars) via a Request for Proposals/Applications review process.	EESD RFP/RFA workgroup	1/16	EESD RFP/RFA staff
d. Increased alignment across age groups (early education and K-12) and programs within CDE and externally.	i. Establish policies and procedures across age groups and systems that improve service delivery to children and families using the Whole Child Initiative and the Strengthening Families model of intervention.	Quality/Policy Offices	1/16	RTT-ELC Funding-6 month extension

7.4. Major New Initiatives

Year One Action Plan: Major New Initiatives		
Expected Results	Activities/Workgroup/Completion Date/Resources	
1. CCDBG Reauthorization Act of 2014 – State Plan	See State Plan developed for Federal FY 2016-2018	
2. Early Head Start Grant for Northern Counties	See separate planning documents for details	
3. State Preschool Expansion	See separate planning documents for details	

8. EESD Staff Communication and Interaction Operating Norms

As part of this strategic planning process, EESD staff identified a number of helpful ways to better communicate and interact with each other in carrying-out daily work together. The staff then ranked the following “operating norms,” from a longer list, as most important to practice and monitor, across the division as a whole and also within individual offices and units.

1. Demonstrate mutual and authentic respect regardless of classification by honoring intentionality, speaking politely and tactfully, being aware of body language and tone, and listening without interrupting.
2. Maintain clear outcomes and communicate next steps, due dates, revisions, and changes while keeping an ongoing record of critical communications.
3. Engage in authentic, transparent, ongoing, and open communication.
4. Be constructively critical of the work, not individuals, and acknowledge personal feelings without impeding group processes.
5. Build trusting relationships by committing to working as a team to advance this work.
6. Be fully present by listening actively and clarifying what was heard.
7. Be prepared, mindful of the mission, and on time to meetings.