

Future Ready By Five

Future Ready Columbus (FRC) is working in partnership with local agencies, providers, funders, researchers, and community members to craft a three-year, comprehensive plan addressing school readiness for children prenatal through age five. The plan is called Future Ready by Five (FR5). FR5 establishes shared goals and strategies designed to generate specific outputs or deliverables that move outcomes to achieve the shared FRC vision of **“100% of Franklin County children will demonstrate readiness for Kindergarten on the Kindergarten Readiness Assessment by 2030.”**

When completed, a thoughtful narrative will help present and communicate the FR5 plan. The following background is designed to provide brief context for the draft FR5 proposals as stakeholders review the draft and provide recommendations for improvement.

Guiding Principles

The FR5 draft reflects the partnership’s overall kindergarten-readiness operational mission, its vision for the future, and its commitment to respect community priorities and family challenges, embrace cultural humility and racial equity, and adhere to FRC’s Guiding Principles.

Kindergarten Readiness Guiding Principles	
Every Child...	is safe, feels loved and is supported for holistic learning, health, and development to thrive.
Every Family...	is treated with respect and receives equitable, dignified support as they nurture the child they love.
Every Community...	advocates for and invests in the promise and potential of each and every child prenatal through age five to thrive in kindergarten.
Equity For All...	Anti-racism approaches are used to create equity for all children and people who touch a child’s life.

Parameters

Parameters for the FR5 draft include:

- Focus on the prenatal through age-five years in a child’s life
- Address the comprehensive needs of every child living in Franklin County to be ready when they begin kindergarten
- Understand that kindergarten readiness scores are an early and significant predictor of a child’s lifelong success
- Understand and address the systemic racism and inequities that impact a child’s trajectory for lifelong success
- Address trauma that impacts kindergarten readiness and replace it with resilience
- Remove barriers for eligible families seeking support or participating in programs
- Focus on building a system, not a series of individual programs

FR5 Time Frame

Significant strategic discussion focused on the timeframe of FR5. The FRC-ECAC determined that we must move toward our 2030 goal of every child being ready for kindergarten in 3-year increments. The FR5 draft reflects the work for the first 3 years to advance kindergarten readiness.

FR5 Development Process

FRC lead the FR5 development using an inclusive planning process to ensure collective impact. Six family and community member focus groups, held prior to pandemic constraints, provided important draft plan insights. To date, work has been spearheaded by

- A cross-system, public-private FR5 Planning Team
- A range of family representatives, service providers, educators, community and philanthropic partners, and city/county leaders who serve on the FRC Early Childhood Advisory Council (ECAC)

The FR5 draft also builds on and aligns with a host of current individual agency, community-based and countywide plans that support the kindergarten readiness mission. Following the current stakeholder review process, additional feedback forums for families, providers and other community members involved in the prenatal through age five arena will be hosted utilizing virtual tools.

The FR5 Plan

1. FR5 is informed by a pragmatic blend of:

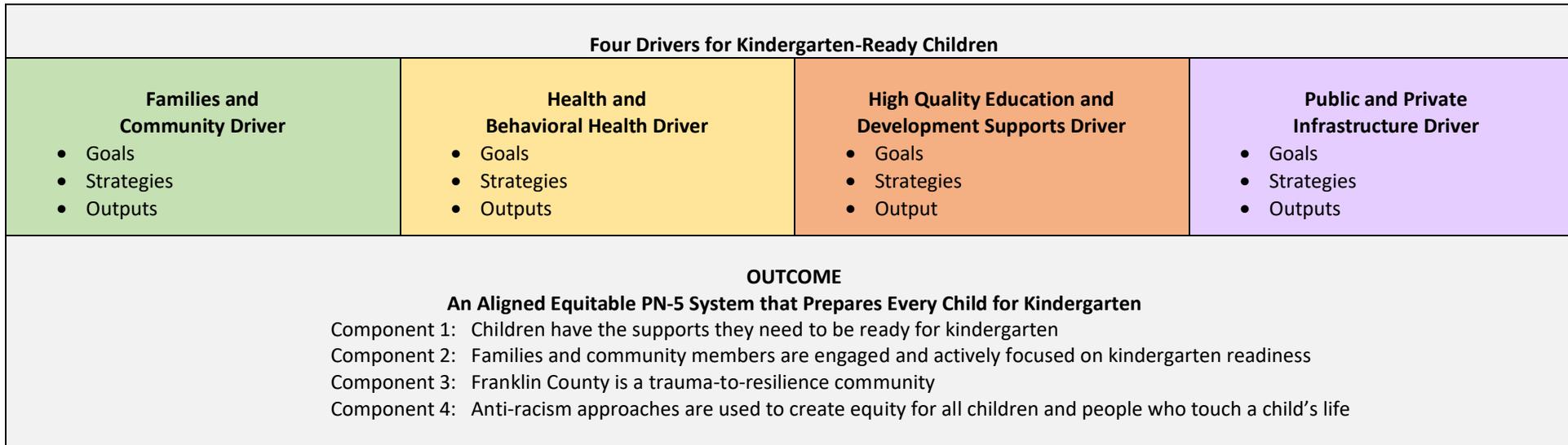
- Research and data
 - The latest early childhood and trauma-related brain research,
 - Local Kindergarten Readiness Assessment data, early childhood program data, and trauma-impact data that illuminate need, risk-factors or other challenges and opportunities,
 - Longitudinal data, research and program design of the Abecedarian Early Childhood Program and the Perry Preschool Program,
 - Information and benchmark choices made by numerous states and communities with their respective early childhood initiatives,
 - Limited Focus Group insights shared prior to pandemic restrictions and previous input from program family advisors.
- Voices from a range of family representatives, service providers, educators, community and philanthropic partners, and city and county leaders who serve on the 36-member FRC Early Childhood Advisory Council (ECAC).
- Equity and racial bias priorities
 - Racism has been declared a public health crisis in Franklin County, the City of Columbus and by other local jurisdictions. Addressing racial bias and equity is a key to identifying FR5 goals and strategies.
- The need for a comprehensive system that focuses on all drivers of kindergarten readiness, not a collection of programs.
 - Moving the kindergarten readiness needle requires shared, cross-sector partnerships to muster and sustain effort across all drivers of kindergarten readiness.
 - Noting the documented, long-term success of the comprehensive-child approach and cross-sector service coordination of the historical Abecedarian and Perry Preschool programs, and the current approach used in Austin, Texas, consideration has been given to building a coordinated, early childhood system capable of generating the same kind of collective, positive impact on child outcomes.
 - The pandemic and its ongoing impact has underscored the need for young children and their families to have access to dependable, high quality services. At the same time, the pandemic illuminated the fragility and limitations of many early childhood programs as well as questions regarding how robust any system alignment may be at the current time. Going forward, FR5 advances a true, cross-sector system with the ability to deliver quality services in an agile and resilient fashion.

Considering all these factors, the FR5 draft supports efforts to increase service availability across programs while placing most of the focus over the next three years on aligning and building a more robust, nimble system with the solid partnerships and essential operational capacity needed to support future growth. The proposed target system outcomes are ambitious, but necessary, to align an equitable kindergarten readiness system.

2. Drivers, Goals, Strategies, Outputs and Outcome

There are four, research-based drivers that impact a child’s kindergarten readiness. To elevate overall community performance, the FR5 draft uses goals, strategies, outputs, and outcomes associated with each of the four drivers. The FR5 draft delineates the scope and breadth of focused, shared community action needed to meet the kindergarten readiness goal.

For Each Driver								
Goal	Strategies	Strategy Leader	Outputs	Outcomes	Public comment on the Draft to Inform the Finalized Plan	Action Plans	Action Owners	TimeLine
October 22, 2020 <u>Draft</u> Completion Date					Post October 22, 2020	Post Final Approval of FR5 Plan in July 2021		



- Outcome Aligned with Guiding principles
 - The FR5 draft outcome is aligned with the original Guiding Principles and reflects the ultimate result of the planned, three-year effort, stated in a measurable format. Outcomes provide the overarching targets for goals within each of the four kindergarten readiness drivers.

Implementation

Implementation will require the development of shared, accountable action plans for each strategy with established responsible parties and due dates. Given the breadth of effort needed to elevate kindergarten readiness, proposed individual strategy action teams will be led by an appropriate “Strategy Leader” partner to ensure work plans with informed actions are identified, implemented, and tracked via performance metrics. In most cases, strategy leadership will align with the mission of that organization and its own priorities. The diverse set of Strategy Leaders, and the partners they engage, will help ensure the FR5 plan creates a true, community-driven system.

In its role as the collective impact backbone organization, FRC will take responsibility for monitoring overall plan implementation for any needed adjustments, to promote system efficiency and effectiveness, and to ensure accountable results, including coordinating Strategy Leader activities. When FRC is a Strategy Leader, in collective impact fashion, there will always be a co-leader.

Future Ready by Five (FR5) DRAFT

Families and Community (FC) Driver				
Goal	Strategies	Strategy Leaders	Outputs	Outcome Components
FC-1. Implement a comprehensive system of educational and wellness resources, mobile supports, and neighborhood hubs to help families to prepare their children for kindergarten.	A. Increase the accessibility of integrated family support services, including parent education, wellness, social connections, child care, food assistance, financial literacy, by developing a hub approach utilizing mobile and brick/mortar opportunities at locations including child care centers, family resource centers, parks and recreation. Hubs should be walkable or easily accessed by public transit throughout the day and evening.	A. Healthcare Collaborative of Greater Columbus (HCGC).	A.1. Units of mobile service completed. A.2. # of mobile service participants. B.1. Directory/App completed and distributed. C.1. Accessibility mapping completed. C.2. Prototype hub implemented.	All 4 components of an Aligned Equitable PN-5 System that Prepares Every Child for Kindergarten
FC-2. Strengthen partnerships with families and amplify family voice and engagement to increase equitable outcomes for children.	A. Convene a Family Engagement Task Force made up of professionals and family members to create recommendations for family engagement, review, and pivot approaches. B. Launch a texting and social-media based parent education campaign (Bright by Text). C. Develop and implement the community spaces educational program (i.e., grocery store, library, COTA, barber shop/hair salon). D. Organize individual father-focused programs into a developmental sequence of opportunities with smooth transitions and referrals.	A. TBD plus population leads. B. FRC C. Columbus Metropolitan Library D. FRC	A.1 Recommendations and action plan. B.1. # Bright By Text followers. C.1. Community-spaces education program implemented. D.1. Bi-annual meetings of all EC father programs. D.2. Model implementation decision made. D.3. # Programs, # fathers involved.	All 4 components
FC-3. Integrate family input and leadership to inform FR5 work.	A. Create a family advisory approach, including ECAC representation, to build and integrate family voice into policy and program design and implementation.	A. FRC B. FRC	A.1. Family advisory created with charters. A.2. Family representatives on ECAC.	All 4 components
FC-4. FR5 supports the leadership and strategies associated with the collective impact organizations for housing, food, child safety, transportation and broad band access that are addressing basic needs for families and children.	A. FR5 supports the leadership and strategies adopted by the Columbus Shelter Board, Mid-Ohio Food Collective, Franklin County Children Services, COTA and broadband/digital access collective impact efforts, and FR5 partners stand ready to assist with implementation needs.	A. Columbus Shelter Board; Mid-Ohio Food Collective; Franklin County Children’s Services; COTA; MORPC		All 4 components

Health and Behavioral Health (HBH) Driver				
HBH Goal	Strategies	Strategy Leaders	Outputs	Outcome Components
HBH-1. Create an aligned culturally sensitive B-5 health, development, trauma and mental health screening system, for screenings that are conducted by non-medical professionals, so that all B-5 children receive timely, comprehensive, appropriate screenings using approved culturally appropriate instruments across all providers.	A. Identify and achieve benchmarks for B-5 children to receive timely, comprehensive, developmentally appropriate screenings and referrals to services for identified needs.	A. FRC	A.1. Environmental scan of screenings being conducted for B-5 children in Franklin County. A.2. Identified benchmarks to increase the number of B-5 children receiving screenings in a timely, comprehensive, appropriate manner. A.3. List of approved screening instruments for B-5 children. A.4. Screening training curricula and ongoing training process for fidelity is in place. A.5. Low or no cost screening assessments made available.	All 4 components of an Aligned Equitable PN-5 System that Prepares Every Child for Kindergarten
HBH-2. Ensure an aligned, culturally sensitive health and behavioral health system so that B-5 children have health insurance and receive affordable, timely, comprehensive health and behavioral health services.	A. Identify and achieve benchmarks to increase the number of B-5 children receiving affordable, timely, comprehensive health and behavioral health treatment and services. B. Convene Medicaid Managed Care Organizations (MCOs) operating in Franklin County to address community needs, increase partnership opportunities and remove barriers to receiving services with a specific focus on stigma and trust related barriers.	A. Healthcare Collaborative of Greater Columbus B. Franklin County Public Health Dept	A.1. Environmental scan of the full range of health and behavioral health services and supports for B-5 children. A.2. Identified benchmarks for B-5 children, receiving timely, appropriate comprehensive behavioral health services and supports. A.3. Increased number of children that have immediate access to health and behavioral health services of appropriate intensity and length. A.4. Report identifying strengths, viability and expansion opportunities for medical-community hubs and mobile medical services. A.5. Families understand the importance of receiving comprehensive health and behavioral health services for PN-5 children.	All 4 components
HBH-3. Transform Franklin County to a trauma resilience county so that traumatic experiences in early childhood will not limit a child's opportunity for lifelong success.	A. Increase the number of PN-5 professionals and stakeholders that will have the knowledge and resources to address trauma and help build resilience and optimism for PN-5 children and their families. B. Create and promote a toolkit that identifies all available evidence-based, trauma training and corresponding supports and materials. C. Create a Response to Intervention (RTI) approach to address trauma and behavioral health issues and to facilitate resilience.	A. FRC and Family and Children First Council B. Family and Children First Council C. FRC	A.1. Number of early childhood providers participating in trauma to resilience training. A.2. Evaluation data. B.1. Needs assessment. B.2. Tool kit. B.3. Training schedule. C.1. RTI approach developed with policies and procedures. C.3. Number of providers utilizing ECMHCs. C.4. Number of family members receiving trauma focused engagement and education supports.	All 4 components
HBH-4. Reduce the infant mortality rate.	A. FR5 supports the leadership and strategies associated with this goal as adopted by the CelebrateOne collective impact effort, and FR5 partners stand ready to assist with implementation needs.	A. CelebrateOne		All 4 components

High Quality Early Childhood Education and Development Supports (EDS) Driver

EDS Goal	Strategies	Strategy Leaders	Outputs	Outcome Components
<p>EDS-1. Increase access to and utilization of high-quality early education and development supports for every child.</p>	<p>A. Create benchmark goals and address associated barriers to increase quality ratings for publicly funded childcare providers (all highly rated by 2025 in Step Up to Quality/SUTQ).</p> <p>B. Identify and achieve three-year benchmarks to increase access and attendance in high-quality early childhood programs for all children with an equitable focus on children: of color; with disabilities; living in poverty; and in multi-lingual, immigrant and migrant families through public outreach/education, partnering with families and removing barriers. Programs include: Home Visiting; Early Intervention; Child Care; Head Start; SPARK; Preschool; Special Education Preschool.</p> <p>C. Align all reading strategy and book-providing initiatives into an integrated system that supports all children’s literacy development.</p> <p>D. Provide culturally appropriate, evidence-based B-K reading strategies for teachers and families for low- or no-cost to all providers.</p> <p>E. Widely disseminate a culturally appropriate, age-appropriate, at-home toolkit that follows an early childhood development curriculum to support parents, guardians, and families.</p> <p>F. Increase access to museums to support development in Science, Technology, Engineering, Art and Mathematics. (STEAM)</p> <p>G. Convene stakeholders to consider Quality Plus approach for Franklin County.</p>	<p>A. Action For Children</p> <p>B. Southside Early Learning: plus professional area leads.</p> <p>C. Franki Sibberson, LLC</p> <p>D. Crane Center</p> <p>E. Columbus Metropolitan Library</p> <p>F. TBD</p> <p>G. FRC and Action For Children</p>	<p>A.1. SUTQ benchmark document with quarterly progress updates.</p> <p>B.1. Established three-year targets for each program for # of new children enrolled and attendance rates.</p> <p>B.2. Report with number of preschool opportunities available as defined by ODJFS, ODE.</p> <p>B.3. # Children participating in identified programs.</p> <p>B.4. Attendance rates at participating programs.</p> <p>B.5. #/% open slots at participating programs.</p> <p>B.6. Policies updated.</p> <p>B.7. Tool kit with transition resources and best practices.</p> <p>C.1. Landscape of book providing initiatives and recommendations to improve and increase access</p> <p>D.1. Teaching strategies developed and implemented with associated metrics.</p> <p>E.1. # Parents receiving toolkit (physical distribution, downloads) mapped to neighborhoods.</p> <p>F.1. TBD</p> <p>G.1. Recommendations completed.</p>	<p>All 4 components of an Aligned Equitable PN-5 System that Prepares Every Child for Kindergarten</p>
<p>EDS-2. Ensure all EC professionals have the training and supports needed to proactively address their implicit bias; and demonstrate cultural competence and cultural humility.</p>	<p>A. Create and promote a toolkit that identifies all available evidence-based, training and corresponding supports and track utilization of tool kit materials for professionals to include Implicit bias, cultural competence and racial equity.</p> <p>B. Require any EC service provider receiving local, county or city funds to ensure its workforce completes implicit bias, trauma to resilience, and cultural competence training as a condition of receiving funds.</p>	<p>A. St. Vincent Family Center</p> <p>B. TBD</p>	<p>A.1. Training materials and scheduled trainings for</p> <ol style="list-style-type: none"> 1. Implicit bias. 2. Cultural competence and equity. 3. Professional content knowledge. <p>B.1. Policy and procedures in place.</p>	<p>All 4 components</p>
<p>EDS-3. Develop an aligned professional development system that is based on identified needs.</p>	<p>A. Develop partnerships across major PD providers to align EC professional development offerings using data demonstrating the needs of the community.</p> <p>B. Provide guidance and tools, including resources when possible, for providers to develop a professional development plan for their staff.</p> <p>C. Implement a Pipeline Pilot: To increase CDA, AA and number of males entering the EC field, while addressing barriers to include, but not limited to free child care while in class, wages, transportation, entrance exams and hours of instruction.</p>	<p>A. FRC</p> <p>B. Action For Children</p> <p>C. Columbus State Community College</p>	<p>A.1. Repository of all EC PD training organizations, their offerings, and schedule.</p> <p>A.2. List of PD needs in the EC community.</p> <p>A.3. Bi-annual meetings for all PD training organizations.</p> <p>B.1. Guidance and tools implemented.</p> <p>C.1. Pilot Implemented</p> <p>C.2. Annual CDA update.</p> <p>C.3. Annual AA.</p>	<p>All 4 components</p>

Public and Private Infrastructure (INF) Driver				
INF Goal	Strategies	Strategy Leaders	Outputs	Outcome Components
INF-1. Support the creation of a multi-faceted, integrated data-sharing infrastructure to standardize, collect and utilize data to inform decisions, coordinate action, and support evaluation.	<p>A. Establish a data warehouse system with analytic and predictive analytic capabilities across all four kindergarten drivers, working in conjunction with other backbone data system efforts in Franklin County.</p> <p>B. Launch the FR5 Data Oversight Council (FR5-DOC): a diverse team of community experts in the collection and use of data will work with every FR5 strategy leader and team members to identify culturally appropriate key performance indicators/impact metrics to be reported at least annually.</p> <p>C. Work with state for approval to implement a pilot using the SSID.</p> <p>D. Commission evaluation and longitudinal studies to inform decisions as needed.</p>	<p>A. FRC</p> <p>B. FRC</p> <p>C. FRC</p> <p>D. FRC</p>	<p>A.1. Data warehouse and dashboard operational. A5. Quarterly updates and Annual Report published.</p> <p>B.1. Partner-established metrics, including for cultural sensitivity and racial equity.</p> <p>C.1. Operational pilot.</p>	All 4 components of an Aligned Equitable PN-5 System that Prepares Every Child for Kindergarten
INF-2. Execute an early-childhood-focused public education, awareness, and outreach campaign that will resonate with target audiences and support the implementation of FR5 Community Plan goals	<p>A. Create and launch a multi-faceted, multi-lingual, culturally appropriate, public education, awareness, and outreach campaign with specific messages for target audiences using trusted messages and delivery tactics.</p>	A. FRC	<p>A.1. FR5 Communications Plan. A.2. Awareness campaign materials. A.3 Assessment of the campaign's effectiveness.</p>	All 4 components
INF-3. Support the creation of shared services approach to more effectively and efficiently provide administrative or indirect, shared services across multiple providers.	<p>A. Initiate conversation to determine host, membership, shared services menu, and details associated with implementing an ASO or implementing memorandums of agreements.</p> <p>B. Explore the feasibility of providing access to a shared health insurance benefit pool.</p>	<p>A. Action For Children</p> <p>B. FRC</p>	<p>A.1. ASO or other mechanism operational.</p> <p>B.1. Recommendations pertaining to health insurance benefit pool for ec providers.</p>	All 4 components
INF-4. Develop a funding strategy that aligns current resources and considers future financial needs to meet the kindergarten readiness goal.	<p>A. Articulate a financial recovery strategy to address early childhood program instability as a result of the pandemic in the near term.</p> <p>B. As FR5 strategies move to implementation, identify resource gaps, and determine the best solution to operationalize.</p> <p>C. Convene meetings of development-office leadership across stakeholders to align work and prepare for systemic grant opportunities.</p> <p>D. Create long-term funding strategy to include, but not limited to, workforce compensation and universal access to B-to-K high quality child care.</p>	<p>A. Action For Children</p> <p>B. FRC</p> <p>C. Columbus Metropolitan Library</p> <p>D. FRC</p>	<p>A.1. Strategy articulated.</p> <p>B.1. Resource plan and/or processes active.</p> <p>C.1. Report and recommendations completed.</p>	All 4 components
INF-5. In conjunction with the Franklin County Innovation Center – convene a think-tank group to germinate and grow big ideas that can positively impact kindergarten readiness.	<p>A. Launch an Early Childhood Think Tank in partnership with the Franklin County Innovation Center to consider next-step proposals.</p>	A. Southside Early Learning	<p>A.1. Partners will convene prior to the launch of the Franklin County Innovation Center. A.2. The Franklin County Innovation Center will be operational with early childhood items on their agenda.</p>	All 4 components
INF-6. Initiate a FR5-Council on Racial Equity (FR5-CORE) to oversee policy and FR5 implementation.	<p>A. Convene a planning team to create and implement a charter to address structural racism and inequities so that every child will be ready for kindergarten.</p> <p>B. Convene a Task Force to identify necessary steps to meet the needs of Black boys.</p>	<p>A. FRC</p> <p>B. FR5-CORE</p>	A.1. Membership and topics identified.	All 4 components

Table of Contents for the FR5 Supporting Document

- Executive Summary
- CEO Statement
- Introduction
- Impact of kindergarten readiness
 - Brain development
 - Longitudinal impact data; Children who start behind, stay behind
 - Drivers of K-readiness
- Our Community Crisis: local data: state of early childhood items
- Our Community Solution: The FR5 plan
 - Collective Impact approach and FRC as the Collective Impact backbone
 - Steps to create FR5 and people involved
 - The FRC-ECAC
 - Community driven plan; aligned with other community plans
 - Extensive Community feedback
 - The BIG goal, guiding principles, The Outcome
 - The 4 research based Drivers of Kindergarten Readiness
 - goals/strategies/strategy leader/outputs/link to outcomes
- Accountability
 - Strategy Leader Role and FRC Support
 - Key Performance Indicators- FR5-DOC
 - Racial Equity - FR5-CORE
 - Timeline and Data Dashboard
 - Periodic Reports
 - Plan progress evaluated every year
 - Plan updated every 3 years
- Closing Comments
- Glossary
- Appendices