



Thrive by Five Washington

2009-2012 Strategic Plan



EXECUTIVE SUMMARY

About Thrive by Five™ Washington

Thrive by Five Washington, created in 2006 through state legislation, is a nonprofit that brings together public and private partners to advance the development and learning of children ages birth to five. The vision of Thrive is for ALL children in Washington state to be prepared to succeed in school and thrive in life.

Thrive by Five Washington is a 501c3 that works in close partnership with the Washington State Department of Early Learning (DEL), which was created through the same legislation, as well as with many other partners in the early learning arena. Although the focus of Thrive is on children birth to age 5, the organization supports efforts to extend positive development into the early elementary years, and thus, also partners with the Office of the Superintendent of Public Instruction (OSPI) and the K-12 system.

Thrive has a strong Board of Directors that represents both the private and public sectors. During the winter and spring of 2008-2009, the Strategic Review Committee, a committee of the Board, worked closely with the President and CEO to develop a three-year strategic plan to cover the time period 2009-2012. Thrive acknowledges the work of this committee as well as the financial support of Jolene and Bruce McCaw and Talaris Institute in funding a consultant for the plan.



THRIVE BY FIVE is a trademark of financial literacy programs for preschoolers supported by Credit Union National Association Inc. (CUNA) and those CUNA programs are not affiliated with Thrive by Five Washington.

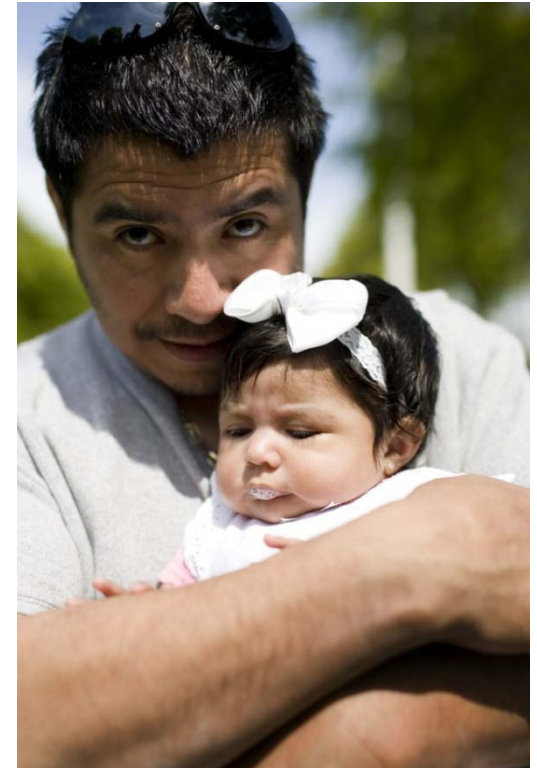


EXECUTIVE SUMMARY

Key Strategic Shifts

To create “The New Thrive by Five Washington,” key strategic shifts were made:

- Thrive will **devote more staff and resources to systems work**, including co-leading with the Department of Early Learning (DEL) the on-the-ground work of creating a statewide early learning plan for approval by the Early Learning Advisory Council (ELAC) and the Governor and working more closely with policy makers to advance early learning public policy.
- We will also **increase our efforts to develop improved strategic partnerships** with DEL, state Office of the Superintendent of Public Instruction (OSPI) and other key early learning partners, leading to better alignment of strategic initiatives and more collaboration on issues we all care about.
- In addition to continuing our work in the demonstration communities, Thrive is **adopting a community based approach to early learning** by supporting and working with the former Born Learning communities around the state (now referred to as “the Early Learning Coalitions”).
- Thrive has also made changes to **achieve a tighter, leaner, more effective infrastructure** to ensure as much as possible that dollars from our funders will have the highest impact for children.



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Primary Goals and Initiatives

Thrive now has three primary strategic goals for the 2009-2012 time period, as well as descriptions of what success looks like in 2012 for each area.

Four words to describe the primary ways Thrive will have an impact on the early learning field:

CONVENE: Thrive continually brings together stakeholders and partners from diverse sectors in order to obtain the best collaborative efforts to advance early learning.

LEVERAGE: Thrive attracts and leverages public and private resources to invest strategically in early learning.

COMMUNICATE: Thrive constantly seeks the latest research and information on early learning and ensures that it is effectively communicated to diverse audiences.

INNOVATE: Thrive tests bold new ways of conducting programs and practices that will improve our early learning system in Washington and beyond.



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Thrive's Three Goals

Goal
#1.

Help create the environment to support early learning and positive child development

We recognize parents as the child's first and most important teacher, and we know that parents need information and support to do the most effective job enhancing their child's early development. In addition, overall public awareness of the importance of early learning and public will to support investment and strong early learning public policies need to be increased. Thus, this goal includes strategies that raise public awareness on both broad-based and community-based levels and promotes positive parenting and care-giving skills through dissemination of knowledge. **By 2012**, we will show measured progress in public awareness of the importance of early learning and a greater desire to support it, as well as evidence that parents and caregivers have increased parenting information and knowledge.

Goal
#2.

Make effective early learning programs more available

This includes Thrive's demonstration communities in White Center and East Yakima, as well as its work on exemplary programs and practices that support early literacy and the nurturing of social and emotional development of children. In the demonstration communities, Thrive will continue to guide and support the innovation in these communities in order to increase our understanding of what it takes to improve quality and ensure school readiness for all children in a given community. As we learn and evaluative results become available, Thrive will disseminate information about what it takes to achieve quality early learning. This will provide powerful information for policy makers and funders who want to have a positive impact on school readiness. In addition, this goal includes our work with the Early Learning Coalitions to develop and expand our exemplary programs and practices. **By 2012**, we will see proven, scalable early learning models designed, communicated and replicated in some parts of the state. Our work will also help us become a trusted voice on early learning for funders, policy makers, parents, caregivers and others.



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Thrive's Three Goals (cont.)

Goal
#3.

Be a voice for and assist in building effective early learning systems

This goal addresses Thrive's commitment to helping to build an effective early learning system that reduces duplication and fragmentation and makes early learning services more accessible for all who need them. Key to this goal is our work with DEL and other partners to produce a statewide early learning plan. It also includes our efforts to educate policy makers and strengthen our partnerships with key stakeholders in the early learning system. Thrive recognizes that we lack a uniform process or tool for assessing school readiness in our state, and thus, another critical piece of this goal is to work with others to develop such a process or tool. [By 2012](#), we will have roles with our key partners more clearly defined and aligned, a clear statewide plan that identifies gaps and system inefficiencies with a road map for fixing these, and increased investment in early learning as well as signs of increased school readiness in some communities tied to our work.



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High Level Metrics

Thrive's Board has a strong commitment to achieving outcomes that can be clearly measured and communicated. For each goal of the Strategic Plan, there are two to three high level measurable outcomes that Thrive will track and report on to funders, partners and the public. In some cases, we do not have a baseline from which to measure, so the first year of the plan will concentrate on developing these measures.

Strategic Initiatives Overview

For each goal and initiative displayed in our graphic, Thrive has developed specific objectives and key activities that will guide the work in our three areas of emphasis. Thrive also has some internal infrastructure initiatives. Thrive staff will develop an annual operational plan for accomplishing the work, with accompanying specific detailed metrics that will be used to track our progress.

Appendix

In arriving at the goals and initiatives for the Strategic Plan, Thrive did some background work to better understand the current early learning environment. Included in the appendix are some demographics and statistics related to children and families in our state, the economic and budgetary pressures that have had an impact on our state and a high-level "map" of our early learning system (not meant to be all inclusive).

Strategic Review Committee Members

Chair: Peter Berliner

Jackie Bezos

Kim Cleworth

Janet Fisher

Leslie Goldstein

Ruth Kagi

Dan Kranzler

Valisa Smith

Craig Stewart

Kevin Washington



THE NEW THRIVE BY FIVE WASHINGTON

WHAT HAS CHANGED ABOUT OUR APPROACH?

Key Strategic Shifts	Expected Outcome	Longer-Term Impact
<p>1. More attention on building an effective early learning system</p> <ul style="list-style-type: none"> – Co-lead the development of the Statewide Early Learning Plan and its components (e.g. kindergarten assessment process) – Work more closely with policymakers – Become a thought leader and source of information for partners, funders, and public 	<ul style="list-style-type: none"> ✓ Public knowledge of and commitment to early learning will be significantly increased ✓ Early learning partners will be better coordinated and aligned ✓ Parents and caregivers will have appropriate knowledge & tools with which to support their child’s development ✓ There will be increased access to exemplary programs 	<ul style="list-style-type: none"> ✓ Demand created for more investment in and opportunities for high quality early learning ✓ Duplication and fragmentation of services reduced and resources better leveraged ✓ Parents and caregivers interact with their children in a way that promotes their child’s cultural identity, development and school readiness ✓ Parents, caregivers and children who need services the most will get them ✓ Early Learning programs will be more effective and yield better results for children
<p>2. Improved strategic partnerships (DEL, OSPI and others) leading to increased alignment of strategic initiatives and more collaboration on the issues we care about</p>		
<p>3. Adoption of community based strategy for developing and implementing culturally relevant exemplary programs and practices that can become models for statewide implementation</p>		
<p>4. Marshalling dollars to have the highest impact for children</p>		

These shifts together will result in:

Increase in children who are ready to succeed in school and thrive in life



OUR VISION

ALL CHILDREN IN WASHINGTON STATE ARE PREPARED TO SUCCEED IN SCHOOL AND THRIVE IN LIFE.

What Success looks like in 2012

- Proven, scalable early learning models with quantified impact designed, communicated, aligned among partners and replicated in some parts of state
- Thrive becomes a trusted voice in early learning in Washington

What Success looks like in 2012

- Public & private partner roles defined and optimized
- Gaps in system and system efficiency identified with clear action plans
- Investment in early learning increased
- Significant increase in school readiness in implemented areas

What Success looks like in 2012

- 85% of parents, providers and caregivers view early learning as significant to a child's long term success
- Parents supported as child's first teacher with information & knowledge
- Early learning recognized as funding priority among policymakers and funders

