

	Develop recommendations for agencies, universities, and providers to guide funding and implementation of training in evidence-based practices		Young Child Wellness Expert	Recommended practices identified, working with partners for positive rollout. Working with DCFSAMH to better track use of practices and support identification of training needs.
	Communicate importance of evidence-based practices and investment in professional development to public		Young Child Wellness Expert	
	Leverage partner resources to fund training for recommended practices		Young Child Wellness Expert	DCFSAMH and other partners have existing funding streams committed to EBP training. As needs are identified, specific practices can be incorporated into plans.
Market LAUNCH initiative and importance of professional development	Communicate to all participants in LAUNCH-sponsored trainings an overview of the LAUNCH program and how the training fits into the strategic plan	Ongoing	Young Child Wellness Expert	All LAUNCH-funded trainings include context of LAUNCH and communicate next steps.
	Communicate importance of evidence-based practices and investment in professional development to public	Year 4	Young Child Wellness Expert	ECMHC Learning Collaborative will develop social marketing campaign.
	Develop consistent marketing materials/language for use by all agencies	Year 4	Shared responsibility with IAC	
	Develop communication tools for use with higher education departments, students	Year 4	Young Child Wellness Expert	
Lead: Lily Wells (Department of Children and Families, Project LAUNCH)				
Policy Implications				

<ul style="list-style-type: none"> • In order to be effective and sustainable, buy-in and change will have to be at the highest administrative level and trickled down. Creating a plan and presenting to the children's cabinet for support will be the best way to ensure sustainability and cross-agency collaboration.
Workforce Implications <ul style="list-style-type: none"> • Accountability standards will have to be altered to reflect new clinical standards. This includes, reflective supervision to follow up on training principles, monitoring standards to assess new learning and use of materials, and policy to ensure sustainable use of knowledge with turnover.
(State Grantees Only) Coordination and Collaboration with the State/local Community <ul style="list-style-type: none"> • Toolkit principles can be tested in local area, feedback and evaluations will determine suitability for expansion and addressing in toolkit.
Coordination and Collaboration with Other Stakeholders <ul style="list-style-type: none"> • Link with agencies and providers for training collaborative. Create a forum on the web to post and track trainings. Currently Child Care Licensing has forum available. Agencies can pay to host the training and track who is using the material.
Sustainability Strategies <ul style="list-style-type: none"> • Identify funding streams • Connect with other existing efforts to increase the use of EBPs • Development of toolkit that can be utilized once LAUNCH ends

Goal 3: Professional/Workforce Development: Build an early childhood workforce development infrastructure that promotes collaborative training				
Objective 3.2: Increase cultural and linguistic appropriate service delivery across early childhood workforce				
Targeted Outcome				
<ul style="list-style-type: none"> • Direct care workers, leaders, and state agencies will be knowledgeable of how culture and language affects consumer experience and will deliver services and develop policies that are responsive to consumers in accordance with national CLAS standards 				
Indicators				
<ul style="list-style-type: none"> • Results from consumer satisfaction surveys related to CLC questions • # of cultural competency trainings held 				
Strategy	Activities	Timeframe	Individual Responsible	Remarks
Identify opportunities for expansion and replication in professional development trainings to ensure quality care in early childhood and reduce behavioral health disparities	Coordinate with Children’s Mental Health System of Care grant to identify needs and strategy for training on health disparities and CLAS.	Ongoing	Young Child Wellness Expert Young Child Wellness Partner	
	Replicate DCF-CW office's Family-Centered Practice and Training Series for all early childhood direct care providers	Ongoing	Young Child Wellness Expert Young Child Wellness Partner	
Lead: Lily Wells (Department of Children and Families, Project LAUNCH)				
Policy Implications				
<ul style="list-style-type: none"> • Many programs have different personnel working to amend policy as from their program units. Many council members will have to bring in their policy/rule development teams in on workgroup to be able to address these areas. 				
Workforce Implications				
<ul style="list-style-type: none"> • Accountability standards will have to be altered to reflect new clinical standards. This includes, reflective supervision to follow up on training principles, monitoring standards to assess new learning and use of materials, and policy to ensure sustainable use of knowledge with turnover. 				

<p>(State Grantees Only) Coordination and Collaboration with the State/local Community</p> <ul style="list-style-type: none">• Use pilot site to identify best practices for collaboration and resource sharing to present in toolkit for implementation that can be disseminated statewide. Also, expanding our scope to link with other state's early childhood professional development groups to learn best practices will be imperative. This knowledge will be transferred to the region to implement, evaluate, check, and re-structure as needed.
<p>Coordination and Collaboration with Other Stakeholders</p> <ul style="list-style-type: none">• Link with the right stakeholders is key. A briefing sheet may need to be created or other marketing tools may need to be used in order to obtain buy-in from agency workers in the policy areas who do not normally collaborate with LAUNCH group
<p>Sustainability Strategies</p> <ul style="list-style-type: none">• Identify funding streams• Connect with other existing efforts to increase the use of EBPs• State and local Councils

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Goal 3: Professional/Workforce Development: Build an early childhood workforce development infrastructure that promotes collaborative training				
Objective 3.3: Establish a learning collaborative to increase the capacity of the early childhood workforce to provide and support early childhood mental health consultation				
Targeted Outcome				
<ul style="list-style-type: none"> Agencies and providers will have access to more professional development opportunities and will be able to use these tools in their own areas with minimal additional cost or resource use 				
Indicators				
<ul style="list-style-type: none"> # of MOUs that include a cross-training component # of agencies collaborating for training 				
Strategy	Activities	Timeframe	Individual Responsible	Remarks
Create a Learning Collaborative for Early Childhood Mental Health Consultation	Develop clinical training for small cohort of licensed clinicians or those pursuing licensure to establish skills in ECMHC	Training developed, Year 3. Implement Year 4	Young Child Wellness Expert Young Child Wellness Partner	LC leadership team established. Proposal awaits carryover funding.
	Provide peer support, supervision, technical assistance meetings/calls periodically to cohort	Year 4	Consultant	
	Develop guidance documents and issue papers to be disseminated into the field and across agencies on infant mental health	Year 4	LC leadership team	Draft guidance document completed on ECMHC. Will work with LC leadership team to finalize.
	Develop multiagency outreach materials with consistent messaging	Year 4	Shared responsibility with IAC	
	Coordinate meetings for agency leaders to strengthen support for mental health consultation	Year 4	Consultant	

	Produce webinars for meetings and disseminating information	Year 4	LC leadership team	
	Create program trees for connection to services	Year 4	LC leadership team	
	Identify and disseminate best practices	Year 4	LC leadership team	
Lead: Lily Wells (Department of Children and Families, Project LAUNCH)				
Policy Implications				
<ul style="list-style-type: none"> • In order to be effective and sustainable, buy-in and change will have to be at the highest administrative level and trickled down. Creating a plan and presenting to the children's cabinet for support will be the best way to ensure sustainability and cross-agency collaboration. 				
Workforce Implications				
<ul style="list-style-type: none"> • Marketing on benefits of training and supporting LAUNCH will create better buy-in and participation from all regional and state headquarter agencies. 				
(State Grantees Only) Coordination and Collaboration with the State/local Community				
<ul style="list-style-type: none"> • Use pilot site to identify best practices for collaboration and resource sharing to present in toolkit for implementation that can be disseminated statewide. Also, expanding our scope to link with other state's early childhood professional development groups to learn best practices will be imperative. This knowledge will be transferred to the region to implement, evaluate, check, and re-structure as needed. 				
Coordination and Collaboration with Other Stakeholders				
<ul style="list-style-type: none"> • Linking with stakeholders and collaboration is key in completing objective successfully 				
Sustainability Strategies				
<ul style="list-style-type: none"> • Identify funding streams • Connect with other existing efforts to increase the use of EBPs • State and local Councils 				

State Strategic Plan – Goal 4

Goal 4: Inter Agency Collaborative: Advance multi agency collaboration to improve the well being of children and their families.				
Objective 4.1: Increase continuity of care in crossover children through inter-agency collaborations				
Targeted Outcome				
<ul style="list-style-type: none"> Families will have seamless transitions from one service to the next, with support from their provider in referring to care, follow up to ensure admission into care, and provide any documentation that is useful 				
Indicators				
<ul style="list-style-type: none"> # of interagency meetings held that discussed cross-over children 				
Strategy	Activities	Timeframe	Individual Responsible	Remarks
Provide for seamless transition of crossover children as they age out of one service provision into the next.	<p>Encourage providers to use licensed mental health clinicians or clinicians supervised by a licensed clinician in all early childhood settings for families identified as needing behavioral health services.</p> <p>Inclusion network could be critical in collaborating in this effort as liaisons, guides, mentors, and as a resource for providers.</p> <p>Early Learning Coalitions play an important role by granting access, coordination, and contact for more specified exchanges of information.</p>	Ongoing	<p>Young Child Wellness Partner</p> <p>Curtis Jenkins to invite the Inclusion Network to provide an individual to join our workgroup</p>	<p>To include but not limited to the federally designated EBP Home Visitation models in Florida:</p> <p>Early Head Start-Home Visiting Family Check-Up</p> <p>Healthy Families</p> <p>Head Start</p> <p>Healthy steps</p> <p>Home Instruction for Parents of Preschool Youngsters (HIPPIY)</p> <p>Nurse-family Partnership</p> <p>Parent as Teachers</p> <p>Public Health Nursing Early Intervention Program (EIP) for Adolescent Mothers</p> <p>Safe Care and Early Intervention (Birth to Three)</p>

	Encourage childcare providers and early childhood educational providers to make available the use of licensed mental health clinicians or clinicians supervised by a licensed clinician in all early childhood care settings for children exhibiting challenging behaviors to assist child care staff as well as school staff in developing strategies to assist the child maintaining their current placement	Ongoing		To include but not limited to all day care centers and family child care homes, as well as Pre-K and K classrooms.
	Continue exploring capacity building strategies for consultations, services, and professional development at all levels	Ongoing	Lily Wells	
	Continue work with AHCA to improve opportunities to bill Medicaid for mental health consultation.	1 September, 2016	D'Erica Smith	
	Revise SAMH Financial Rule to clarify coverage of mental health consultation for reimbursement.	1 March, 2016	Ji'Lynda Walls, SAMH	New draft completed, under review.
	Conduct a review of statutes and rules concerning childcare and mental health services to children ages birth thru 5 years to determine if there are any barriers to effective transitioning from one service program to another such as transitioning from Part "C" to Part "B" services as well as Early Head Start, Head Start, School Readiness and VPK.	1 June, 2014	Curtis Jenkins	Review was completed. Barriers do not seem to come from written policy. LAUNCH will request data on transition to conduct a review of timeliness of transition and drop-offs.
Promote medical home model by	Develop expanded delivery of integrated care through Suncoast Center in	1 January, 2016		

joining primary health care and behavior health care services	partnership with FQHC, County Health Department, and other clinic sites.			
	Through partnership with Department of Health, increase school health staff understanding of and capacity for addressing student mental health needs, including building advocacy of trauma sensitive framework within schools.	1 February, 2016	Ji'Lynda Walls	School health staff have received mental health 101 training. Working with SEDNET to deliver trauma sensitive schools training to health staff and School Health Advisory Councils.
	Review pending legislation on community schools pilot and make recommendations to DCF regarding support of legislation.	1 May, 2016	Lily Wells, SAMH	Legislation to fund a community schools pilot has been promised for the 2016 legislative session.
Lead: Frank Platt (Department of Children and Families, Children's Mental Health System of Care)				
Policy Implications				
<ul style="list-style-type: none"> • Provide recommendations for best practices • Provide information for awareness campaign to promote early development 				
Workforce Implications				
<ul style="list-style-type: none"> • Increase awareness of social, emotional, and behavioral development in early childcare and education programs • Provide training and workforce enhancement 				
(State Grantees Only) Coordination and Collaboration with the State/local Community				
<ul style="list-style-type: none"> • Work with local providers in Lealman to implement pilot • Expand scope to link with other state's early childhood professional development groups 				
Coordination and Collaboration with Other Stakeholders				
<ul style="list-style-type: none"> • The YCWE is a part of other groups focused on early childhood such as the Infant Mental Health Workgroup, Help Me Grow, and the State Design and Development Team for system change 				
Sustainability Strategies				
<ul style="list-style-type: none"> • Identify funding streams • Connect with other existing efforts to increase the use of EBPs • Focus on branding and marketing • Focus on infrastructure building 				

Goal 4: Inter Agency Collaborative: Advance multi agency collaboration to improve the well being of children and their families.

Objective 4.2: Improve young child wellness service delivery statewide

Targeted Outcome

- Early childhood programs have an increase understanding of early childhood development and infant mental health

Indicators

- # of programs adopting LAUNCH values and principles

Strategy	Activities	Timeframe	Individual Responsible	Remarks
Improve the system of mental health services	Collaborate with the FDOE Part B service system to improve mental health services	1 June, 2014	Curtis Jenkins	
	Survey substance abuse and mental health provider network to identify the utilization of evidence based practices in substance abuse and mental health services for children, families, and pregnant women.	1 February, 2016	Lily Wells, SAMH	
	Develop guidance documents and web-based resources to communicate recommended evidence based practices to the provider community.	1 July, 2016	Lily Wells, SAMH	
	Develop additional client questions for SAMH treatment and prevention data systems to improve tracking of the utilization of EBPs and the effectiveness of SAMH spending.	1 July, 2016	Lily Wells, SAMH	
	Establishing liaisons (through ELC and Healthy Start Coalitions) with providers in order to establish better communication.	1 February, 2016		<i>Will ask for Liaisons from the ELC and Local Healthy Start Coalitions.</i>

	<p>Review current early childhood service practices and policies as well as statute and rules to determine if they currently reflect an understanding and promotion of LAUNCH SOC values and principles and if not make recommendations to establish common practices and policies across agencies that reflect LAUNCH values, systems of care principles, and trauma informed care principles.</p> <p>During review determine if licensing requirements as well as recurring training to maintain certifications or licenses in early childhood service provision reflect current LAUNCH values and System of Care principles such as an understanding of Trauma Informed Care, Mental Health Consultation and care giver child interaction. This should include professional health care providers' licensure as well and Day Care staff.</p>	1 March, 2014	Diana McKenzie	<p>Current policy permits DCF to regulate health and safety standards only at licensed facilities. Forthcoming requirements of federal funding will implement some quality regulations at funded facilities. Many Florida municipalities are moving to implement local regulations or voluntary grading systems for child care facilities. LAUNCH will work to compile some of these standards and methods to share with other municipalities and begin to build momentum toward possible state regulatory changes.</p>
<p>Lead: Frank Platt (Department of Children and Families, Children's Mental Health System of Care)</p>				
<p>Policy Implications</p> <ul style="list-style-type: none"> • Provide recommendations for best practices • Provide information for awareness campaign to promote early development 				
<p>Workforce Implications</p> <ul style="list-style-type: none"> • Increase awareness of social, emotional, and behavioral development in early childcare and education programs • Provide training and workforce enhancement 				
<p>(State Grantees Only) Coordination and Collaboration with the State/local Community</p> <ul style="list-style-type: none"> • Work with local providers in Lealman to implement pilot 				

- **Expand scope to link with other state's early childhood professional development groups**

Coordination and Collaboration with Other Stakeholders

- **The YCWE is a part of other groups focused on early childhood such as the Infant Mental Health Workgroup, Help Me Grow, and the State Design and Development Team for system change**

Sustainability Strategies

- **Identify funding streams**
- **Connect with other existing efforts to increase the use of EBPs**
- **Focus on branding and marketing**
- **Focus on infrastructure building**

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Goal 4: Inter Agency Collaborative: Advance multi agency collaboration to improve the well being of children and their families.

Objective 4.3: Increase capacity of agencies and staff working with the early childhood population and their families

Targeted Outcome

- Providers are aware of all services available to families and able to provide warm referrals to families when they do not meet eligibility criteria or age out of service

Indicators

- A comprehensive resource directory is created and continually updated to reflect current service provision

Strategy	Activities	Timeframe	Individual Responsible	Remarks
Establishing a forum for cross-agency resources and interagency efforts	Create a state level inventory of cross agency resources to include which agencies are responsible for what programs and projects that reflect early childhood services AND include the names of the individuals at each agency who are responsible for the identified programs or projects.	1 February, 2016	Frank Platt	<i>Collaboration with the OEL professional development program, inclusion network and screening program at the state level will help to facilitate the cross-agency efforts.</i>
	Create a state level community of practice to reflect the early childhood community and identify key players in that community. This includes the principal state agencies as well as the university system and health care provider support agencies.	1 February, 2016	Lily Wells and Frank Platt	<i>OEL's role can be to facilitate the exchange of communication and dissemination of information between this initiative and the providers by way of the coalitions and through our professional development, inclusion and screening programs.</i>
	Identify an information manager in each agency to continually provide updates to the resource directory	1 February, 2016	Frank Platt	

Lead: Frank Platt (Department of Children and Families, Children’s Mental Health System of Care)
Policy Implications <ul style="list-style-type: none"> • Develop inter-agency agreements, resource registry, and recommendations for delivery of information
Workforce Implications <ul style="list-style-type: none"> • Provide technical assistance • Disseminate information to agencies
(State Grantees Only) Coordination and Collaboration with the State/local Community <ul style="list-style-type: none"> • Work with local providers in Lealman to implement pilot
Coordination and Collaboration with Other Stakeholders <ul style="list-style-type: none"> • The YCWE is a part of other groups focused on early childhood such as the Infant Mental Health Workgroup, Help Me Grow, and the State Design and Development Team for system change
Sustainability Strategies <ul style="list-style-type: none"> • Identify funding streams • Connect with other existing initiatives with similar goals • Focus on branding and marketing

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