



Washington State Frontiers of Innovation

Cross-Sector Workgroup Discovery Process Summary

July 2015



Introduction

Washington Frontiers of Innovation (WA FOI) is committed to the use of emerging caregiver and child brain science and testing and implementing new approaches and ideas to create breakthrough outcomes for the Washington's most vulnerable children and families. Robust activity has taken place at the program, policy, and systems level. It builds upon the long and rich tradition of Adverse Childhood Experiences (ACEs) measurement and community capacity building work in the state.

The WA FOI Cross-Sector Workgroup has been working since late 2014 to discover and assess current activities and identify prospective ideas for future systems and policy work. This document provides a high-level summary of the work and ideas generated by this group.

Within WA FOI there are two portfolios of work. The **Innovation Cluster portfolio** refers to program level, site-based interventions engaged in rapid cycle learning and feedback processes to assess potential program strategies that could have an impact on breakthrough outcomes for vulnerable children and families. The **System and Policy portfolio** refers to activities at a broader system and policy level that create research and development learnings from smaller scale implementation that have the potential for breakthrough outcomes for vulnerable children and families. The information contained in this document describes the latter portfolio of activities.

This summary of systems-level work was gathered through more than 80 direct interviews with key informants, discussions with Innovation Cluster leaders, surveys, and Cross-Sector Workgroup meetings. The content is first categorized by themes, which include early learning, health care, public health, K-12 education, public assistance, child welfare, corrections, and housing. A discovery process was launched in the fall of 2014 with a goal of mapping existing WA FOI efforts. Early in that process it became clear that these efforts fell along a continuum of attribution and contribution ranging from FOI "branded" activities to activities that were "inspired or aligned" by and with this work. This paper articulates the current activities and projects and brainstormed prospective ideas that have been generated by the Cross-Sector Workgroup (roster attached).

The Washington Frontiers of Innovation Cross-Sector Workgroup has benefitted greatly from the expertise of representatives from many organizations. Please note that this document represents the collective input of the workgroup, and information and ideas presented here do not necessarily imply endorsement or approval by individual organizations.

Photo credit (cover page): ThinkStock/Getty Images

Systems-Level Activities and Projects

Early Learning

Executive Function Online Module (Branded)

Partners include the Department of Early Learning, Harvard University Center on the Developing Child, and Frontiers of Innovation researchers. This project created an online professional development early brain science module embedded in the early learning system to teach early learning professionals. Next steps include broadening and deepening discovery to learn how to apply the science in other service delivery systems.

Executive Function Learning Communities (Branded)

Partners include the Department of Early Learning, Harvard University's Center on the Developing Child, Frontiers of Innovation Researchers, the University of Washington Center for Child and Family Well Being, and the University of Minnesota Carlson/Zelazo Lab. The online executive function module (above) was tested in a number of early learning professional communities to assess practice change in piloting this material. Next steps include testing this content in a coaching system within the Washington state Quality Rating Improvement System.

Executive Function Learning Community for Parents in State Funded Preschool (Branded)

Partners include the Department of Early Learning, Harvard University Center on the Developing Child, Frontiers of Innovation researchers, Educational School District 112, Encompass, and the University of Washington Center for Child and Family Well Being. A curriculum is currently being built for a learning community to support parents of the state's most vulnerable children with a two generation focus. Next steps include testing the curriculum in preschool expansion sites (full-day programs).

Filming Interactions to Nurture Development (FIND) Integration in Quality Rating and Improvement System (Branded)

Partners include the Department of Early Learning, the University of Oregon Social Learning Center, Children's Home Society, and ten infant-toddler regions across Washington. This pilot, which builds strong "serve and return" skills (skills that enable the caregiver to read and appropriately respond to a child's cues) in child care providers participating in the Quality Rating Improvement System, began in January 2015 with full implementation planned in all ten regions. Next steps include continuing the pilot.

Kindergarten Readiness, Childhaven Transitions (Inspired or Aligned)

Partners include Childhaven and the University of Oregon Social Learning Center. This project includes developing training for incoming early childhood educators that will best prepare them for work with children and families that experience trauma, to better prepare children and parents moving from Childhaven into kindergarten in the public school system. The readiness curriculum was completed and implemented in fall 2014. Next steps include continuing resource development for implementation in 2015.

Priority for Pre-K and High Quality Child Care in the Family Assessment Response (Inspired or Aligned)

Recent state legislation¹ requires the Family Assessment Response to help families access high quality early learning and development programs at the beginning and end of their child welfare case. The legislation also requires automatic eligibility and priority enrollment in the state-funded pre-K programs to ensure that families have access to early learning and development services in the low-to-moderate risk child abuse/neglect pathway, and requires use of high quality care if families are referred to licensed child care. Next steps include implementation of the legislative requirements and tracking of results, and increasing referral for developmental assessments for children ages birth to 3.

Health Care

Early Risk Identification in Primary Care ACEs Study Group (Branded)

Project partners include WA FOI, Health Care Authority, Washington Chapter of the American Academy of Pediatrics, local Accountable Communities of Health and ACEs initiatives, Help Me Grow, and the University of Washington. A study group formed in May 2015 to examine the feasibility and interest to build from the Center's work to address early identification of risk in primary care. This group is assessing opportunities to use an ACEs screen for adults and children coupled with a maternal depression screen within a coordinated community referral process that would link to resiliency and treatment resources. Next steps include looking at the potential to implement the screening in one or two sites and creating a work plan that outlines needed resources, existing opportunities, and ways to leverage existing work.

Health Home Program (Inspired or Aligned)

Project partners include Washington Apple Health Managed Care organizations, and community partners such as Area Agencies on Aging. This is a statewide project, with King and Pierce counties still in development pending legislative funding. The project serves Apple Health (formerly Medicaid) eligible adults with chronic illness and some children who have chronic health care conditions. Motivational interviewing techniques increase the client's activation levels (e.g., engagement in self-care and self-management of the illness or condition). Assessment is done through the Patient Activation Measure or the Caregiver Activation Measure. Next steps include testing the health home principles in the child health delivery system in alignment with Community Based Child Wellness Initiative.

Public Health

FOI Public Health Leaders (Branded)

Partners include the Washington State Association of Local Public Health Officials (WSALPHO), the Washington Department of Health, the Northwest Center for Public Health at the University of Washington, the American Indian Health Commission, the State Board of Health, foundations, and others. This systems-level effort works to improve population health outcomes by increasing awareness, commitment, and action of public health leaders across the state to address issues related to child and family adversity and resilience. The emphasis of this effort is on engagement and education of public health leaders about the importance of prevention/mitigation of childhood toxic stress as a public health problem. Over the past year, there has been broad acceptance of the ideas of brain science, early toxic stress and impact on future health among public health leaders. As a result of this effort, WSALPHO has convened a Child and Family Resilience Work Group that submitted a resolution for legislative endorsement, and has presented materials about public health's role in addressing childhood adversity and resilience at WSALPHO general membership meetings.

¹ Chapter 160; 2014 Laws of the Washington State Legislature. (HB 2519 during the 2013-14 legislative session, signed by Governor Inslee on May 31, 2014 with an effective date of June 12, 2014.)

Help Me Grow Washington (Inspired or Aligned)

The Help Me Grow Washington Partnership is convened by the Department of Health and supported by the Department of Early Learning, Department of Social and Health Services, Within Reach, Medical Home Partnerships Project at the University of Washington, Washington Chapter of the American Academy of Pediatrics, local health jurisdictions and many other agencies, parents and professionals to make sure all families know about the importance of developmental screening and can access support. The partnership has adopted a **Common Agenda** to drive the changes needed to ensure that all families understand the importance of developmental screening for young children at important times in their child's early development when additional supports and services can make a difference; that access to developmental screening is readily available online and in communities across Washington; and early intervention and responsive services are available to all children who need further evaluation and care to reach their optimal development. The partnership works to reach families in a variety of ways: ● supporting pediatric primary care providers as the best place to complete and interpret a developmental screen and provide family-centered, comprehensive and coordinated care; ● ensuring that all children are screened so developmental challenges are identified early - community partners such as early care and education providers, child care providers, schools and home visitors provide valuable help screening children who are being missed and connecting them with a medical home for follow-up, further evaluation, and referral to responsive services; and ● helping parents and providers identify interactions and activities to promote optimal health and development of children at risk, even when no medical follow-up is necessary. The Partnership's **Focus & Momentum Team** oversees the strategic efforts of the partnership and champions broad change. Action Teams composed of parents, physicians, child care providers, administrators and others meet monthly to implement our four strategies: **Reaching all children and families** online and through training of staff in health and early learning programs, primary care providers; **Providing responsive services** such as additional evaluation, early intervention and connection to early learning programs; **Strengthening systems and connections** such as data systems and community networks that enable parents and professionals to help children thrive; and **Improving policy and funding** to allow all children to have access to screening and services that address their needs.

K-12 Education

Adolescent Brain Development Plan (Branded)

Partners include the Office for the Superintendent of Public Instruction, the Harvard University Center on the Developing Child, the Department of Early Learning, Children's Administration, the Department of Health, the University of Washington, Rehabilitation Administration, and private stakeholders. This project is in the developmental phase of refining the action plan, budget/resource, acquisition and marketing. Funding was provided by the Center on the Developing Child to create a two to three year strategic plan, and awareness of the project and research is statewide. The project will increase awareness of adolescent brain development among stakeholders and youth and will develop online and place-based training materials and develop "communities of practice" (groups of people informally bound together by shared expertise and passion for a joint enterprise) at the local level and identify policy levers to move the project forward. Next steps include moving from planning to implementation, designing a training module, securing funding, expanding partnerships, and developing online and place-based curricula.

MPowering P-3 (Inspired or Aligned)

Partners include Educational Service District 112, Evergreen School District (Vancouver, Oregon), and Portland State University. This project examined self-regulation and pro-social behavior in a group of 212 students in Academic Year (AY) 2013, including assessment completed by 23 teachers. Preliminary data analysis demonstrated promising results. Next steps include continued analysis for AY 2014-15 and developing a replicable and sustainable model that can be brought to scale across multiple school districts.

Executive Function Workshop Series for Educators and Parents (Inspired or Aligned)

Educational Service District 112 provides leadership for this project. During Academic Year 2013-14 approximately 60-90 child care providers and early learning professionals, 40-50 parents, and 70-80 teachers/educators attended workshops focusing on how to support executive function skills. Next steps include continuing to offer workshops, refining curricula, and incorporating the latest best practice research into the curricula.

Compassionate Schools (Inspired or Aligned)

Partners include the Office of the Superintendent of Public Instruction, the Division of Behavioral Health and Recovery, the Department of Health, Swedish Neuroscience Institute, the Center for Ethical Leadership, and private stakeholders. The Compassionate Schools Initiative within Learning and Teaching Support provides training, guidance, referral, and technical assistance to schools wishing to adopt a Compassionate Schools Infrastructure, which are schools that benefit all students who attend, but focus on students chronically exposed to stress and trauma in their lives. These schools create classrooms that foster compassionate attitudes of their school staff. The goal is to keep students engaged and learning by creating and supporting a healthy climate and culture within the school where all students can learn. Each school and community will develop their own unique compassionate “personality.” The theory of change is in the process of development, and website infrastructure has been developed. Next steps include completing one page documents illustrating the theory of change, securing funding through private sources, obtaining project management, and developing curricula and a coaching strategy.

Public Assistance

Home Visiting, Temporary Assistance for Needy Families (TANF) Pilot (Branded)

Partners include the Department of Early Learning, the Department of Health, DSHS Economic Services Administration, Thrive Washington, and Children’s Administration. This pilot serves pregnant women and families with children under the age of five with low income or who are enrolled in Temporary Assistance for Needy Families (TANF). It provides linkages between TANF and home visiting that have not been traditionally provided. Community systems linkages have been explored in Benton & Franklin, Spokane, Snohomish, and Cowlitz counties. Replicable learnings have been captured and ongoing efforts for continued improvements put in place. Home Visiting capacity to serve TANF families in Thurston, Grays Harbor, Pierce, and Yakima & Benton counties has been expanded and referrals from Community Services Offices staff to home visiting programs are underway. Next steps include continuing the project, ongoing communication with Community Service Offices and Home Visiting providers, continuing to develop the referral pathway, continuing to gather and evaluate data, and planning for sustainability and growth.

Career Readiness Project (Inspired or Aligned)

Partners include the Department of Social and Health Services, The Prosperity Agenda (TPA), the Department of Commerce, and the State Board for Community and Technical Colleges. The project is currently in the design phase, developing a model, structure, activities, services, pilot site location and initial scale, and evaluation elements. Next steps include DSHS Community Services Division continuing to work with TPA to come to agreement on implementation. TPA is working to complete and submit an Institutional Review Board (IRB-research) application for approval and engaging with consultants who bring a research focus and expertise in adapting models to use elsewhere in order to assist in the work.

Child Welfare

King County Child Welfare Early Learning Partnership (Inspired or Aligned)

Partners include Children's Home Society and Children's Administration (CA). The goal of this project is to link young children involved in child welfare services to existing community supports of early learning, intervention, and infant mental health services in order to mitigate the effects of toxic stress and to ensure all domains of development are on track. Monthly case staffing meetings are happening in CA's King and Snohomish county offices. Next steps include developing stronger and more systematic linkages in King County, and exploring the possibility of replicating this effort statewide.

Professional Development within Children's Administration (Inspired or Aligned)

Partners include Children's Administration and the Alliance for Child Welfare Excellence. This project will increase knowledge and understanding of typical and atypical child development, brain science, toxic stress, resilience, and resources. The alliance has implemented a range of trainings that address child development, trauma, and resilience for both staff and caregivers. The Casey "Early Childhood Development in Child Welfare to Support Lifelong Healthy Outcomes" is scheduled to implement in the fall of 2015.

0 to 3 Safety Initiative (Inspired or Aligned)

Partners include Children's Administration, community providers, and other state agencies. This project addresses identification of the leading cause of fatality and near fatality critical incidents. Safe Sleep and Period of Purple Crying policies were developed through this project in the fall of 2014, along with an associated professional development module. Next steps include continuation of the Alliance for Child Welfare Excellence training for all staff.

Corrections

Residential Parenting Program at Washington Corrections Center for Women (Inspired or Aligned)

Partners include Puget Sound Education Service District – Early Head Start (PSEDS-EHS), Mary Bridge Children's Hospital, Women, Infant, Children Food Supplement Program (WIC), Tacoma Community College, Department of Social and Health Services (DSHS). This project serves incarcerated mothers of infants at the Washington Corrections Center for Women in Gig Harbor, WA. The program provides eligible incarcerated mothers with the opportunity to bond with their infants and gain necessary parenting and childhood development skills through education and external support systems for a successful transition into the community. The project is replicable nationwide in other women's prisons. Next steps include exploring opportunities for additional partnerships with the Department of Corrections.

Housing

Vulnerable Families Partnership between the Department of Social and Health Services, Employment Security Department, the Governor's Office, Building Changes, and the Department of Commerce

The above-captioned partners collaborate to identify opportunities to make program improvements for families experiencing homelessness or who are at risk of homelessness. Populations served include families connected with TANF, ESD, and low-income housing. Next steps include identifying predictors of homelessness, sanctions and families likely to exit TANF due to time limits, and supporting them in a two generation approach with Rapid Rehousing and wrap-around services and interventions.

Prospective Ideas

The following collection of ideas was generated through the WA FOI Cross Sector Workgroup and is not listed in priority order, nor has it been vetted by any agency or the Cross-Sector Workgroup itself. The Cross-Sector Workgroup is currently identifying selection criteria (draft attached) to move prospective ideas forward for support of the WA FOI Leadership Team.

Early Learning

- Increase enrollment of children most likely to have exposure to toxic stress in programs and services funded or administered by the Department of Early Learning (DEL)
- Examine evidence-based programs (EBPs) for Temporary Assistance for Needy Families (TANF) parents, including how to increase access
- Look for ways for the TANF Home Visiting Pilot sites to overlap with the Innovation Cluster program interventions
- Examine current evidence-based programs (EBPs) and promising practices through the “one science” lens
- Expand applications of Filming Interactions to Nurture Development (FIND)
- Look for opportunities to enhance linkages with quality system developments in child care, including the Early Childhood Education and Assistance Program (ECEAP)
- Strengthen linkages among primary care, early learning, early intervention, and infant/early childhood mental health to help best support vulnerable children that are at risk for poor outcomes
- Strengthen and implement joint recommendations by Children’s Administration and the Department of Early Learning stemming from recent legislation² to better partner to ensure children involved in the child welfare system have access to early learning services and developmentally-appropriate child care and services
- Provide access to high quality early learning programs for all children involved in the child welfare system, regardless of work status

Health Care

- Explore the potential for the 1115 waiver³ process to create opportunity to build a child health model of connected care at the community level. Explore linkages between Washington FOI and the Community Based Child Wellness Initiative sites in Spokane and Kelso
- Research how Accountable Communities of Health can use learnings from Washington FOI toward a more robust lifespan approach to primary prevention and long term health and wellness
- Find ways to engage parents and children in households at risk of an out of home child placement in activities that would result in maintaining the parent/child relationship in primary prevention efforts
- Examine historical programs for possible access to longitudinal data, leading to a mapping of cost-benefit analysis around programs that have been around a long time or have ended but contain quality data

² Chapter 160; 2014 Laws of the Washington State Legislature. (HB 2519 during the 2013-14 legislative session, signed by Governor Inslee on May 31, 2014 with an effective date of June 12, 2014.)

³ Section 1115 of the Social Security Act gives the Secretary of Health and Human Services authority to approve experimental, pilot, or demonstration projects that promote the objectives of Medicaid and Children’s Health Insurance Program (CHIP). The purpose of these demonstrations, which give States additional flexibility to design and improve their programs, is to demonstrate and evaluate new policy approaches. See: <http://www.medicaid.gov/Medicaid-CHIP-Program-Information/By-Topics/Waivers/1115/Section-1115-Demonstrations.html>

Public Health

- Study systems-level opportunities to get people engaged and more invested; research what works around leadership development
- Explore how to better use materials that have been developed through FOI
- Explore work with special populations who may have both historical trauma and high ACEs, including minority populations. Explore culturally-specific adaptations of this work
- Increase family and community awareness of the importance and knowledge of early child development through a public health lens

K-12 Education

- Explore statewide public thinking around adolescent brain development and engage in more research in this area
- Bring in more FOI inspired thinking in terms of how schools can collaborate across agencies to promote research around brain development in early childhood, youth, and adolescent learning
- Explore ways to better share data across state agencies regarding vulnerable families and children
- Find ways to integrate Compassionate Schools, ACEs programs, and other programs that work with at-risk youth and find how to integrate the knowledge and best practices produced by these programs
- Refine teacher education at the University Level to include information about brain science
- Explore more research into executive function, emotional regulation, and goal setting
- Find ways that DSHS could better address overlapping populations
- Look for ways to prevent school changes (mobility)
- Review emergency assistance programs for opportunities

Public Assistance

- Make use of the national expertise and coaching through CSD and DCS participation in a National Policy Academy focused on family stability through a series of local rapid-cycle evaluation of trauma-informed projects to test strategies for helping families on TANF achieve and sustain self-sufficiency.⁴
- Identify what breakthrough outcomes might occur for TANF because of participation in home visiting and explore expansion of the project evaluation to include these
- Continue to enhance solid relationships between CSOs and community resources such as home visiting, early intervention, publicly-funded early learning programs, and infant/early childhood mental health
- Integrate executive function concepts into Life Skills curriculum
- Create additional professional development opportunities around brain science regarding the impacts of adverse childhood experiences and toxic stress and mitigation methods
- Develop a tool to assist public assistance workers in determining whether children would benefit from referral to infant mental health services
- Review what we know about brain science and the impact of trauma and how this knowledge is or is not reflected in current TANF policies by seeing whether or not they exacerbate or ameliorate functioning of children with high ACEs burdens
- Examine the role of TANF for CA involved children from a trauma-informed lens

⁴ Projects may include coaching case management that is trauma-informed; business process reforms that increase access to services for children, youth, and non-custodial parents; and improved linkages to WIOA-funded services. Focus on disconnected youth age 18-24 and families who are likely to cycle off and on TANF.

Child Welfare

- Develop policies from a multi-agency lens that promote mitigation of harm of children who have been exposed to trauma, including supports that maximize ongoing health development
- Research adolescent brain development for foster care implications, and explore strategies that might make a difference
- Explore replication or local adaptations of the King County Child Welfare Early Learning Partnership
- Integrate brain science into core training for social workers in the child welfare system
- Tailor national training material to be specific to Washington state child welfare staff and caregivers
- Develop referral pathways and linkages to community based home visiting programs
- Improve family visits to be developmentally appropriate for young children

Corrections

- Explore brain development in children of incarcerated parents
- Examine what happens to incarcerated parents, how they are affected by incarceration, and how to help with the transition when a parent is released
- Research adult executive function, affect regulation, goal setting, skill building, etc., of incarcerated parents and non-incarcerated custodial parents

Housing

- Look for ways to increase connections between home visiting programs and housing programs, especially those home visiting programs with an employment focus (attainment and wage growth over time)
- Examine opportunities for stronger linkages to long term coaching and goal setting (similar to the Mobility Mentoring model) for the TANF Home Visiting pilot sites
- Create innovative linkages across housing sites and co-located parenting, home visiting, and adult skill building programs

Roster of WA FOI Cross-Sector Workgroup Meeting Attendees

The following list includes names of individuals who have participated in WA FOI Cross-Sector Workgroup Meetings at least once, and is combined with those that attended on a regular basis.

Name	Title	Agency
Abrams, Angela	Professional Development Administrator	Department of Early Learning
Alfani, Laura	Home Visit Project Manager	Department of Early Learning
Appleton, Debra	Program Supervisor for the 21st Century Community Learning Centers Program	Office of Superintendent of Public Instruction
Ashley, Nancy	Project Manager	Children's Administration
Auerbach, Nina	Executive Director	Washington Association for Infant Mental Health
Bardi, Janna	Interim Assistant Secretary, of Prevention and Community Health	Department of Health
Becker-Green, Jody M	Program Administrator, Office of the Secretary	Department of Corrections
Burkhart, Donna	Child Care Program Manager, Children's Lab School	Centralia College
Bushaw, Stacey	Family Health Care Supervisor	Health Care Authority (HCA)
Butts, Bob	Assistant Superintendent of Early Childhood	Office of Superintendent of Public Instruction
Carroll, Leslie	Child Health and Development Supervisor - Healthy Starts & Transitions	Department of Health
Chapman, Kathy Ann	Assistant Director, Office of Healthy Communities	Department of Health
Eilers, Katie	Assistant Director, Community Health	Kitsap County Health Department
Endler, Gregory	Children's Mental Health Program Administrator	Dept. of Social and Health Services/BHSIA
Fulwyler, Tamara	Executive Director	Essential for Childhood
Gillespie, Melanie	Executive Director	Foundation for Healthy Generations
Giron, Beatrice F	Early Childhood Program Specialist	Department of Corrections
Gortney, Jason	Director, Catalyst for Kids	Children's Home Society of Washington
Ham, Debbie	Executive Director	Support Early Learning for Families (SELF)
Henderson, Tory	Health Services ACEs Consultant, Community Based Prevention	Department of Health
Hertel, Ron	Program Supervisor, Readiness to Learn, Compassionate Schools	Office of Superintendent of Public Instruction
Hope, Lorri	Director	Hope for the Future Child Care & Preschool
Inman, Kachina	Executive Director	Healthy Living Collaborative of Southwest Washington
Jaques, Rebecca	Senior Project Manager, Frontiers of Innovation initiative	Harvard Center on the Developing Child
Johnson, Mona	Director, Student Support	Office of Superintendent of Public

		Instruction
Kavanaugh, Susan	Interim FOI Program Manager ESA	Department of Social and Health Services
King, Judy	Strengthening Families Washington Administrator	Department of Early Learning
Lantz, Barbara	Manager, Quality Care Section	Health Care Authority
Larsen, Bethany	Vice President, Branch Program Operations	Childhaven
Lengua, Liliana	Director, UW Center for the Child and Family Well-Being	University of Washington
Lippold, Laurie	Legislative Liaison	Partners for Our Children & Washington Chapter of the American Academy of Pediatrics
MacGregor, Logan	Public Welfare Policy and Research Manager	Department of Social and Health Services
Mairs, Angus	Deputy Director	Thrive Washington
Mariani, Sarah	Behavioral Health Administrator	Department of Social and Health Services/BHSIA
Mbaja, Nellie	Program Manager, Early Childhood Development	Children's Administration
McEntire, Corina	Professional Development Manager	Educational Service District 112
Miller, Marcy	Director of Home Visiting	Thrive Washington
Morrison, Juliet	Assistant Director for Quality Practice and Professional Growth	Department of Early Learning
Murphy, Ron	Senior Director, Strategic Consulting	Casey Family Programs
Newell, Astrid	Community Health Manager	Whatcom County Public Health
Putnam, Barb	Supervisor, Well-Being Services	Children's Administration
Retlin, Cary	Lead Policy Alignment Advisor, Community Services and Housing	Department of Commerce
Schindler, Holly	Assistant Professor and Harvard Go Team Washington Lead	University of Washington, Department of Education
Slusher, Theresa	Housing Stability Manager	Department of Social and Health Services
Stillman, David	Assistant Secretary, Economic Services Administration	Department of Social and Health Services
TeKolste, Katherine	Developmental Pediatrician: Co-Director, Medical Home Partnerships Project; Co-Chair, Help Me Grow Washington	Center on Human Development and Disability, UW
Wall, Jodi	Director of Child Care and Early Learning	Educational Service District 112
Wells, Laura	Washington State Director	Fight Crime: Invest in Kids
Whiting, Sam	CEO	Thrive Washington
Williamson, Greg	Assistant Director for Partnerships and Collaboration	Department of Early Learning
Zimmerman, Corey Ann	Senior Project Manager, Frontiers of Innovation initiative	Harvard Center on the Developing Child