



# Early Learning Advisory Council (ELAC) Early Achievers Review Subcommittee Charter

## **A. Purpose**

The Early Achievers Review Subcommittee advises the Department of Early Learning (DEL) on strategies to improve the quality of instruction and environment for early learning programs participating in Early Achievers and provides input and recommendations on the implementation and refinement of Early Achievers. The subcommittee uses a racial equity lens and considers cultural and linguistic responsiveness in its analysis and recommendations.

## **B. Objectives**

The objective of the subcommittee is to advise DEL on topics including, but not limited to:

- Substantial Early Achievers policy changes and related requirements of the Early Start Act. For example, the subcommittee will provide advice on a protocol for granting Early Achievers program participants an extension in meeting rating level requirement timelines.
- The annual progress report required by Section 18 of the Early Start Act.
  - At a minimum the annual report review shall address the following:
    - (i) Adequacy of data collection procedures;
    - (ii) Coaching and technical assistance standards;
    - (iii) Identification of and recommendations on opportunities to remove barriers for providers to participate in Early Achievers
    - (iv) Identification of and recommendations on opportunities to remove barriers for children accessing care from providers participating in Early Achievers
    - (v) Progress in reducing barriers to participation for low-income providers and providers from diverse cultural backgrounds, including a review of the Early Achievers program's rating tools, quality standard areas, and components, and how they are applied;
    - (vi) Strategies in response to data on the effectiveness of Early Achievers program standards in relation to providers and children from diverse cultural backgrounds;
    - (vii) Status of the life circumstance exemption protocols; and
    - (viii) Analysis of Early Achievers program data trends.

## **C. Structure**

The Early Achievers Review subcommittee is a standing committee of ELAC established by the Early Start Act. Anticipated work groups include, but are not limited to:

- National accreditation approval process
- Equity – Ensuring that the strengths and needs of communities of color, immigrant, refugee and low-income children, families and providers are reflected
- Cultural and linguistic responsiveness
- Quality Standards review
- Professional development needs of Early Achievers participants
- Data collection

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## D. Key Context and Considerations

Key context and considerations that will inform the subcommittee's work are:

- The ELAC Racial Equity framework, including principles and questions.
- Taking a cultural humility approach.
- Impacts on diverse cultural and linguistic communities.
- Using both quantitative and qualitative data to develop the annual report and identify issues.
- The perspectives and experiences of all children, families and early learning educators, including family home providers, centers and preschool.
- The perspectives from diverse regions and communities across Washington.

## E. Subcommittee Composition

To meet the subcommittee objectives and provide useful deliverables, the following representation and expertise should be included in the membership. Member perspectives and experiences should include diverse languages and cultures; different levels of Early Achievers participation; and statewide geographic representation:

- Child Care Centers
- Family Child Care
- Early Childhood Education and Assistance Program (ECEAP) and Head Start Programs
- Contractors for Early Achievers program technical assistance and coaching
- Tribal Governments
- Organization responsible for conducting Early Achievers ratings
- Parents of children participating in early learning programs, including Working Connections Child Care (WCCC) and ECEAP
- Early Intervention
- Organizations that organize and/or work with immigrant and refugee communities
- Organizations that organize and/or work communities of color
- Higher education and teacher preparation
- Advocacy organizations
- Other expertise as identified by the needs of the subcommittee

## F. Stakeholder Engagement

Subcommittee members will engage stakeholders in the following ways:

- Invite broader participation.
- Go to communities impacted by Early Achievers to ask for input and perspectives.
- Create pathways for two-way communication.
- Share information about current and future initiatives.
- Develop a set of questions that will help members prepare for meeting discussions.
- Members reach out to stakeholders to gather input and responses to discussion questions.

## G. Subcommittee Planning Team

A minimum of three members of the subcommittee will work with DEL staff to plan and debrief meetings. These members will commit to serve for a six month period, either from January to June or from July through December of each year.

Team members are responsible for planning meetings in a way that ensures that the racial equity lens is embedded in discussions, everyone has opportunities to participate (including removing barriers for members to attend meetings); meeting actions and decisions are clear; and that the subcommittee is

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providing meaningful, clear advice and recommendations to DEL. Team members may serve as or assign liaisons to help ELAC stay abreast of the plans, issues and opportunities being considered by the subcommittee.

### **H. Committee Staffing**

DEL will provide staffing for the subcommittee, including translation and interpretation as needed.

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### Attachment A: Deliverables, Timeline and Expected Number of Meetings

The deliverables, timeline and anticipated number of in-person meetings for 2016 are outlined in the table below. Additional meetings may be scheduled with options to participate by phone or webinar. This section will be updated annually.

2016 Meetings	Meeting Topics
<b>January 21, 2016</b>	<b>Early Achievers 2.0</b> <ul style="list-style-type: none"> <li>• Review the Early Achievers validation study</li> <li>• Discuss the Early Achievers Substitute Pool and engagement protocol</li> </ul>
<b>March 4, 2016</b>	<b>Early Achievers 2.0</b> <ul style="list-style-type: none"> <li>• Discuss National Accreditation integration process recommendations</li> <li>• Review Early Achievers data (progress, ratings, enrollment, etc.,)</li> <li>• Discuss recommendations for Early Achievers Quality Standards</li> <li>• Update on the school-age pilot</li> <li>• Update on two workgroups: one to develop recommendations on professional development as it relates to Early Achievers and the other to make recommendations on the Quality Standards points disbursement for rated levels and individual standards.</li> </ul>
<b>May 20, 2016</b>	<b>Early Achievers 2.0</b> <ul style="list-style-type: none"> <li>• Discuss recommendations on Professional Development associated with EA</li> <li>• Discuss recommendations on Early Achievers points disbursement</li> <li>• Review Early Achievers data</li> </ul>
<b>End of August</b>	Annual Progress Report development
<b>September</b>	Annual Progress Report development
<b>October</b>	Annual Progress Report development
<b>November</b>	Annual Progress Report development

# Attachment B: Early Learning Advisory Council Authorizing Legislation

### **RCW 43.215.090**

#### **Early learning advisory council—Statewide early learning plan—Early achievers review subcommittee.**

- (1) The early learning advisory council is established to advise the department on statewide early learning issues that would build a comprehensive system of quality early learning programs and services for Washington's children and families by assessing needs and the availability of services, aligning resources, developing plans for data collection and professional development of early childhood educators, and establishing key performance measures.
- (2) The council shall work in conjunction with the department to develop a statewide early learning plan that guides the department in promoting alignment of private and public sector actions, objectives, and resources, and ensuring school readiness.
- (3) The council shall include diverse, statewide representation from public, nonprofit, and for-profit entities. Its membership shall reflect regional, racial, and cultural diversity to adequately represent the needs of all children and families in the state.
- (4) Councilmembers shall serve two-year terms. However, to stagger the terms of the council, the initial appointments for twelve of the members shall be for one year. Once the initial one-year to two-year terms expire, all subsequent terms shall be for two years, with the terms expiring on June 30th of the applicable year. The terms shall be staggered in such a way that, where possible, the terms of members representing a specific group do not expire simultaneously.
- (5) The council shall consist of not more than twenty-three members, as follows:
  - a) The governor shall appoint at least one representative from each of the following: The department, the office of financial management, the department of social and health services, the department of health, the student achievement council, and the state board for community and technical colleges;
  - b) One representative from the office of the superintendent of public instruction, to be appointed by the superintendent of public instruction;
  - c) The governor shall appoint seven leaders in early childhood education, with at least one representative with experience or expertise in one or more of the areas such as the following: The K-12 system, family day care providers, and child care centers with four of the seven governor's appointees made as follows:
    - i. The head start state collaboration office director or the director's designee;
    - ii. A representative of a head start, early head start, migrant/seasonal head start, or tribal head start program;
    - iii. A representative of a local education agency; and
    - iv. A representative of the state agency responsible for programs under section 619 or part C of the federal individuals with disabilities education act;
    - v. Two members of the house of representatives, one from each caucus, and two members of the senate, one from each caucus, to be appointed by the

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- speaker of the house of representatives and the president of the senate, respectively;
- vi. Two parents, one of whom serves on the department's parent advisory group, to be appointed by the governor;
  - vii. One representative of the private-public partnership created in RCW 43.215.070, to be appointed by the partnership board;
  - viii. One representative designated by sovereign tribal governments; and
  - ix. One representative from the Washington federation of independent schools.
- (6) The council shall be cochaired by one representative of a state agency and one nongovernmental member, to be elected by the council for two-year terms.
- (7) The council shall appoint two members and stakeholders with expertise in early learning to sit on the technical working group created in section 2, chapter 234, Laws of 2010.
- (8) Each member of the board shall be compensated in accordance with RCW 43.03.240 and reimbursed for travel expenses incurred in carrying out the duties of the board in accordance with RCW 43.03.050 and 43.03.060.
- (9) (a) The council shall convene an early achievers review subcommittee to provide feedback and guidance on strategies to improve the quality of instruction and environment for early learning and provide input and recommendations on the implementation and refinement of the early achievers program. The review conducted by the subcommittee shall be a part of the annual progress report required in RCW 43.215.102. At a minimum the review shall address the following:
- i. Adequacy of data collection procedures;
  - ii. Coaching and technical assistance standards;
  - iii. Progress in reducing barriers to participation for low-income providers and providers from diverse cultural backgrounds, including a review of the early achievers program's rating tools, quality standard areas, and components, and how they are applied;
  - iv. Strategies in response to data on the effectiveness of early achievers program standards in relation to providers and children from diverse cultural backgrounds;
  - v. Status of the life circumstance exemption protocols; and
  - vi. Analysis of early achievers program data trends.
- b) The subcommittee must include consideration of cultural linguistic responsiveness when analyzing the areas for review required by (a) of this subsection.
- c) The subcommittee shall include representatives from child care centers, family child care, the early childhood education and assistance program, contractors for early achievers program technical assistance and coaching, tribal governments, the organization responsible for conducting early achiever[s] program ratings, and parents of children participating in early learning programs, including working connections child care and early childhood education and assistance programs. The subcommittee shall include representatives from diverse cultural and linguistic backgrounds.
- (10) The department shall provide staff support to the council.