

Early Learning Advisory Council (ELAC)
2015 ELAC Work Plan Feedback & Response

This document shows how feedback on the draft 2015 ELAC Work Plan was incorporated and explains changes from the original draft. As a reminder, the Work Plan was developed according to the following criteria:

- **High Impact:** Likely to make a significant difference in access to services, quality of services, equity and child outcomes.
- **Capacity to act:** Entity(ies) charged with action has or can readily access the resources (e.g., capacity, funding) to staff tasks, utilize advice and/or implement joint action.
- **Timely:** Sought/advanced when they can inform decisions and action in meaningful ways.

1. Based on the above criteria, is the draft 2015 ELAC Work Plan on target?	
Yes	
Comments/Questions	Response/Action
<p>There was support for having less topics per meeting to allow for deeper discussion, making sure items are timely and having Advancing Racial Equity and the legislative session on the plan at the beginning of the year.</p> <p>It was not clear in the Work Plan, how often updates are provided to the larger group and for what topics. There was a recommendation to have Subcommittee updates at every ELAC meeting either via written report or brief summary.</p>	<p>Subcommittee and topic updates will be provided at every ELAC meeting either via written report or a brief report out as information is available or requested by ELAC members and Regional Advisors. A clarifying sentence was added to the beginning of the Work Plan.</p>

2. Are there significant changes to the Draft Work Plan that you think are important for the Executive Committee to consider?	
Suggested Changes	Response/Action
<p>2015 Legislative Session There were requests for information and communication about the Legislative session and the Early Start bill.</p>	<p>DEL will continue to report what the agency knows about the Early Start Bill at the ELAC meetings.</p>
<p>Family Partnerships and Engagement There were recommendations that the state engage existing parent groups within local communities instead of creating a statewide group of parents that will have a hard time representing all parent voices across</p>	<p>To strengthen family voice and action, DEL is engaging in multiple ways, including through existing parent groups, working with regional coalitions to engage families in local communities and will continue to convene the Parent Advisory Group (PAG). DEL has a</p>

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<p>the state.</p> <p>There were also suggestions for engaging families including, making opportunities accessible, having informal gatherings, listen to needs of families and show if and how needs are being met by DEL and families.</p>	<p>statutory requirement and is committed to including families in the development of policies and program decisions that affect their children, and the PAG was established in 2007 to provide advice and guidance to the agency.</p> <p>Families have also expressed that participating in the PAG is one way they prefer to engage. PAG members would not be expected to represent all parent voices, but would be asked to provide their wisdom, expertise and experiences as parents from diverse perspectives.</p> <p>During the June ELAC Meeting, ELAC will receive an update on the Parent Advisory Group and other family partnership and engagement efforts and provide guidance on how to connect local conversations to state.</p>
<p>Advancing Racial Equity ARE should be embedded within every subcommittee and work group, not just a stand-alone committee. ELAC should build on the Racial Equity Theory of Change for Early Learning in Washington. No need to recreate new efforts.</p>	<p>The Advancing Racial Equity work group is using this advice and the ideas generated during the February ELAC meeting to recommend how ELAC can embed a racial equity into all of ELAC's work, including all subcommittees and work groups.</p>
<p>Early Achievers There were requests to move the Early Achievers discussion to August or earlier (June) depending on the outcome of the Legislative session.</p>	<p>The Early Achievers implementation topic is moved from October to August. The University of Washington is currently conducting an evaluation on the impact of Early Achievers, which is due in December, so August is a good time to provide input. June would be too early because DEL may not know about all of the changes resulting from the legislative process. Early Achievers will also be addressed as a requirement of the CCDBG Act.</p>
<p>DEL Request Legislation June might be too early for DEL to have a sense of the 2016 legislative agenda. There will be a shorter preliminary conversation in June, and a more in depth conversation during the August meeting with ideas for ELAC to provide feedback on.</p>	



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<p>Child Care Development Fund (CCDF) DEL is required to consult with ELAC on the CCDF Plan development, so the topic is now included on the Work Plan. There is now also an asterisk next to topics related to implementing the new requirements of the CCDBG Act.</p>	
<p>Topics for Updates & Briefings</p> <ol style="list-style-type: none"> 1. Birth to 3/Infants & Toddlers should have a little time allotted to the B-3 subcommittee, (assuming that it will be established) in the first few months of it beginning. Once it is set up and functioning, then it can be just updates. 2. There were requests for updates on the Healthiest Next Generation initiative and who will be moving it forward in communities and a follow-up conversation on the 2013 Work Force Report. 	<ol style="list-style-type: none"> 1. Birth to 3/Infants & Toddlers will be added to the ELAC Work Plan after DEL responds to ELAC’s Infants and Toddlers Work Group recommendations, including establishing a standing Birth-3 Subcommittee of ELAC. 2. An update on the Healthiest Next Generation initiative will most likely be provided during the June meeting, and a discussion on the report on early learning professionals in licensed child care is scheduled for the October meeting.
<p>Other/General Comments/Questions Overall, there should be a better way to track how ELAC is doing with providing meaningful guidance to DEL and taking action to track what is getting accomplished.</p>	<p>The Feedback Loop document tracks how ELAC’s input is being used and what is being accomplished. A note about the feedback loop was added to the beginning of the Work Plan.</p>