

## Early Learning Advisory Council (ELAC)

### Early Achievers Review Subcommittee Charter Development Process

According to the ELAC charter, the Early Achievers Review Subcommittee must establish a charter using the ELAC Committee Charter Template (see p. 22 of the [ELAC Charter and Guiding Documents for the Charter Template](#)). The charter includes the following sections:

- Purpose
- Objectives, Deliverables, Timeline and Expected number of meetings
- Structure
- Key Context and Considerations
- Committee Composition (Membership)
- Stakeholder Engagement
- Committee Chair
- Committee Staffing

ELAC members have made several recommendations around how to be intentional about setting the subcommittee up as a pilot for ELAC’s approach to using a racial equity lens. This is a proposed process to both establish the charter and be responsive to ELAC’s recommendations.

Timeline	Action
<b>October 30</b>	Introduce and discuss charter development process.
<b>November</b>	DEL meets to discuss topics that will go to the Early Achievers Review Subcommittee, timing, and facilitation supports.
	Subcommittee drafts objectives, annual deliverables, timeline, meetings, key context and considerations.
<b>December</b>	Subcommittee drafts committee composition and stakeholder engagement
	Subcommittee adopt charter pending DEL and ELAC approval.

The subcommittee will consider the following recommendations raised by ELAC members as the charter is being developed:

- Allow flexibility with regard to the membership number for the subcommittee. When membership was originally constructed it was based on a hard stop of 35 members based upon a budgetary calculation. The concern is that this number is arbitrary and that we need to give ourselves flexibility to ensure that at any given time we have the representation we need at the table to get the work done- particularly as the work moves forward into different phases. This does not mean cultivating an enormous group but it does mean allowing ourselves to recruit additional participants when an area of representation is lacking and it means allowing stakeholders who express a strong interest in participation to join rather than conveying a closed door approach. This is similar to the approach already being used with the Standards Alignment advisory committee.
- Provide adequate supports for group members to participate fully. The Early Start Act explicitly calls out participation by parents and family child care providers. These are two groups who in particular face barriers to participation. Reduce barriers by:
  - Providing stipends in acknowledgement that they are not being paid by their orgs for the time they spend engaged in this work. Stipends should also be available to cover the cost of child care for parents.
  - Reimburse travel – and make clear to members that this support is available to them.

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- Moving meeting locations around the state so that those who are not located on the I-5 corridor have more equitable participation opportunities.
- Be intentional about the importance of skilled facilitation. This group must bring together members with widely varying degrees of subject knowledge to tackle deeply complex and challenging topics. A key purpose of this group is to evaluate Early Achievers implementation from a racial equity lens. Whether facilitation is provided by DEL or contracted staff, it will require a prioritization of facilitation skill and staff time to do it well.