

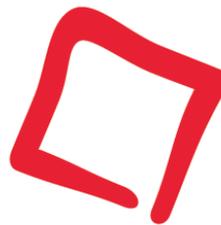


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Early Learning Advisory Council

# Guiding Documents

November 2013



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# Early Learning Advisory Council Charter

## A. Preamble

The Early Learning Advisory Council (ELAC) plays a pivotal role in the early learning system in Washington as advisor to the state Department of Early Learning (DEL), and on issues of common interest (and as agreed), other Early Learning Partnership Group Agencies. ELAC is a forum for deliberation about meaningful issues, and serves as a connector among the state and communities and constituencies around Washington. This charter describes ELAC's purposes, membership, structure and ways of operating.

## B. ELAC Purposes

The purposes of ELAC are as follows:

1. To advise DEL on statewide early learning issues to 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, establishing key performance measures, and developing plans for data collection and professional development of early childhood educators.
2. To provide advice and recommendations to DEL, and on issues of common interest (and as agreed), the Washington Early Learning Partnership Agencies.
3. To serve as a forum for meaningful deliberation and influence on important decisions.
4. To engage Members and Regional Advisors who are connected to statewide networks and Regional Coalitions, and who are active two-way communicators who bring the perspectives of their communities and constituencies to the state, and communicate state priorities to their constituents.

## C. ELAC Commitments

The following commitments guide the expectations of every person involved in ELAC and the conduct of all ELAC business.

1. We commit to working together to advance the *Early Learning Plan's* vision of an "accessible, accountable and developmentally and culturally appropriate" system that "partners with families to ensure that every child is healthy, capable and confident in school and in life."
2. We commit to representing our constituencies and to prioritizing the needs of children and families over our individual organizational interests in our deliberations and in our advice and recommendations.
3. We commit to listening to understand, to learning from each other, and to speaking constructively in all matters, even when disagreeing. We create opportunities for public voice in our processes.
4. We commit to promoting mutual understanding and learning about state and regional needs, priorities and perspectives, and associated challenges and solutions. We do this by

deepening our collective understanding of the different experiences of Washington’s diverse geographic, racial, ethnic and cultural communities, including those furthest from opportunity.

5. We commit to honoring perspectives that may be different than our own and to advancing ELAC’s purposes and work plan. We agree to make time to discuss different perspectives before providing our advice. In our ELAC roles, once recommendations and resulting decisions are made, we commit to moving forward with our work plan, even if we do not always agree.
6. We commit to being conduits of two-way communication between ELAC and our constituents, partners and Coalitions. We commit to sharing information, emerging issues and the priorities of our constituencies, partners and Coalitions with the state, and to sharing information about state issues and priorities with our constituents.
7. We commit to advocating for early learning priorities and to promoting joint actions that cross-sector partners can take to improve programs and services so that Washington’s early learning system affords children and families access to what they need, when and where they need it.
8. We commit to attending meetings regularly, to being fully prepared, and participating in ELAC deliberations and decision-making concerning our advice and recommendations.
9. We commit to using the agreements and processes described in, and attached to, the *ELAC Charter* concerning ELAC communication, meetings, deliberation, and provision of our advice and recommendations.

#### D. Racial Equity Principles

ELAC is committed to advancing racial equity in early childhood by engaging communities of color impacted by programs, policies and practices; identifying and using data to highlight what works best; building partnerships and creating space for open dialogue.

The following principles and commitments will guide the expectations of every person involved in ELAC:

- We acknowledge structural racism, systemic oppression, and all forms of bias – and attempt to influence transformative change within seemingly entrenched systems.
- We rigorously and flexibly apply a racial equity lens to assess the current culture, conditions, and competencies needed to best serve children, families and early learning professionals.
- We engage in a cycle of action and reflection that allows us to learn from both our successes and failures.
- We each set personal learning goals that cultivate our will, skill, knowledge, capacity and emotional intelligence.

In committing to a racially equitable early learning system ELAC will:

- Engage Communities of Color: Strengthening relationships with community partners and advocates allows us to see and access our diverse populations. We demonstrate true partnership with our local communities by listening to the voices of families and stakeholders of color with humility and respect while integrating their stories into our advice and recommendations.
- Utilize Data and Evidence-Based Practices: Our recommendations for policies and programs are informed by data, while identifying current gaps and disparities and highlighting what works best for different communities of color. What we mean by data is broad. It is more than just the numbers – we involve communities in identifying relevant data to ensure the collection and analysis is culturally appropriate and informed.
- Customize Services for Individuals and Communities of Color: Ensure that individualized services are provided to all children, families and early learning professionals at their specific need level. Community needs inform and guide services. This customized approach at service delivery builds capacity to advance individual and community goals.
- Create Dialogue: Maintaining an open dialogue with intentional efforts focused on education, communication and partnership ensures the elimination of former barriers and disparities. Internal and external communication efforts are centered on inclusion and outcomes.

A racially equitable early learning system will:

- Ensure that all children have an opportunity to develop and reach their full potential, without experiencing discrimination or bias within the early learning system.
- Ensure that early learning systems provide equitable opportunities and resources for excellent educational and developmental outcomes for children from groups historically discriminated against due to race.
- Take action to correct or respond to discrimination in other arenas that negatively impact young children and their families.
- Intentionally build leadership at all levels that reflect the racial diversity of the population served.
- Ensure systems recognize and provide culturally and linguistically responsive services contoured to the needs of the child in the context of the child's family and community.
- Eliminate race as a predictor of progress and success for children from birth through eight.

## D.E. Membership

ELAC 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 as described in its authorizing language.

- 1. Number of ELAC Members, ELAC Member Terms and Compensation.** ELAC membership is established by law (5389SL). The Council consists of not more than 23 members. Members, terms and compensation are described in the law. *SEE ATTACHMENT A: ELAC AUTHORIZING LEGISLATION, 5389SL.*

The *Washington State and Local Early Learning Coordination Project Recommendations* adopted by the Early Learning Partnership in June 2013 call for: expanding ELAC to 33 members including a representative from each of the 10 Early Learning Regional Coalitions; changes in the nominations and appointment processes; and deepening the connections to statewide associations representing key early learning fields. However, these will not go into effect unless, or until the authorizing language is changed.

- 2. Appointment of Members.** The appointment and designation of members is set forth in the ELAC authorizing legislation. *SEE ATTACHMENT A: ELAC AUTHORIZING LEGISLATION, 5389SL.*

**Member Roles and Responsibilities.** ELAC Member roles and responsibilities are attached to this *Charter* as *Attachment B*. *SEE ATTACHMENT B: ELAC MEMBER CO-CHAIRS, AND COMMITTEE CHAIR RESPONSIBILITIES AND ROLES.*

- 3. Member Alternates.** ELAC Members are encouraged to attend all meetings to promote continuity as ELAC builds the knowledge base and relationships needed to provide informed advice and recommendations. However, each ELAC Member may have an alternate who may occasionally attend ELAC meetings if the Member cannot do so. Alternates will take part in deliberations, and bring information back to the Member, but will not vote. A single Alternate, who can represent the Member's expertise and constituency, may be identified for the Member's term. Alternates may be replaced if the original Alternate is unable to continue.

Alternates will be recommended by the member and approved by DEL for the term of the Member. It will be the responsibility of the Member to keep the Alternate abreast of ELAC work and materials. Members will strive to notify DEL a week in advance if Alternates will be attending in their place. If travel arrangements are necessary, DEL may not be able to make arrangements with less than one week's notice. If this is the case, the Alternate will be asked to make travel arrangements and seek reimbursement after the meeting.

#### E.F. Co-Chairs

- 1. Co-Chair Election and Terms.** The Council shall be co-chaired by one representative of a state agency and one non-governmental Member, to be elected by the Council for two-year terms. *SEE ATTACHMENT A: ELAC AUTHORIZING LEGISLATION, 5389SL.*
- 2. Co-Chair Nomination Process.** ELAC Executive Committee, in consultation with DEL, shall nominate the Co-Chairs. Nominations will be made in the spring and elections will take place at the next regular ELAC meeting in 2014 and beyond. As the Executive Committee is not yet in place, DEL shall nominate the Co-Chairs whose terms begin in 2013, for election by ELAC.
- 3. Co-Chair Responsibilities.** The ELAC co-chairs, who also serve as members of the Executive Committee: lead and facilitate meetings; serve as stewards of the *ELAC Commitments* described in Section C of this *Charter*; and, provide communication and leadership that enables ELAC to function well, stay abreast of issues and provide meaningful, clear advice and recommendations to DEL. Specific responsibilities and roles

are attached. *SEE ATTACHMENT B: ELAC MEMBER, CO-CHAIRS, AND COMMITTEE CHAIR RESPONSIBILITIES AND ROLES.*

## F.G. Regional Advisors

Bolstering ELAC's function as the primary state-local coordination mechanism is core to improving state and local coordination, and ultimately results for [all](#) children. Thus a "Regional Advisor" from each of the 10 Early Learning Regional Coalitions is invited to participate in ELAC. Regional Advisors participate in ELAC meetings, committees and decision-making concerning ELAC's advice and recommendations to DEL.

- 1. Selection and Terms.** Regional Advisors are selected by their Coalition to represent the [diverse](#) interests and [multiple](#) perspectives of the Coalition and to be two-way communicators between their Coalition and ELAC. Coalitions may reappoint their Regional Advisor if the Regional Advisor leaves their Coalition. Each Coalition will submit a notice with the name of their selected Regional Advisor and the alternate that has been selected by their Coalition to DEL.
- 2. Alternates.** Regional Advisors are encouraged to attend all meetings to promote continuity as ELAC builds the knowledge base and relationships needed to provide informed advice and recommendations. However, each Regional Advisor may have an alternate who may occasionally attend ELAC meetings if the Regional Advisor cannot do so. Alternates will take part in deliberations and bring information back to the Regional Advisor, but will not vote.

Alternates will be designated by the Coalition for the term of the Regional Advisor. Alternates may be replaced if the original Alternate is unable to continue. The Regional Advisor will provide DEL with the name of their alternate. It will be the responsibility of the Regional Advisor to keep their Alternate abreast of ELAC work and materials. Regional Advisors will strive to notify DEL in advance if Alternates will be attending in their place. If travel arrangements are necessary, DEL may not be able to make arrangements with less than one week's notice. If this is the case, the Alternate will be asked to make travel arrangements and seek reimbursement after the meeting.

- 3. Roles and Responsibilities.** Roles and Responsibilities are described in the Regional Advisor Position Description. *SEE ATTACHMENT C: REGIONAL ADVISOR POSITION DESCRIPTION.*

## H. Peer Mentors

[ELAC Members and Regional Advisors will be paired with a Peer Mentor during their first year of service. The Executive Committee in coordination with DEL will select two peer mentors to welcome new members and Regional Advisors and maintain continuity as council membership changes. One peer mentor will be a current Regional Advisor who will work with new Regional Advisors. The other peer mentor will be a current ELAC Member who will mentor new ELAC Members. Each peer mentor will serve two one year in this role. With the help of ELAC staff at DEL, Peer Mentors will be tasked with assisting in the orientation process, building relationships and bringing new members up to speed with ELAC's purpose, commitments and efforts.](#)

### G.I. Orientation Process for New ELAC Members and Regional Advisors

The orientation for new members will include: (1) an initial meeting or meetings with ELAC staff, agency leaders and ELAC co-chairs to brief new members on ELAC’s purposes, [equity efforts](#), context, [equity efforts](#), Member Responsibilities and Roles and the ELAC Work Plan; (2) a copy of the ELAC Handbook; and (3) connection to a Member mentor who can answer questions and facilitate a smooth onboarding through the first two to four meetings. *SEE ATTACHMENT D: ELAC MEMBER HANDBOOK.*

### H.J. H. Decision Making and Operating Processes

- 1. Decision-Making.** ELAC will use the following consensus process to make decisions concerning its advice and recommendations to DEL and, as requested and agreed, other Partnership Group Agencies. Consensus is defined as: “All but two of the ELAC Members and Regional Advisors present agree with or can live with the decision.” If consensus cannot be reached, all perspectives, advice and recommendations will be shared at the meeting and provided to DEL. In our consensus decision-making, Members use their “thumbs” to indicate their position:
  - Thumbs Up: agreement.
  - Thumbs Sideways: can live with it, and can support it publicly and privately.
  - Thumbs Down: do not agree/cannot accept this proposal.

### H.K. I. ELAC Meetings

ELAC meetings will be held as needed to carry out the Council’s work. ELAC will have six four- to six-hour regular meetings per year. As needed, additional special meetings may be scheduled. ELAC should have alternative ways of holding these meetings, including video conferencing, which do not require Members to travel. Committees should meet in the months between full ELAC meetings and more frequently as needed to complete their work. To facilitate collaboration and system building, there should be an opportunity for Members and Early Learning Partnership agencies to suggest agenda items to the Executive Committee.

- 1. Agenda Setting for ELAC Meetings.** ~~The~~ [Using a racial equity lens, the](#) Executive Committee, in consultation with DEL will plan ELAC meetings and set agendas. Meeting agendas are intended to advance ELAC’s Purpose, Work Plan and Commitments.

In advance of each meeting, in consultation with DEL, the Executive Committee and DEL will ask ELAC Members, Regional Advisors and Early Learning Partnership Agencies for input on possible agenda topics. ~~The~~ [Using a racial equity lens, the](#) Executive Committee and DEL will consider these ideas in setting agendas. In addition, the Executive Committee and DEL will consider urgent and important issues that arise outside the agenda-setting process.

[Using a racial equity lens, the](#) Executive Committee and DEL will develop a set of questions to use in gathering suggested ELAC meeting agenda topics. These questions will gather information on the benefits of, and objectives for the discussion and the nature of the topic, such as its urgency and relevance to the ELAC Work Plan.

## J.L. Work Plan

An ELAC Work Plan will be established for each year. The *Work Plan* will provide an opportunity to discuss and agree on the most important issues for ELAC's work. This will enable timely, focused deliberation and identification of how partners can work together across systems. ELAC and DEL with input from partner agencies, should mutually agree upon the *ELAC Work Plan*. If other Washington Early Learning Partnership agencies seek ELAC's advice, they should approve the relevant sections of the *Work Plan*. SEE ATTACHMENT E: ELAC WORK PLAN DEVELOPMENT PROCESS

## K.M. ELAC Committees

**ELAC will establish an Executive Committee and a manageable number of committees (as needed)** to carry out its work. In general, committees should be ad hoc and focused on a specific purpose, like the committees that developed the Early Learning Plan and the Early Learning and Development Guidelines. However, standing committees should also be considered as needed. Non-ELAC Members should be invited to join the ad hoc and/or standing committees, as appropriate.

The Executive Committee, in consultation with DEL, will recommend creation of new ELAC standing and ad hoc committees to ELAC for its recommendation and approval by DEL. New ELAC committees may be either newly created committees or existing committees newly connected to ELAC.

### 1. Executive Committee (Standing Committee)

- a. **Roles:** The Executive Committee is responsible for:
  - 1) Working with DEL to lead development of ELAC's *Work Plan*, and monitoring overall progress of the *Work Plan*;
  - 2) Planning ELAC meetings and working with DEL staff to set agendas and consider important time-sensitive issues that may arise outside the usual agenda-setting process
  - 3) Nominating the ELAC Co-Chairs
  - 4) Making committee assignments for tasks that span multiple committees;
  - 5) Staying abreast of and navigating emerging issues;~~and~~
  - 6) Acting on behalf of ELAC on agreed-upon time-sensitive issues;~~and~~
  - 6)7) Applying a racial equity lens when advising and making decisions.
- b. **Members:** The Executive Committee shall be composed of five Members, including the ELAC Co-chairs and the Director of the Department of Early Learning. At least one Executive Committee member should be a Regional Advisor. The additional members should be committee chairs.
- c. **Nominations and Election:** The ELAC Co-Chairs will serve on the Executive Committee. The Regional Advisors shall select a Regional Advisor to serve on the Executive Committee. The Co-Chairs and Regional Advisor member of the Executive Committee will nominate additional potential Executive Committee members, in consultation with DEL, for election by ELAC.
- d. **Staffing:** DEL will staff the Executive Committee.

2. **Birth-to-Three Committee (Ad Hoc).** Establishing this committee was one of the recommendations in the *2012 Birth to Three Subcommittee Report*, which identified the

following roles for the committee: (1) to provide focus and advice on the continued progress of birth-to-three services and systems development, with a specific focus on the accessibility and quality of services for infants, toddlers and their families; and (2) to promote the coordination and accessibility of services to vulnerable children and families.

**3. Ad Hoc Committees.** Ad Hoc Committees will be established, as needed, consistent with the *Work Plan*. Such committees will provide recommendations and advice, as charged by a *Committee Charter*, to carry out the *ELAC Work Plan*. The practice of including ELAC Members and others who are not ELAC Members should be continued. Doing so will allow ELAC to benefit from specialized expertise and provide the opportunity to engage stakeholders. DEL should appoint the chairperson of each ad hoc committee. However, when one or more other agencies will be requesting advice from that committee, that agency or agencies should designate the chairperson.

- a. **Ad Hoc Committee Charter:** A Charter shall be adopted for each Ad Hoc Committee. The Charter will include: the committee purpose; [ELAC racial equity principles and questions](#); roles of committee Chair and Members (as well as desirable expertise, [racial, ethnic and cultural diversity](#) and demographic representation); requirements and/or parameters (such as the product or recommendation that will result from the committee's work); the timeline; and the staffing available to the committee. *SEE ATTACHMENT F. AD HOC COMMITTEE CHARTER TEMPLATE.*

#### L.N. Liaisons

Liaisons between ELAC and related initiatives and committees will be established, as needed, to provide a voice for ELAC in other policy tables that are not connected to ELAC, and a feedback loop between ELAC and these related efforts. Examples include: the State Interagency Coordinating Council for early intervention; the Universal Developmental Screening Partnership; the Quality Education Council; and the *Ready and Successful Schools PreK-3<sup>rd</sup> Action Plan* Work Group.

Liaisons are intended to help ELAC to stay abreast of the plans, issues and opportunities being considered that can inform ELAC's work, and where ELAC's voice can inform the work of other policy tables and initiatives. ELAC liaisons to other ongoing committees will be identified in the *ELAC Work Plan*, beginning in 2014.

Liaisons will generally be ELAC members and Regional Advisors. However, in the interest of efficiency and two-way communication, provision for members of other bodies or agency staff to serve as Liaisons to ELAC may be made. If, and as, Liaisons are selected who are not ELAC Members or Regional Advisors, a simple agreement for how these Liaisons will provide information to ELAC should be established.

#### M.O. Periodic Evaluation

ELAC should regularly reflect upon and strengthen its effectiveness. This should include an annual reflection as an initial step in developing each year's *ELAC Work Plan*, and may also include feedback on meeting processes, and evaluation from other partners who work with ELAC (Regional Coalitions, DEL, Partnerships agencies, etc.). *SEE ATTACHMENT E: ELAC WORK PLAN DEVELOPMENT PROCESS.*

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# Attachment A: Early Learning Advisory Council Authorizing Legislation

## **RCW 43.215.090**

### **Early learning advisory council — Statewide early learning plan.**

- (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) Council Members 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;
- d. 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 speaker of the house of representatives and the president of the senate, respectively;
  - e. Two parents, one of whom serves on the department's parent advisory group, to be appointed by the governor;
  - f. One representative of the private-public partnership created in RCW [43.215.070](#), to be appointed by the partnership board;
  - g. One representative designated by sovereign tribal governments; and
  - h. One representative from the Washington federation of independent schools.
- (6) The council shall be co-chaired 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 section 18 of this act. At 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 circumstances exemption protocols; and
  - vi. Analysis of early achievers program data trends.
- b. The subcommittee must include considerations 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 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.

~~(9)~~(10) The department shall provide staff support to the council.

## Attachment B: ELAC Member, Co-Chair and Committee Chair Responsibilities and Roles

Carrying out the enhanced ELAC functions will require the following responsibilities and roles of ELAC Members, Co-Chairs and Committee Chairs.

ELAC Members

### **Member Responsibilities**

Member responsibilities include the following:

1. Work together to advance the *Washington State Early Learning Plan*, and advocate for early learning and joint actions that cross-sector partners can take to improve programs and services.
2. Uphold the *ELAC Commitments* [and \*Racial Equity Principles\*](#), described in Sections [C and D](#) of the *ELAC Charter*, that guide the conduct of all ELAC business and the expectations of everyone involved in ELAC.
3. Attend and be prepared for meetings, and participate in deliberations and decision-making concerning ELAC recommendations and advice.
4. Serve on ELAC Committees.
5. Embrace and fulfill the *ELAC Member Responsibilities and Roles*.
- 5-6. [Maintain Use a racial equity lens at all times when making decisions and recommendations, taking action and providing guidance.](#)

### **Member Roles**

These new roles elaborate on those described in the state authorizing language and the *Head Start Act of 2007*. These roles also aim to make staffing and participating in ELAC a high value contribution: to DEL, to members of the Washington Early Learning Partnership, to the Regional Coalitions, to ELAC Members and their constituencies, and ultimately to **all** children and families across Washington. ELAC members may play different roles at different times, depending on the ELAC Work Plan.

ELAC Members' roles may include the following:

1. Review and advise on updating the *Washington State Early Learning Plan*, which guides work to promote alignment of private and public sector actions, objectives and resources to ensure the optimal development and learning of children from prenatal through 3rd grade at appropriate times.
2. Recommend Early Learning Performance Goals, measures, and a method for monitoring progress, continuous quality improvement and annual priorities.
3. Recommend methods for improving state and local coordination of early learning care, education, supports and services.
4. Assess needs and the availability of services [using a racial equity lens](#).
5. Provide an avenue for state leaders to understand regional issues, and for regional leaders to understand and promote state aims.
6. Recommend strategies to align resources, supports and services from prenatal care through 3<sup>rd</sup> grade.
7. Recommend methods to improve and streamline the access of families to early learning care, education, supports and services provided by DEL, DOH, DSHS and OSPI.
8. Develop recommendations on plans for data collection and professional development of early learning educators.
9. Develop recommendations to DEL for the Governor and Legislature on major system improvements, or as requested by the Director of DEL, Partnership Group agencies as agreed, the Governor and/or the Legislature (as was done in the Birth-to-Three Subcommittee legislation).
10. Raise public awareness about the critical importance and benefits of high-quality early learning for *all* children, and about state and regional early learning plans and efforts.
11. Develop, implement and review an ELAC work plan, mutually agreed upon by the

Members, DEL, and other state agencies seeking ELAC's advice.

12. Identify and promote joint action that all partners can take to strengthen services, reduce disparities, and improve results for all children and families.

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### ELAC Co-Chair: Responsibilities and Roles

The ELAC Co-Chairs agree to fulfill the following responsibilities and roles with a racial equity lens:

1. Serve as members of the Executive Committee.
2. Lead and facilitate meetings in a way that ensures: that all Members, Regional Advisors and the public have opportunities to participate; that meeting actions and decisions are clear; and that ELAC provides meaningful, clear advice and recommendations to DEL.
3. Steward the consistent practice and use of the ELAC commitments and processes in the *ELAC Charter*, and its attachments, in all aspects of ELAC's work.
4. Ensure that committees are functioning well.
5. Foster and maintain forthright, positive relationships with DEL and with ELAC Members and Regional Advisors.
6. Represent ELAC in communications with DEL.
7. Periodically communicate with Members and with DEL between meetings to facilitate identification of emerging issues and the preparation, participation and engagement of ELAC Members, Regional Advisors.
8. Work with DEL staff to lead the development, consideration and mutual agreement of ELAC and DEL on the *ELAC Work Plan*.
9. With the Regional Advisor member of the Executive Committee, and in consultation with DEL, nominate one to two additional Executive Committee members for election by ELAC.
10. Lead an annual reflection of what went well in the prior year and what could be improved upon.

### ELAC Committee Chair: Responsibilities and Roles

Committee Chairs agree to fulfill the following responsibilities and roles with a racial equity lens:

1. Ensure that there is a clear committee charter and brief the committee members on the *Charter*.
2. Lead and facilitate meetings in a way that ensures: that all members have opportunities to participate; that meeting actions and decisions are clear; and that ELAC provide meaningful, clear advice and recommendations to DEL.
3. Periodically communicate with Members and with DEL between meetings to provide updates and to facilitate the preparation and engagement of ELAC Members and Regional Advisors.
4. Lead the committee in accomplishing the Committee's charge and deliverables.

## Attachment C: Regional Advisor to the Early Learning Advisory Council

**Comment [EJ1]:** Incorporate changes from Regional Advisors and make sure it reflects other changes in the charter.

Through the State and Local Early Learning Coordination Project, Washington has examined how it can take the next big step in realizing the *Early Learning Plan's* vision:

*In Washington, we work together so that all children start life with a solid foundation for success, based on strong families and a world-class early learning system for all children prenatal through third grade. Accessible, accountable, and developmentally and culturally appropriate, our system partners with families to ensure that every child is healthy, capable and confident in school and in life.*

Achieving this vision will require joint goal setting and collective action across sectors, and among state and regional system partners. This work advances ELP Strategy #34: *Build statewide infrastructure for partnerships and mobilizations.*

Over the past several months, a statewide steering committee of state, regional and local representatives (using federal funding) has created the *Early Learning State-Local Coordination Project Recommendations*. The purpose of the recommendations is to strengthen our infrastructure to enhance coordination among state and local agencies, organizations, professions and individuals working to promote learning and development of children from prenatal through third grade in Washington.

**Early Learning Advisory Council (ELAC).** ELAC provides advice to DEL, and upon request to the Washington Early Learning Partnership (DEL, Thrive, and OSPI, DSHS, DOH), on developing a comprehensive and coordinated statewide system of early care, education, supports and services. The SLC recommendations call for ELAC to be a forum for state and regional partners to:

- Share information and plan improvements;
- Inform decisions in meaningful ways; and,
- Promote joint actions that cross-sector partners can take to improve services and results for our state's rich diversity of children and families.

Establishing Regional Advisors from each Coalition is a key step toward creating our envisioned state-regional forum.

#### **The Request: ELAC Regional Advisors**

*DEL, in partnership with the Washington Early Learning Partnership, requests that each Early Learning Regional Coalition/Infant and Toddler Region: (1) identify a representative to serve as their Regional Advisor to ELAC; and (2) may identify an Alternate to attend ELAC meetings in rare occasions when Regional Advisors cannot do so and who will become the Coalition's Regional Advisor if the original Regional Advisor is no longer able or available to serve in this role.*

**Time Commitment.** It is requested that the Regional Advisors serve for up to two years. Terms will be staggered with five Coalition representatives serving two-year terms and five serving one-year initial terms. Regional Advisors may serve for more than one term. When/if legislative authority to expand the number of ELAC's Members is approved, Regional Advisor positions will conclude and Coalition Membership positions will be created. Plans call for ELAC to hold six four-to-six hour meetings per year, participate in monthly phone calls, work groups, and reviewing materials. The overall time commitment can range between 10 and 20 hours per month.

If needed, special meetings will be scheduled. (Note: Alternatives such as video conferencing are being explored to reduce travel time.) In addition, ELAC committees will meet in the months between the full ELAC meetings, or as needed. It is envisioned that the Regional Advisors will participate in ELAC meetings and on committees.

**Desired Characteristics of Regional Advisors.** Coalitions are encouraged to identify and select representatives that reflect, understand and can authentically represent the diverse racial, ethnic, cultural and discipline perspectives of those engaged in their regional efforts so that as a group, ELAC and the Regional Advisors can best represent the needs of all children and families in the state. To fulfill the aim of state and regional partners working together to strengthen coordination and promote joint state and regional action, Regional Advisors should ideally:

1. ~~Hold a leadership position~~Actively participate within their Coalition, so that they know about Coalition plans, and progress;
- ~~2. Be engaged with at least two constituencies to encourage collaborative thinking about challenges and emerging issues;~~
- ~~3.2.~~ Demonstrate excellent communication skills and respect for people with differing perspectives; and
- ~~4.3.~~ Exemplify the wisdom, time and energy needed to fulfill this key role.

### Regional Advisor Roles

The Regional Advisor roles are to:

1. Represent the interests and perspectives of their Regional Coalitions/~~Infant and Toddler Region~~ on ELAC;
- ~~2.~~ Serve as intentional, meaningful two-way communicators between their Coalition and ELAC;
  - ~~a.~~ Distribute key ELAC messages to coalition members electronically and/or verbally in coalition meetings;
  - ~~b.~~ Serve as local point person in gathering local input both electronically and/or verbally and represent that feedback while participating in ELAC meetings;
  - ~~a-c.~~ Summarize/streamline statewide information that is shared tailored to regional interests.
- ~~2.3.~~ Participate in ELAC meetings, deliberations and development of recommendations;
- ~~3.4.~~ Support and help ELAC in realizing its role as a meaningful state and regional forum for state and regional partners to:
  - a. Share information and plan improvements;
  - b. Inform decisions in meaningful ways;
  - c. Promote joint actions that cross-sector partners can take to improve services and results for our state's rich diversity of children and families.

### Regional Advisor Responsibilities

The Regional Advisor responsibilities are to:

1. Uphold the ELAC Commitments and Racial Equity Principles, described in Sections C and D of the *ELAC Charter*, that guide the conduct and expectations of everyone involved in ELAC.
2. Reach out to, maintain relationships, and communicate with the Coalition, stakeholders, and communities that they represent.
3. Select one Regional Advisor to serve on the ELAC Executive Committee.
- ~~4. Work together, in consultation with DEL and with Thrive, to create a protocol for two-way communication of Coalition perspectives and priorities to the State and of State issues and priorities to the Coalition and the Region.~~
- ~~5.4.~~ Attend and be prepared for ELAC and Coalition meetings and to participate in deliberations and decision-making concerning ELAC recommendations and advice.
- ~~6.5.~~ Embrace and fulfill the Regional Advisor Roles and Responsibilities.
- ~~7.6.~~ Volunteer Participate to serve on ELAC Committees that are of interest to their region if and as time allows.

## Attachment D: ELAC Members and Regional Advisors Early Learning Advisory Council Handbook

The ELAC Member and Regional Advisors Handbook will include the following:

**A. Table of Contents**

**B. People:** Names and information for ELAC Members, Regional Advisors and Key Agency Staff

1. ELAC members, their terms of office, their contact information and affiliations
2. Regional Advisors, terms, contact information and the Early Learning Regional Coalition that they represent
3. ELAC Committees, Committee members, contact information and affiliations
4. DEL and WELP key agency staff (if different than ELAC representatives), positions and contact information
5. ELAC connections and liaisons to other key initiatives and committees.

### C. Early Learning in Washington

1. The State *Early Learning Plan- Executive Summary*
2. Partnership Group Annual Priorities
3. Graphic of ELP, ELAC and Coalition Roles
4. *Roles and Functions Chart* from the *State and Local Coordination Project Recommendations*
5. *Map with names of each Early Learning Regional Coalition*
6. *Racial Equity Theory of Change* [for Early Learning in Washington \(visual and full text\)](#)
7. Stakeholder Engagement Protocols; Performance Goals as developed
8. Frequently used acronyms
9. Resources and Links for more information (e.g., *Birth to Three Plan, Core Competencies*)

### D. ELAC Operations

1. *ELAC Charter* and attachments (Authorizing Legislation, Member, Co-Chair and Committee Chair Roles; Committee charters and members; Agency/member communication protocols)
- 1-2. ~~ELAC~~ [Racial Equity Implementation Plan Plan, Theory of Change, Principles and Questions.](#)
- 2-3. ~~ELAC~~ *Work Plan*
- 3-4. Agency/member communication protocols (to be developed)
- 4-5. Regional Advisor communication protocol ~~(to be developed)~~
- 5-6. Meeting summaries from the past year and briefing documents for key work items

### E. Best Practices

1. *Building Early Childhood Systems: The Collaborative Leadership and Accountability Model*, Karen Ponder, BUILD
2. *State Early Childhood Advisory Councils*, Elliot Regenstein, BUILD

## Attachment E: ELAC Work Plan Development Process

The ELAC annual *Work Plan* will align with and advance our State's *Early Learning Plan*. It is intended to engender discussion and agreement about the most important topics for ELAC's deliberation, and the time and intention to engage members and stakeholders.

Development of the *Work Plan* may include refinement of the guiding documents and operating processes. In addition, the Executive Committee prepares and recommends to ELAC key considerations for adoption of subsequent work plans.

The Executive Committee and DEL will lead the development of the *ELAC Work Plan*.

#### Action Steps:

1. ELAC, Regional Advisors and DEL reflect: on what went well in the prior year and what could be improved upon; suggest key considerations for the upcoming *Work Plan*; and consider whether refinements of the guiding documents and operating processes are needed.
2. DEL prepares a list of initial issues/tasks, including the timeline and desired advice and recommendations, for ELAC's first *Work Plan*, in consultation with the Washington Early Learning Partnership.
3. DEL asks for comment, input and additional ideas from ELAC and the coalitions.
4. [With a racial equity lens](#), ELAC considers the potential *Work Plan* items and committees needed to execute the work, and the appropriate level of stakeholder engagement for each work plan item, and provides feedback to DEL.
5. ELAC considers and recommends state-level committees and initiatives which ELAC should be connected, the purposes for the connection, and the form of connection, such as shared, liaisons and briefings.
6. ELAC considers and recommends issues and initiatives, such as topics for briefings and emerging issues, in addition to those in the work plan, for which ELAC needs to be knowledgeable and up-to-date to fulfill its functions of informing decisions in meaningful ways; and promoting joint actions that cross-sector partners can take to improve services.
7. ELAC and DEL mutually agree on the ELAC *Work Plan*. If other agencies are involved in the plans, they should mutually agree with DEL and ELAC on that part of the *Work Plan*.
8. ELAC creates committees and committee charters as needed to execute the *Work Plan*, paying careful attention to creating early successes.

## Attachment F: ELAC Racial Equity Questions

- [Is it good for kids, families and providers of color?](#)
- [Do some kids and families benefit more or less than others?](#)
- [Do kids and families of color have access, and if not, why?](#)
  - [What data and information is missing?](#)
  - [Are there any unintended consequences?](#)

<p><a href="#">Related to Impacts and Unintended Consequences</a></p> <p>1. <a href="#">What will an equitable OUTCOME look like? How will we KNOW we have made progress? When do we expect to see results? What is our timeframe?</a></p> <p>2. <a href="#">Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to</a></p>	<p><a href="#">Related to Community Voice</a></p> <p>11. <a href="#">How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation?</a></p> <p>12. <a href="#">Have stakeholders from different racial/ethnic groups – especially those most adversely affected – been informed, meaningfully involved and authentically</a></p>
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<p><u>these groups?</u></p> <p>3. <u>How does the investment or resource allocation advance racial equity?</u></p> <p>Related to Disproportionality and Disparities</p> <p>4. <u>Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?</u></p> <p>5. <u>What are the specific disparities/inequities we seek to eliminate through this collective focus and action?</u></p> <p>Related to Barriers and Accessibility</p> <p>6. <u>What are the barriers to more equitable outcomes?</u></p> <p>7. <u>How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?</u></p> <p>8. <u>What barriers stand in the way of achieving more equitable outcomes?</u></p> <p>Related to Data and Information</p> <p>9. <u>How is data on race, ethnicity, and native language being collected?</u></p> <p>10. <u>What evidence is missing or needed?</u></p>	<p><u>represented in the development of this proposal? Who's missing and how can they be engaged?</u></p> <p>13. <u>Who are the people affected by the current structure of oppression? Are they at the table?</u></p> <p>14. <u>Who shapes the dominant narrative about those being served at any given moment? How are different constituents described? How would they tell their story is there a counter-narrative coming from those being served?</u></p> <p>Related to Individual Actions for Equity</p> <p>15. <u>How safe is it for different people to share their truths here, and how can I foster a culture of safety and relational trust to move forward?</u></p> <p>16. <u>How can I build the alliances to move forward in making decisions that interrupt reproductive practices?</u></p> <p>17. <u>How can I build my practice as a leader for equity, starting with who I am and how I understand my own experiences around oppression?</u></p> <p>Related to Awareness</p> <p>18. <u>What level of consciousness do colleagues, partners and affiliates possess about the forces underlying inequity?</u></p> <p>19. <u>How does this decision contribute to P-20 professionals learning for equity? What resources are being allocating for training in cultural responsive instruction?</u></p>
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## Attachment FG: ELAC Committee Charter Template

**ELAC Committees** can be established as needed, when developing the *ELAC Work Plan*. Committees will provide recommendations and advice, as charged in the *Committee Charter*, to carry out the *ELAC Work Plan*. Including both ELAC Members and Regional Advisors, and others who are not part of ELAC, will allow ELAC to benefit from specialized expertise and provide the opportunity to engage stakeholders. DEL should appoint the chairperson of each new committee. However, where one or more other agencies request advice, that agency or agencies should designate the chairperson of new committees.

It is recognized that existing committees that become part of ELAC will have existing leadership and structures. Thus, existing committee leadership and charters will be handled on a case-by-case basis. The following *Charter* shall be completed for each newly created Committee.

- A. **Committee Name:**
- B. **Purpose**
  - ✓ The purpose of this Committee is to:
- C. **Objectives, Deliverables, Timeline and expected number of meetings**

**Comment [EJ2]:** Find a place to include the racial equity principles and questions.

- ✓ The objectives of this Committee are:
- ✓ The required (and or desired) deliverables, and timeline and due dates for each deliverable are:
- ✓ The anticipated number of meetings and the timing of meetings is:

**D. Structure**

- ✓ The committee is a \_\_\_\_\_ (standing or ad hoc committee).
- ✓ The structure and anticipated sub-committees are:

**E. Key Context and Considerations**

- ✓ Key context and considerations that will inform the Committee’s work are:

**F. Committee Composition** (Number of members and the representation and expertise needed to deliver results).

- ✓ To meet the Committee objectives and provide useful deliverables, the Committee should be composed of \_\_\_\_\_ (#) of members with the following expertise and representation:

**G. Stakeholder Engagement** (Level of stakeholder engagement and responsibilities for conducting stakeholder engagement)

- ✓ To meet the Committee objectives and provide useful deliverables, the following type of stakeholder engagement is needed:
- ✓ The following agencies/individuals will be responsible for developing and conducting the stakeholder engagement:

**H. Committee Chair**

- ✓ The following (Name and Expectations)

**I. Committee Staffing** (Who/How will the Committee be staffed?)

- ✓ The following agencies/individuals will provide staffing for the Committee:

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