

ELAC Meeting - Early Start Act (ESA) Discussion

October 6, 2015

Small Group Discussion Notes

Group 1 - What could be the allowable periods of child absences?

- Chronic medical (not illness)
- Agreed upon date/maybe check in and reassess
- Call it two full school weeks instead of eight full days.
- Chronic/medical illness
- Illness of child and or parent
- Who makes “final approval”?

Group 2 - What could be required in order to establish a contact with parents or caregivers to discuss child absences? What could be required to encourage regular program attendance?

- Texts, letters mailed, phone calls, home visits.
- ECEAP programs in school districts will double their work (impact on teachers)
- Like excused verses unexcused absences.
- Resources from DEL for struggling families with clear instructions for providers
- Extra time (family providers or home based) don't want to spend additional time after the day ends.
- Preparing families for school district absences.
- Questions about homelessness or value of attendance in preschool.
- Domestic violence may cause people to disappear.
- Called out in the Parents Handbook
- Incentives
- Why Attendance Matters -magnets, bookmarks, or short brief in many languages to share with families and kids.

Group 3 - What type of de-enrollment procedures could be established when allowable child absences are exceeded?

- No input from this table

Group 4 - What could be defined as an unexpected life circumstance for granting an Early Achievers rating extension under exceptional circumstances criteria?

- Keep the definition broad if someone taking time to apply for this they should get it. No policy can cover everything that will come up. Examples of circumstances rather than criteria.
- Staffing issues
- Time for professional development (have to go back to school).
- Parental leave
- Waiting for needs based grant/scholarships
- Regarding the panel, it feels like staff issue, not subcommittee. Elevation for the type of issues the subcommittee reviews should be trends, not individual cases.

Suggest:

- *CDA
- *DEL
- *UW
- Need appeal process

Group 5 – How demonstrated engagement in Early Achievers could be defined in order to grant an Early Achievers rating extension?

- Have DEL provide a consistent form and extension request

- Include evidence of work with “coach” with a minimum expectations of hours and outcomes
- Consider capacity/access to coaches
- Include evidence of baseline assessments in process
- Have coach help develop and sign off on extension request