

Early Learning Advisory Council (ELAC)

Discussion Template

April 5, 2016

Instructions: This worksheet is a tool to record and share comments and questions from small group discussions. Please designate 1-2 people to report out from your group.

Reminder: If you were unable to share your comments or questions during the discussion, you may e-mail them to slc@del.wa.gov.

ELAC Meeting Structure	
<p>ACTIVITY: Brainstorm what is currently going well or being done well at ELAC and what are some opportunities for improvement.</p>	
Well Done	Opportunity for Improvement
<ul style="list-style-type: none"> • Funding for me to be here • RAs present • More time for conversation • RA representation on executive committee • RETOC • Room set up in pods includes us • Liaisons from different sectors • Subcommittees • Action is taken to recruit • Legislators/staff present • K-20 allowed for better regional voice • Interest in our feedback • Seating arrangement • No powerpoint • Many topics—breadth • Printed materials provided • Good attendance • Food, snacks, coffee 	<ul style="list-style-type: none"> • Questions ahead of time when DEL is looking for advice • Director asks/is here for the response/action voice • Opportunities for questions • Timing of when things come to ELAC—rubber stamping it vs. having it during the think out loud phase • How the question is asked/the type of question is important, too—without a preconceived idea of the solution • Mentorship was mentioned, it hasn't happened yet, is needed • Uniform governance structure for subcommittees (how decisions are made, how to involve ELAC, how should it look like?) • Too many topics • Too many new concepts • More info ahead of time • What is the question? • 1 week in advance is good • Font size of printed materials • People need to read the materials ahead of time • More breaks
Community Agreements	
<p>ACTIVITY: With new DEL leadership, staff and council members please take a moment to review the current community agreements listed at the top of the agenda as well as some suggestions the Executive Committee has provided. Let's brainstorm as a large group - What could some new agreements be moving forward?</p>	
<p>CURRENT COMMUNITY AGREEMENTS</p> <ul style="list-style-type: none"> ▪ Choose to be present and engaged as a representative of your constituencies. ▪ Listen actively to understand and be open to all voices, perspectives and outcomes. ▪ Tell the truth and assume good intentions. 	

- Be willing to have brave and sometimes messy conversations.
- Respect different learning, engagement and communication styles.

EXECUTIVE COMMITTEE SUGGESTIONS

- Present
- Engaged
- An Active Listener
- Open
- Truthful
- Brave
- Messy
- Respectful
- An Agent of Change

BRAINSTORM

- Challenge ourselves to be forward thinking or forward focused.
- “Commitment to the Why”
- Trust
- Supportive
- Not comfortable speaking up
- Believe the best of intentions
- Make sure we are creating a space for everyone to feel safe
- Being responsible for each other’s learning

Early Achievers (EA)

ACTIVITY QUESTION: Where do you see the Early Achievers Review Subcommittee's focus should be with these barriers, for example, are there areas where they should be taking a deeper dive in identifying solutions?

Enrollment Barriers

- Process for how licensors will be better informed and involved as part of their tasks
- Is there consistent “buy-in” and training for licensors?
- Lack of sustainability in incentive funding
- Embrace providers and parents of diverse and dual language learner communities to be engaged in defining Early Achievers framework for their stakeholders. Time to broaden definitions such as “child outcomes” and “family engagement.”
- “Transparency and accessibility- communication”
 - Interface of providers with parents
 - How does structure of EA meet program culture?
- Ability to erase using MERIT without having to call a support tech
- Must focus on parent awareness—parents need to demand high quality care and know why it matters
- First step to remove “barriers” that aren’t founded
- Remove those that have not been identified as having a proposed progress/action (they are probably too big/or systems level for ELAC)
- Identify a budget for solving/addressing concerns because if there aren’t the resources to address them (MERIT in Somali/Spanish/Korean, etc.) perhaps it shouldn’t be a focus right now.

General Barriers

- Updating MERIT to be easier to use
- Consistent explanation about benefits of getting involved

- Develop communication/marketing plan for reaching providers, families and the general public.
 - Prioritize communication to families about WCCC providers being rated level 3 or higher. Families need to know if they will lose their care!
- More play
- First step to remove “barriers” that aren’t founded
- Remove those that have not been identified as having a proposed progress/action (they are probably too big/ or systems level for ELAC)
- Identify a budget for solving/addressing concerns because if there aren’t the resources to address them (MERIT in Somali/Spanish/Korean, etc.) perhaps it shouldn’t be a focus right now.

Level 2 Barriers

- Speak with communities as outreach and take questions (go to them)
- Outline budget to support programs encouraging teacher higher education
- Support direct managers to give feedback (strength based) to teachers about process
- Budget to help programs purchase computers and get internet access
- Cultural considerations regarding timelines/deadlines (Tribal)
- Review the current actions in each of the barrier areas to see if they are being adequately attended to, then focus on the areas that require additional attention
- Evaluating the barriers to see if there is a core thread to a single root cause to address multiple barriers
- “Time consuming” -great difficulty in evaluation of all the demands of time and attention drawn out of any normal program goals
- Good coaching helps focus on program strengths, but sense of compromise exists and can sap program resources or even divert focus from our work for children and families
- Need provisions for more self-determination, recognition of cultural needs and value of original quality of program that has drawn families.
- First step to remove “barriers” that aren’t founded
- Remove those that have not been identified as having a proposed progress/action (they are probably too big/ or systems level for ELAC)
- Identify a budget for solving/addressing concerns because if there aren’t the resources to address them (MERIT in Somali/Spanish/Korean, etc.) perhaps it shouldn’t be a focus right now.

Additional Feedback and Concerns

- Provide list of subcommittee participants on the EARS web page
- Have a committee chair—have the chair be the main point of contact between ELAC and EARS—chair presents at meetings
- Stone-faced Early Achievers raters; negative experiences during ratings

Professional Development

What are the stories, experiences and trends you have been a part of or observed? How do these experiences inform the topics below? You can complete this individually to complement the group discussion; we will collect them at the end of the session.

Consider the following questions:

- Who most benefits from the proposed changes and why?
- Who doesn’t benefit and why?
- What are the unintended consequences for communities of color?
- How have impacted community members been consulted? How has their feedback been integrated?
- Is an ongoing feedback loop embedded?
- What kind of accountability is there for institutions to implement feedback?

Supporting compensation for the early learning workforce.

Thoughts, lingering questions, considerations, etc.

- It might be interesting to look at community college wages for directors/teachers of campus child care compared to other college employees
- Direct funding to people below standard pay grades at any position in any center

Scholarships for existing and new early learning professionals.

- Incremental loan forgiveness for new professionals
- Keep accepted courses broad based—consider requests for new programs

Clearly developed professional standards and degree offerings that are competency based and align to positions in early learning.

- Consider equity—cultural humility and do not penalize programs with unmet ED requirements

Leveraging data across state systems, including further development of gathering qualitative and quantitative data.

- Share data with providers to incentivize efforts in Early Achievers
- Not clear what kind of data is being collected

Other topics, thoughts and ideas

- Incentivize and facilitate growth of successful programs with opportunities in new facilities.
- Combine ECE + K in new schools like the new Mukilteo all K but w/ ECE.
- Please do NOT give a retention incentive. We tried that in K12 and it is a nightmare.
- Need stronger racial equity lens
- Felt reading heavy