

**Early Learning Advisory Council (ELAC)
Early Achievers Review Subcommittee (EARS)
Meeting Minutes**

Thursday, January 21 from 9:00 am to 3:00 pm
Jacob Smith House ([4500 Intelco Loop SE, Lacey](#))

Welcome/Check-in

- Introductions

<p>Discussion</p>	<ul style="list-style-type: none"> • Nicole Rose provided an update on the UW Early Achievers Standards Validation study <ul style="list-style-type: none"> ○ Preliminary results show that we are heading in the right direction. Preliminary analysis suggests: <ul style="list-style-type: none"> ▪ Children make gains in the expected direction across most domains in a relatively short amount of time. ▪ Teacher talk (words spoken per hour) is related to children’s early science learning. ▪ More analysis is needed on CLASS, ERS and the Early Achievers standards as they relate to child outcomes. ○ Information gleaned from this study will allow us to make important decisions about future iterations of the Early Achievers rating process. <ul style="list-style-type: none"> ▪ As we find standards or measures that do not yield desired child outcomes, we may no longer collect data on these nor require the standards to be met. ▪ Our goal is to have a set of standards that are easier for providers to focus on in the near future (EA 2.0) ○ Over the next couple of months UW will do further analysis to hone in on the most predictive measures in Early Achievers. <ul style="list-style-type: none"> ▪ This allows us to finely tune the next iteration of our quality rating and improvement system. ▪ DEL expects to have all analysis from UW in March, with briefs on certain topics at intermittent points between now and then. ○ We are committed to getting this right for children, families and early learning professionals. ○ There is a literature review which looks at other states’ QRIS evaluations ○ There was a discussion about whether there were any tribal programs participating in the study and whether there was outreach to the tribes. It was suggested that this be brought back to IPEL so that there is reflection of native people moving forward? ○ The changes being made will not go into effect until July 1. The best assumption is to operate with the standards as they exist. • There was a request to get more tribal voices on board; ESA has some specific calls to the tribes
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Early Achievers Overview

- Minette Mason, DEL QRIS Integration Specialist, led a small-group activity as an introduction to the Early Achievers Quality Standards
- [QRIS Compendium](#)
- Tiffany Stutesman from Child Care Aware (CCA) of the Olympic Peninsula led an activity about the Early Achievers Pipeline and Supports offered through the CCA of WA system. Cultural Humility & Inclusion in Standards Alignment
- [CQEL Data Collection Process Overview](#)

- [CQEL Coach Support and Professional Development](#)

Discussion	<ul style="list-style-type: none">• From this activity, the group had questions and further discussion regarding:<ul style="list-style-type: none">○ How are immigrant and refugee communities who aren't familiar with these processes impacted? One example shared from a CCA region: some monolingual Spanish providers want more one on one support, come in to the office a lot, appreciate cohort training and often do online training in groups. The process is longer and focuses on relationship building with the TA and coach on site.○ The group raised the issue that we need to be aware of the issues/barriers of immigrant families who want their children to be raised in a cultural context they are familiar with. Sometimes it is hard for them to find an early childhood setting that meets their need; however, when families find a fit, they often share their experience with the community, increasing the chance that more children will be accessing quality early learning services.○ Members of the group encouraged thinking about how are we marketing Early Achievers: how are we reaching families including families of color and immigrant families? How are we speaking to them and asking questions about their needs? How are we building trust with the child care site and teachers? Are people from the community involved in teaching and participating in the center?○ We need to understand and share the most important elements of high quality early learning so families know what to look for in an early learning program.○ Some examples of strategies used for supporting providers were shared<ul style="list-style-type: none">▪ "Storming the castle" method of support—lots of supporters going to the site on one day every week. Subject matter experts to generate goals around specific items. There is an explosion of growth quickly.▪ A typical first visit with an Early Achievers participant includes: "Why should I do it—what are the benefits of participating in Early Achievers? Will it always be voluntary?" One "Ah-Ha" is that self-assessment in the beginning can be a helpful tool for providers to look at "where I need support and where I am doing great!"▪ Early challenges were shared: Communication difficulties; ECEAP manager changes; relationship challenges—if a Technical Assistance Specialist was not a good fit with a site; miscommunications during rating. We have learned from those challenges and people are feeling supported and more successful.• DeEtta Simmons from UW CQEL on the Data Collection Process<ul style="list-style-type: none">○ 8 Languages used by data collection team—for other languages not represented, they use Dynamic Languages service which connects an interpreter through an earpiece to interpret in real time. This is not ideal but it has been effective so far.○ The Community Liaison Role does not have as much diversity in language etc. as the data collection team. UW is working on this now in their hiring.○ DEL is working on tribal alignment with the data collection.○ There was discussion about the tools: In Early Achievers rating—Classroom Assessment Scoring System (CLASS), which measures the quality of adult-child interactions, and the Environment Rating Scales (ERS), which measures the quality of environments are the primary assessment tools. The Early Achievers Quality Standards are measured through a records review. In Early Achievers, providers opt-in to the standards and select which standards they would like to have considered in their on-site evaluation. It is important to note that providers don't have to meet every item on the ERS to score well. This leaves providers room in the scale to make choices that will be successful for them and align with their values.○ There was a question about "Reliability." Nationally, ERS data collectors scores on the
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	<p>tools must match the anchor/trainers scores over 85% of the time. UW data collectors have very high levels of reliability where the data collector scores are over 90% reliable with those of the anchor/trainer. CLASS reliability testing happens online—and nationally, data collectors must achieve at least 80% reliability with the master coder. However, in WA, the CLASS data collectors have higher rates of reliability and also participate in live coding reliability testing with the authors of CLASS. Reliability was also described using a sports analogy—you need to know the basic rules of the sport to be good at it, but you don’t need to pass the referee test. Reliability in something means that you know all of the rules and are the expert, not everyone needs to have that reliability level.</p>
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Working Lunch

- Table conversation on personal and organizational connections to Early Achievers

Discussion	<ul style="list-style-type: none"> • There was a table activity relating photos to our connections to Early Achievers <ul style="list-style-type: none"> ○ One drop in an ocean can make a ripple effect—likewise, one person can have an impact; ○ Maneuvering through the rapids/system with lots of people with different experience working together; ○ Immigrant families often are experiencing the system happening to them—and are just trying to get through, hoping everything will be ok.
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Early Achievers Review Subcommittee

- Travel & Reimbursements
- ELAC Racial Equity Framework
- Cultural Humility & Inclusion in Standards Alignment

Discussion	<ul style="list-style-type: none"> • Early Achievers Review Subcommittee Draft Charter • ELAC Compensation Agreement Forms were distributed to get a sense of how many people will need travel reimbursement from this group, this helps DEL with planning. • ELAC Racial Equity Handouts: ELAC has a multi-component Racial Equity Implementation Plan; these handouts are a few of the tools for your racial equity toolkit! • Community Agreements • Glossary Definitions • ELAC Racial Equity Principles—provides a foundation for ELAC, they are the principles we are going to stand by in our work • Racial Equity Questions—these are the questions we should be asking about Early Learning work and embed in our discussions and activities—this is the lens through which we look • Racial Equity Framework—this is the frame that holds the lens together. Each of the Key Components= a building block that is necessary to achieve the outcomes. There was table discussion and sharing about the framework document <ul style="list-style-type: none"> ○ Access comes up in a variety of ways ○ In the Practice column, regarding racial equity lens—different cultural expectations are not always reflected, especially generationally. For example, children are adaptive to this culture, parents are trying to work out how to make it work in this culture and also stay connected to home culture. It is important to work on aligning so that there isn’t a huge cultural gap between children and families.
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Early Achievers Engagement Protocol

- [Overview of ESA Expectations \(PPT\)](#)
- Update on Substitute Pool
- [Brainstorming methods to reduce barriers to Early Achievers Participation](#)

	<ul style="list-style-type: none"> • The Substitute Pool is intended to address and reduce barriers for providers at Level 2 to get to Level 3. The sub pool will be administered by SEIU, available to center providers and family home providers. Low income (80% DSHS funded) and diverse communities are prioritized. A DEL staff
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	<p>work group is drafting program policies.</p> <ul style="list-style-type: none"> ○ We are determining what data points we need to look at as a group to improve this program going forward. ● How do we make sure that people who are mandated to participate in EA are encouraged to participate and set up to be successful? <ul style="list-style-type: none"> ○ Needs based grants which is a one-time grant ● Activity—write down barriers at different points in EA process. Prioritize your top 3, and work in teams to come up with ideas about solutions for some of those priority barriers. <ul style="list-style-type: none"> ○ Point spread in level 3 <ul style="list-style-type: none"> ▪ Data would show more of a ratings gentle bell curve with the proposed point spread. ○ Computer Literacy <ul style="list-style-type: none"> ▪ Grants can be used for facilities to purchase computers/tablets. ○ Recruiting and engaging diverse providers ○ Lack of buy in that EA is a good idea
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Meeting Follow-up, Closing Remarks & Adjourn

- Example of BLISS Committee shared: This is helpful when there are internal programs that are similar with different funding. Coaches and Head Start Supervisors meet monthly or more for conversation, airing of grievances and misunderstandings in order to put them away and get to child outcomes, keep one another tuned into the programs.
- National Accreditation—first work group met 1/20/16—10 people from various agencies and areas around the state. The group reviewed the accreditation template.
- DEL Standards Alignment process—Planning is underway for a second round of the coalition hosted standards alignment public meetings. There is a standards alignment group already meeting. There is an opportunity for this group to have a role in helping develop what the public conversations will look like.

EARS MEMBERS IN ATTENDANCE

Dee Hirsch
 Jennifer Jennings-Shaffer
 Marie Keller
 Lois Martin
 Zam Zam Mohamed
 Sandy Nelson
 Vy Nguyen
 Wysteria Oliver
 Wilanne Ollila-Perry
 Deeann Puffert
 Christine Rosenquist
 DeEtta Simmons
 Deborah Sioux Lee
 Grace Ssebugwawo
 Tiffany Stutesman
 Jan Thoemke
 Lee Williams

EARS MEMBERS ABSENT

Laura Armstrong
 Whitney Devlin
 Angelica Gonzalez
 Kacy Hallet
 Kelsey Hoppe
 Amy Kocher
 Bethany Newby
 Christine Rosenquist
 Suzy Salazar
 Marlaina Simmons
 Nancy Spurgeon
 Sandra Szambelan

DEL STAFF IN ATTENDANCE

Rachael Brown-Kendall
 Evette Jasper
 Caitlin Jensen
 Minette Mason

GUESTS IN ATTENDANCE

Soleil Boyd, UW-CQEL
 Karen Sampson, CCA