



Early Learning Advisory Council Meeting Minutes

August 1, 2023 – 10:15 a.m. – 1:00 p.m.
Virtual Meeting

Welcome, Virtual Meeting Protocols and Introductions

ELAC Executive Committee member Lois Martin welcomed attendees and walked through virtual meeting protocols. Introductions were completed via chat.

Review of Meeting Materials

ELAC Executive Committee member Enrica Hampton led the group in reviewing the June 6 meeting minutes, feedback loop, and the State Agency/Partner and Regional Coalition Updates.

- [June 6, 2023, Meeting Minutes](#)
- [Feedback Loop](#)
- [State Agency/Partner Updates](#)
- [Regional Coalition Updates](#)

Discussion	<p>Feedback Loop</p> <ul style="list-style-type: none"> • Is there a way to get legislators informed about the Fair Start for Kids Act (FSKA) Temporary Licensing Subcommittee (TLS) recommendations to DCYF? We should put out a communication. • Was the Washington State employee Covid vaccine mandate ever an official Washington Administrative Code (WAC)? <ul style="list-style-type: none"> ○ We will have to follow up on this.
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Temporary Licensing Subcommittee (TLS) Tracker Update

The group reviewed the TLS Tracker with DCYF Child Care Licensing, Quality Assurance & Continuous Quality Improvement Manager Aliza Yair.

- [August 2023 TLS Recommendation Tracker](#)

Discussion	<ul style="list-style-type: none"> • When talking about translation, the term violation has been having a serious connotation with some providers. There needs to be goals for improvement with the terminology that is used. <ul style="list-style-type: none"> ○ Thank you. I will pass along that example to the people working on the glossary of terms. <ul style="list-style-type: none"> ▪ Is that something that would have to be changed throughout WAC? Is it a simple language change? <ul style="list-style-type: none"> • I would need to check to see if changing the English word violation would be a Revised Code of Washington (RCW). But that doesn't mean we can't adjust what word it is being translated into when working with childcare providers on translated documents. • Is there any interest in creating another subcommittee to work with DCYF as the recommendations are being developed? That way providers who gave the recommendations can also be a part of the process as solutions are being developed. <ul style="list-style-type: none"> ○ That's a conversation we can definitely have. Licensing's capacity would be key.
Next Steps/Follow Up	<ul style="list-style-type: none"> • Please reach out to Aliza Yair (Aliza.yair@dcyf.wa.gov) with any follow-up questions. • Sen. Claire Wilson visited the White House to discuss ongoing efforts to lower childcare costs and support providers. Please reach out to Sen. Wilson with any follow-up questions (claire.wilson@leg.wa.gov or 360-786-7658).



Child Care Access & Living Wage Proviso Update

DCYF Assistant Secretary of Early Learning Nicole Rose provided updates and gathered feedback on the Child Care Access & Living Wage Proviso.

- [Child Care Access & Living Wage Proviso Presentation](#)
- [Child Care Access & Living Wage Proviso Discussion](#)

Discussion	<ul style="list-style-type: none"> • Do we have a working definition for Mixed Delivery? <ul style="list-style-type: none"> ○ A mixed delivery system in Washington state means that we have early care and education or Early Childhood Education and Assistance Program (ECEAP) in a variety of settings (childcare centers, licensed family homes, or schools). <ul style="list-style-type: none"> ▪ Does mixed delivery include license-exempt programs? <ul style="list-style-type: none"> • Yes, we do recognize that there are families that use license-exempt programs like family friend and neighbor providers. ▪ We have unintended consequences when we use the term "Mixed – Delivery". Wish we had a better term. It seems like we are really saying we have a cafeteria style selection for families. It's impossible to integrate all our models of childcare. This is why it's overly complicated now; we are NOT the same. <ul style="list-style-type: none"> • "Mixed Delivery" also implies funding can be allocated to different programs like Transition to Kindergarten (TTK). • What is your definition of high-quality early learning care? <ul style="list-style-type: none"> ○ In Washington State we have defined high-quality early childhood education through our quality rating and improvement system Early Achievers framework. That includes things like the learning environment, adult-child interaction, high-quality curriculum, and family engagement. • How does TTK factor into fitting all the pieces together? <ul style="list-style-type: none"> ○ When we think about serving all of Washington’s children, we do need to look at things like TTK but also our families who are receiving special education services who may be in developmental preschools. We do need to look across that whole space to see where families are going to understand how we can phase in an implementation plan. And so, we do see TTK as one puzzle piece as we try to fit all the pieces together. <ul style="list-style-type: none"> ▪ Absolutely, children with Individualized Family Service Plans (IFSPs). ▪ I think the vision statement doesn't apply if TTK is part of the puzzle since high-quality standards don't apply to TTK. • What is the definition of thriving wage and benefits? What are some of the highlights from the design team? <ul style="list-style-type: none"> ○ In a broad scope a thriving wage goes beyond just meeting basic needs (living wage). <ul style="list-style-type: none"> ▪ Did you all discuss the educator's ability to have less direct contact time with students, i.e. a 6 or 7 hour contact day, but more time for planning and other educator-related tasks? <ul style="list-style-type: none"> • These topics were not discussed at this time by the design team as they would be different in each program. <ul style="list-style-type: none"> ○ So, one criteria around living wages is that it is universal for all educators. • Should Transitional Kindergarten be included since that program is under the purview of the Office of Superintendent of Public Instruction (OSPI)? <ul style="list-style-type: none"> ○ We have children and families who are choosing to go to TTK. As we think about an implementation plan to meet the needs of <i>all</i> kids and families that need
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	<p>access to care, we do need to take into consideration all the places they are going to access care.</p> <ul style="list-style-type: none"> ▪ Legislation has made it clear that there is a separation between DCYF and OSPI so it's not really something we can weigh in on for quality on what is being offered. Should it even be included in our plan? Or is using the term TTK not the correct way to describe it? <ul style="list-style-type: none"> • If you go back to the proviso language, it's focusing on access for <i>all</i> families. Our plan is to account for where all families are at any given point on the birth-12 spectrum. We must recognize that some families will be in TTK. Our plan must account for that and how we ensure that this doesn't hurt the childcare business. • Funding sources for TTK come from both DCYF and OSPI so it is a cross-sector collaboration. • Is this feedback opportunity being guided by a liberatory design process? <ul style="list-style-type: none"> ○ We are just starting the process around discussion and feedback. We do want to be thinking about the liberatory design processes. • The OSPI TTK Committee's intent was always to provide TTK opportunities for children who haven't had the social-emotional development or who are not already participating in an early learning program. Most school districts have honored that and once they realize the children already attended a high-quality program, they basically don't qualify for TTK. However, most rural areas don't have enough children to be able to facilitate a TTK classroom. So, what they've done is move children who are in a family childcare setting who are special needs or have an Individual Education Plan (IEP), into TTK with the intent of following their IEP. Now they can't deny them into TTK based on already attending an Early Achievers high quality program based on their disabilities and their IEP. There are loopholes that have been embedded into TTK that ultimately do negatively impact early learning programs because we're losing kids a lot sooner. <ul style="list-style-type: none"> ○ We can follow up on the legislation as it relates to rule making around enrollment, connecting and doing community needs assessments. ○ OSPI is moving into permanent rule making for TTK and high-quality care is at the top of our list. OSPI has been in collaboration with DCYF about recruitment enrollment to serve all families. <ul style="list-style-type: none"> ▪ Can you please share the link to the rule making? <ul style="list-style-type: none"> • OSPI Rulemaking Activity • Emergency Rules for Transition to Kindergarten • OSPI Transition to Kindergarten <ul style="list-style-type: none"> ○ The "Coordinated Enrollment and Referral Planning Worksheet" in this link includes outdated information about Working Connections Child Care (WCCC) and family income levels to receive. <ul style="list-style-type: none"> ▪ We'll make sure to get that updated.
<p>Next Steps/Follow Up</p>	<ul style="list-style-type: none"> • Please reach out to Nicole Rose (nicole.rose@dcyf.wa.gov) with any follow-up questions.

Closing Remarks/Adjourn

<p>Next Steps/Follow Up</p>	<ul style="list-style-type: none"> • The next ELAC Report Development Special Meeting will be on August 15, 2023 • The next ELAC Public Meeting will be on October 3, 2023
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Members in Attendance:

Aida Rodriguez, Alexandra Martin-Truesdell, Angelica Hernandez, Astrid Newell, Christianna Clinton, Claudette Lindquist, Colleen Condon, Danielle Rasmussen, Debbie Carlsen, Debbie Ham, Enrica Hampton, Grace Yoo, Nucha Isarowong, Heidi Scott, Isis Lara Fernandez, Jen Sandvig, Kathy Carman, Lois Martin, Mary Rulewicz, Michelle Perez, Nancy Spurgeon, Ryan Guzman, Samantha Masters, Sen. Claire Wilson, Shereese Rhodes, Val Arnold

Members Absent:

April Shiosaki, Ami Magisos, Carlina Brown-Banks, Catherine Duffy, Deborah Sioux Lee, Deeann Puffert, Gary Burris, Cheryl Smith, Jasmin Schmidt, Julie Rolling, Kathy Goebel, Kimberly Hoover, Luz Gomez, Milan Mulye, Olivia Burley, Representative Mari Leavitt, Samantha Bowen, Susan Yang, Valisa Smith