

## January English Webinar Script

### Slide 1:

Welcome. This presentation provides an overview of proposed revisions to Early Achievers. Here you will learn about the broad elements of our revisions and where you can access more information and share your feedback. During this past year, the pandemic has presented the opportunity for us think creatively about ways we can use existing technology to address stakeholder feedback and streamline quality improvement efforts.

During this process we focused on some key goals:

- Keeping kids at the heart of Early Achievers
- Shifting to a provider led system that supports continuous quality improvement with a focus on quality recognition
- Quality recognition experiences that are lower stakes for programs.
- Systems that are easy to navigate.
- Engaging processes that are culturally responsive for stakeholders and providers.
- Regular data and feedback that highlights program strengths and opportunities.
- Increased Transparency
- Efforts to move to an anti-racist quality recognition system

### Slide 2:

In January, we hosted a webinar where we shared the content that we heard from you this fall and how that has influenced our Early Achievers implementation plan. This is a copy of that presentation. Now you have a chance to share your input on the supports and resources that will help participants comfortably engage in virtual data collection and coaching

In February, DCYF plans to publish the Early Achievers implementation plan.

In the spring, DCYF and partners will begin training on the updates to Early Achievers and then begin piloting the virtual data collection process.

We will implement statewide data collection using the updated virtual process in July of 2021.

### Slide 3:

In order to advance racial equity and social justice and to eventually become an anti-racist system we had to work to make sure all workgroups were exploring inequities and working to design solutions using an equity lens.

It is important to note, that while we are implementing these tools in our process we don't have all of the answers about what or how to change Early Achievers to become anti-racist. We need to hear from communities and work together to dig deeper into the structures, policies and approaches in order to understand what changes we need to make and what supports we need in place.

**Slide 4:**

This slide should look familiar. While we are making revisions to Early Achievers we are still committed to high quality early learning and supporting school readiness. The Washington Early Achievers “House” provides a structure that incorporates the Early Achievers quality standards and provides a framework for effective everyday practices for supporting children’s school readiness. We use a house structure to represent six integral elements of quality care giving – family engagement and partnerships; everyday interactions with children; choosing and implementing a strong curriculum; using regular assessment of children’ skills, individualized teaching for every child; and providing professional development and training. In our house framework, these elements correspond, respectively, to parts of a house: -- the open door, the foundation, two pillars, a roof, and strong siding – and when connected with one another, they form a single structure that fosters children’s learning and development, regardless of if they are served in a family home, a center or a preschool.

**Slide 5:**

Early Achievers has always been engaged in a process of continuous quality improvement, the pandemic has presented the opportunity to leverage technology to address stakeholder feedback and streamline quality improvement efforts.

This proposal incorporates participant feedback over the many years of Early Achievers implementation. We have used that feedback to reframe Early Achievers to support high quality early learning through data informed coaching.

**Slide 6:**

Here are some examples of feedback we have heard over the years and how we hope these proposed revisions address the challenges.

You shared that the standards, processes and expectations within Early Achievers felt like the state was trying to produce cookie cutter early learning programs—you pointed out that a system cannot be one size fits all. To address this feedback we designed the program profile so that sites are recognized for how their sites deliver high quality early learning services. We also worked to make sure that participants had additional choices regarding how their quality was recognized as they continued to reach higher quality levels.

**Slide 7:**

<n/a>

**Slide 8:**

<n/a>

**Slide 9:**

Now that we have reviewed your past feedback lets look at the information you just shared with us.

**Slide 10:**

This slide shows the number of individuals who responded to our survey. The surveys were posted on the Early Achievers Continuous Quality Improvement webpage in English, Spanish and Somali. Additionally, CCA of WA reached out to providers who often don't participate in opportunities to share feedback. As you can see, we had very few responses. Based on this response rate we know we must do better. During this next round of feedback we will still have surveys on the DCYF website, we will work with partners to reach out to providers directly to invite them to share their feedback, and we will continue to explore and try different ways to engage with the community in order to increase awareness and community input in our revisions work.

**Slide 11:**

This slide shows that while a few providers use the Early Learning Guidelines, familiarity and comfort vary. The Early Learning Guidelines promote a whole-child approach that acknowledges, honors and embraces the diversity that exists for children and families. This tool can help you recognize and celebrate what children learn and help plan for the next states of growth and development. It is also important to share that these were developed in Washington but reflect federal, state and tribal learning standards. We are working to make sure that coaches and providers know how to access and use the Early Learning Guidelines and understand how they are aligned with all the work that they have done in Early Achievers in the past.

**Slide 12:**

This is a crosswalk between Early Achievers standards, the Core Competencies and the Early Learning and Development Guidelines. Providers and coaches can use this tool to see connections and alignment across the standards and inform your quality improvement journey.

**Slide 13:**

Of the providers who responded to the survey, very few were familiar with or use Coaching Companion on a regular basis. Cultivate Learning is working with coaches to help them become familiar with Coaching Companion in order to support providers use of the platform. Many resources for coaches and providers are under development as well as a smartphone app.

**Slide 14:**

Here we see that most providers who responded to the survey have experienced barriers. These range from time to learn the new system to reliable internet services. We also asked how providers want to get support. We are developing resources in different formats such as Step-by-Step guides, training videos, tip sheets, quick tip videos, and coach support. A virtual system will work for many providers. We recognize there are technological barriers for some providers as well as cultural considerations that limit the use of technology. DCYF and partners will continue to work with communities to develop culturally responsive and equitable solutions for quality recognition.

**Slide 15:**

This visual provides an overview of our proposed participation process. Based on data and feedback, we know that coaching has been a valuable support for quality improvement. So we have deliberately embedded coaching throughout the Early Achievers participation and quality recognition process. We also understand the importance of flexibility so that diverse providers from across the state have

choices regarding how they demonstrate their quality as they work toward their desired rating level. This revised process supports recognition of improvement over time rather than a single data collection visit.

**Slide 16:**

Thank you for joining us! Please visit our Early Achievers Continuous Quality Improvement webpage to access the surveys to provide your feedback and watch for more updates so that you can stay in the loop!