



# Provider Supports Subcommittee of the Early Learning Advisory Council (ELAC)

## Meeting Minutes

April 14, 2021 – 9:00 am-2:00 pm  
Virtual Meeting

### Welcome & Introductions

- DCYF Deputy Director of Community Engagement Deanna Stewart welcomed attendees and initiated introductions.
- Members approved the [February 10, 2021 meeting minutes](#).

### Feedback Loop

- [Feedback Loop](#)
- [Community-Based Training: Community Feedback](#)

### Child Care Provider Grants & Billing

DCYF Eligibility and Provider Supports Director Nicole Rose provided information on upcoming grant opportunities and the billing process.

- [Child Care Provider Grants & Billing Presentation](#)

<b>Discussion</b>	<ul style="list-style-type: none"> <li>• Will the preschool rate for February, March, and April affect us if our private pay rate is lower than the preschool subsidies rate?             <ul style="list-style-type: none"> <li>○ No need to worry about private pay rates for this incentive, it is okay if your private pay rates look lower.</li> </ul> </li> <li>• What if you accept subsidy as an Early Achiever (EA) participant, but are not at the required 5% minimum? Is it the \$6,500?             <ul style="list-style-type: none"> <li>○ \$6500 is the base and it does not have a 5% threshold. It strictly depends if you are private pay only or do you accept subsidy. Once you hit 66 and above in capacity that is when you start adding on \$100 or more up to \$20,000 dollars.</li> </ul> </li> <li>• Please include the Seattle Child Care Business Coalition in the grant process, Washington’s Child Care Association (WCCA) and come back to the Provider Supports Subcommittee, and Child Care Directors Association of Greater Seattle (CDAGS).</li> <li>• What is the time frame for the stabilization grants? How soon do you anticipate this rolling out?             <ul style="list-style-type: none"> <li>○ Six months.</li> </ul> </li> <li>• When will the link would be available in WA Compass?             <ul style="list-style-type: none"> <li>○ The grant will be available in WA Compass after the Child Care Provider Updates webinar on April 20, around the end of April they should be available.</li> </ul> </li> <li>• Are there any funding opportunities available now for expansion to new locations for facility repairs, maintenance, equipment, furniture, etc.?             <ul style="list-style-type: none"> <li>○ Not aware of other funds that are available at this time. There are requirements because they are Child Care Development Fund (CCDF) dollars.</li> </ul> </li> <li>• Is there a cap for stabilizations grants per provider?             <ul style="list-style-type: none"> <li>○ This has not yet been determined.</li> </ul> </li> <li>• If someone signs up for subsidy now can they apply for the grant? Meaning if they aren’t currently signed up.             <ul style="list-style-type: none"> <li>○ Private pay and subsidy are eligible for the grant.</li> </ul> </li> </ul>
-------------------	---



	<ul style="list-style-type: none"> <li>• If I had a parent in Working Connections Child Care (WCCC) and there is a remaining balance on their account and they have left, we have been able to reach out and notify DCYF in the past, is that something we can still do?             <ul style="list-style-type: none"> <li>○ Yes.</li> </ul> </li> <li>• How were the decisions made for the grants?             <ul style="list-style-type: none"> <li>○ Those amounts are outlined in the Early Action Bill.</li> </ul> </li> <li>• Have there been any equivalencies on education?             <ul style="list-style-type: none"> <li>○ There are minimum requirements for when you are hiring people and a time frame for qualifications to be met. There is a process in place for experience based competencies. We are working with folks on qualifications. One can work with their licenser on a Professional Development Plan.</li> </ul> </li> <li>• Is there a predicted timeline for when those will be completed and do we get to weigh in on that or does DCYF come up with it?             <ul style="list-style-type: none"> <li>○ The Experience Based Competencies is already in place and the Community Based Training is being worked on. The experience option is available, and providers will be able to select it in MERIT beginning summer 2021. Providers with two years of experience prior to August 1, 2019 and who have maintained their training history as needed for their role may choose this option to meet licensing staff qualification. You can find the current equivalencies <a href="#">here</a>.</li> <li>○ This experience option is available to all roles with an Early Childhood Education (ECE) Initial Certificate or ECE Short Certificate as the state education requirement in WAC 110-300-0100. This work is now guided by House Bill (HB) 2556 and is currently under development. DCYF is working to establish a community-based option to meet the licensing education qualifications for those needing an initial or short certificate.</li> </ul> </li> </ul>
--	---

**Early Achievers**

DCYF Quality Rating and Improvement System (QRIS) Rachael Brown-Kendall provided an update and requested feedback on Early Achievers Continuous Quality Improvement engagement.

- [Early Achievers Presentation](#)

<b>Discussion</b>	<ul style="list-style-type: none"> <li>• One additional observation on the Provider Profile about Strength Based Data and Feedback relating to the family responses. I don't find the data of Satisfied vs. Dissatisfied to be informative as strength based feedback.             <ul style="list-style-type: none"> <li>○ Thank you for engagement and specific input!</li> </ul> </li> <li>• You can find more information on Early Achievers Continuous Quality Improvement <a href="#">here</a>.</li> <li>• How will DCYF or coaches support sites who have technology issues?             <ul style="list-style-type: none"> <li>○ We do have some resources available where we can loan out IPod's to people and send to them in the mail and upload videos. It is a little bit challenging with COVID-19. That is the place where we need to spend our time in identifying what the community needs.</li> </ul> </li> <li>• What do you anticipate will be the turn-around time between submitting videos and receiving feedback?             <ul style="list-style-type: none"> <li>○ That is a big unknown and is difficult to predict and is dependent on the facility side.</li> </ul> </li> <li>• We serve lots of families who opt out of allowing their kids to be photographed, be in video recording, etc. on our media release forms. How do you suggest programs handle this so we aren't excluding kids from the program activities?             <ul style="list-style-type: none"> <li>○ That is a great question, we have had a lot of success in filming with family consent and we can draw from those successful experiences. It is important for</li> </ul> </li> </ul>
-------------------	---



	<p>families to know the security of how videos are handled and how they are handled very carefully.</p> <ul style="list-style-type: none"> <li>• It's my understanding that there won't be the same extensive file of supporting materials. Would it be possible to provide a template to centers to assist in making this less tedious and time-consuming as in the past?             <ul style="list-style-type: none"> <li>○ Records review is another optional phase to get to level three, plus level four and five. We won't be doing file reviews on site. There are additional resources, if there are quality standards that are not in place, and providers do want to explore those, we can help provide templates and that is accessible via the Early Achievers coaches.</li> </ul> </li> <li>• I appreciated the amount of community input sought during the process. It feels more like a system where provider voice matters.</li> <li>• The "instability" of Early Achievers coaches from Child Care Resources (CCR) is disconcerting. Is there any work being done to address this?             <ul style="list-style-type: none"> <li>○ Thank you for your comment. We would love to connect with you and hear direct feedback and more on this and how we can work toward addressing this.</li> </ul> </li> </ul>
--	---

**Policy Development and Review**

DCYF Government Affairs Deputy Director Allison Krutsinger provided updates from the current legislative session, agency request legislation, etc.

- [Bill Tracker](#)

<b>Discussion</b>	<ul style="list-style-type: none"> <li>• Which bill lays out the grant amounts for providers?             <ul style="list-style-type: none"> <li>○ <a href="#">HB 1368</a>, The Early Action Bill notes the grant amount for providers.</li> </ul> </li> <li>• Will providers who paid/pay fees between January and June receive a reimbursement?             <ul style="list-style-type: none"> <li>○ No, they won't. What happens is the licensing fees will be waived for fiscal year 2022 and 2023.</li> </ul> </li> <li>• How will this portion of the legislation be handled? How does DCYF intend to incentivize providers to take subsidy? If they're unable, what would happen to these fund?             <ul style="list-style-type: none"> <li>○ That 4-million-dollar bucket is really going towards providers who have accepted children on subsidy.</li> </ul> </li> <li>• In the Fair Start Act, it draws out how the Early Learning Advisory Council (ELAC) will expand.</li> <li>• Is this a new sub-committee in addition to the Provider Supports Subcommittee of ELAC?             <ul style="list-style-type: none"> <li>○ It requires the department to create a temporary subcommittee of ELAC and it does not prohibit us from using the Provider Supports Subcommittee for that scope of work.</li> </ul> </li> <li>• How is the internal review panel coming along? Will it be up and active in 2021 or will it be 2022?             <ul style="list-style-type: none"> <li>○ We are working on getting it up and running. There has been some change in that process in the review. We need to look at HB 5151 and there will be more information coming out on that.</li> </ul> </li> <li>• Does it look like the tax bill will pass?             <ul style="list-style-type: none"> <li>○ We don't know exactly where it is at and will see in the next ten days how that plays out.</li> </ul> </li> <li>• Groups are planning to sue so what happens then, is the bill on hold?             <ul style="list-style-type: none"> <li>○ That is correct, there could be potential litigation involving capital gains. If the tax bill does not pass, then there will be no legal action that needs to be taken.</li> </ul> </li> </ul>
<b>Next Steps/Follow Up</b>	<ul style="list-style-type: none"> <li>• Deeper dive into HB 5151 will be included in the June 1 Joint ELAC/Provider Supports meeting.</li> </ul>



### A Conversation with DCYF Leadership

DCYF Chief of Staff Frank Ordway led members in an open discussion with DCYF leadership.

Discussion	
	<ul style="list-style-type: none"><li>● Providers are wanting more transparency, communication, and collaboration from DCYF.</li><li>● Does it feel like you are working with four or five different agencies when you work with DCYF or no?<ul style="list-style-type: none"><li>○ At times it feels like we are working with different agencies and we know that Department of Social and Health Services (DSHS) Working Connections Child Care (WCCC) was added to DCYF and that may have changed things.</li><li>○ The Frequently Asked Questions (FAQ) that was provided post COVID-19 shutdowns became unreliable as not evident when any item was updated.</li><li>○ More integration is needed on authorizations coming through on Child Protective Services (CPS) kids and Professional Development.</li></ul></li><li>● We need to make the vision of benefits and compensation on par with the K-12 system a reality.</li><li>● DCYF licensing rules for school age and early learning differences need to be looked at.</li><li>● DCYF is working with the Office of Superintendent of Public Instruction (OSPI) to make our community assets more friendly toward family needs.<ul style="list-style-type: none"><li>○ Those buildings are paid for by public tax dollars and they are more empty than full. This notion of the buildings becoming community centers but aren't a non-profit organization is going to take pressure from the community and goes beyond DCYF leadership to make that change happen.</li></ul></li><li>● Fair Start Act – component to create a subcommittee made up of providers and parents to look at licensing and developing model policies to meet licensing requirements.</li><li>● How can DCYF work towards engaging with the community and a broader number of providers?<ul style="list-style-type: none"><li>○ We need shareable content we can roll out in our provider community with timeframes for input.</li><li>○ It would be nice to have space for people to share how their experience was with whoever they are working with at DCYF and how DCYF is doing in all departments.</li></ul></li><li>● How do the email communications you get from DCYF feel? Too much, not enough?<ul style="list-style-type: none"><li>○ Can't tell which email communications are most important.</li><li>○ Still find the DCYF website difficult to navigate.</li><li>○ Need to have Washington Administrative Codes (WAC's) on the front page of the DCYF website or easier to find.</li><li>○ Managed Education Registry Informational Tool (MERIT) needs to be updated, easier to navigate and not as slow.</li><li>○ Would be great to have informational emails come out at the beginning of the week and not on Friday afternoons.</li><li>○ One of the best document's that has come out from DCYF – Washington State Early Learning and Development Guidelines book.</li><li>○ A download of the WAC's to a staff computer so my employees have easier access.</li><li>○ Have a customer service type of survey would help address rogue licensors who still operate on a see it, cite it mind set.</li></ul></li><li>● When DCYF has provider input meetings the ideas that come out of those groups should be brought to this group, the Providers Supports Subcommittee so we can process that input as well.</li></ul>



### Integrated Pre-K

DCYF Integrated Pre-K Administrator Alicia Brender and DCYF Director of Early Learning Programs Kelli Bohanon provided updates on Integrated Pre-K.

- [Integrated Pre-K Presentation](#)

<b>Discussion</b>	<ul style="list-style-type: none"><li>• Transitional Kindergarten (TK) is implemented by K-12 when a child is age 4?<ul style="list-style-type: none"><li>○ That is correct, although we've been told they can use it for 3 year olds as well. We haven't seen as much of that. It's important to clarify that the majority of district in the state are not currently implementing TK - it is an "allowable" stream of funding for districts to draw on if their district chooses.</li></ul></li><li>• It's concerning that K-12 is enrolling preschool age children. These children belong in an early learning environment.<ul style="list-style-type: none"><li>○ We do expect more and more districts to implement TK as the pandemic fades.</li></ul></li><li>• It seems it would require an incredible amount of facilities funding for K-12 to be able to house new programs. This would be separate from Early Childhood Education and Assistance Program (ECEAP), wouldn't it? WCCA has heard the legislators are pushing against this program. Is that not having an impact? This is only part one? What are the goals for part two and other phases?<ul style="list-style-type: none"><li>○ School districts that implement ECEAP are using their K-12 spaces to house ECEAP classrooms. Often times, when districts run out of spaces, ECEAP classrooms are displaced and we end up having to work with ECEAP contractors to locate new space or the ECEAP slots are returned and placed elsewhere in the community or somewhere else in the state. School districts that prioritize any type of early learning program are most generally utilizing facilities funded by K-12 to house them. DCYF being the lead agency for Early Learning, exploring what the state can do so we don't have children in special education isolated in classrooms. Our phase two is think bigger in expanding preschool in all of our settings.</li></ul></li><li>• Would funding for Early Learning go to the K-12 program instead of a birth to five early learning child care center or in-home facility?<ul style="list-style-type: none"><li>○ This project isn't at all about funding being re-directed to K-12. This project is about ensuring high quality is happening in K-12 settings where public funding is used for Pre-K programs and to help reduce barriers to implementing high quality, inclusive and integrated Pre-K classrooms in school districts and community-based settings.</li></ul></li><li>• It seems this means K-12 will be pulling from the already tiny early learning pot of funding and what does this mean for licensing?<ul style="list-style-type: none"><li>○ School districts choose how to use their streams of funding that DCYF and OSPI have no jurisdiction over.</li></ul></li><li>• As providers we have an issue with potential draw of 4 year olds from an early learning center into an institutional public program. The integration plan must offer families the expanse of choices including subsidized care for the duration of early childhood.</li><li>• K-12 has not met the needs of Black, Indigenous, People of Color (BIPOC) children. Why would anyone want to push them into this environment at a younger age? I know both DCYF and OSPI are focused on reducing systemic racism, so until that is dismantled, this program has the potential to introduce Black and Brown children the experience of institutional racism at a younger age. They expel them from their programs at an alarming rate.<ul style="list-style-type: none"><li>○ All of your concerns we are including in this report and DCYF shares with you. We need to put some quality parameters around it.</li></ul></li><li>• The child care sector needs to be in these discussion and planning sessions.</li><li>• Is there a committee or advisory group where providers can give input in this process?</li></ul>
-------------------	--



	<ul style="list-style-type: none"> <li>○ There has been an advisory committee since June of 2020.</li> <li>● OSPI can only make recommendations to school districts, they are not a regulatory body like DCYF.</li> <li>● Continuing to encourage providers to be a part of the system is very important.</li> <li>● Report is due mid-June of 2021 and we would like to get stakeholder feedback before submitting the report.</li> </ul>
--	--

**DCYF Equity and Strategic Plan**

DCYF Office of Innovation, Alignment, and Accountability (OIAA) Director Vickie Ybarra provided an update and requested feedback on the DCYF Equity and Strategic Plan.

- [DCYF Equity and Strategic Plan Presentation](#)

<b>Discussion</b>	<ul style="list-style-type: none"> <li>● Would love to hear what you think will be indicators that will help inform high quality care?             <ul style="list-style-type: none"> <li>○ More support for trauma informed care, complex needs and more training in that area.</li> <li>○ If we are going to focus up to third grade, the elementary should look at maintaining some sort of that model involving collaboration.</li> <li>○ Toddlers from 1-3 years old, the Ages and Stages Questionnaire (ASQ).</li> <li>○ Consider families that just need a little bit more support before their child makes the transition to Kindergarten so their child is ready socially and emotionally.</li> <li>○ If subsidy was a monthly reimbursement, centers that don't normally take children on subsidy would probably be more willing to.</li> </ul> </li> <li>● Listed under Early Learning Workforce, I'm wondering who is addressing how to accomplish these goals?             <ul style="list-style-type: none"> <li>○ I will need to refer you to programmatic leaders in the organization in child care, provider supports, and licensing.</li> </ul> </li> <li>● Is there any element in the plan that looks at integrated communication of providers and educators across the span of Birth to 8; how DCYF can facilitate that to multiply success at grass roots?             <ul style="list-style-type: none"> <li>○ That is a great idea. Certainly in the Early Learning Integrated Plan there is a fair amount on collaboration across the span from Birth to 8. I know collaboration is of high order here.</li> </ul> </li> <li>● We have an ECEAP program and for years have been confused for the fact that we use Teaching Strategies Gold as an assessment tool to see if children are ready for Kindergarten. Then the school districts use WA-Kids assessment, has this disparity been discussed?             <ul style="list-style-type: none"> <li>○ Yes, we discuss this often. Teaching Strategies Gold is a more rigorous assessment and a more thorough tool. WA-kids is a subset of Teaching Strategies Gold.</li> </ul> </li> <li>● The school districts can't "accept" what early learning centers can provide. Even with interrater reliability. The physical report can't be submitted. Wouldn't that be wonderful if we could share our outcomes with districts. They won't let us submit it.</li> <li>● Mental Health supports and opportunities for Parent Education. It would be really great if parents of ECEAP programs had one educational requirement for themselves.             <ul style="list-style-type: none"> <li>○ That partnership is vital and needs to be at the forefront.</li> </ul> </li> </ul>
-------------------	---

**Closing Remarks/Adjourn**

<b>Next Steps/Follow Up</b>	<ul style="list-style-type: none"> <li>● The next virtual advisory group meeting will be a joint ELAC and Provider Supports meeting on June 1, 2021.</li> </ul>
-----------------------------	---