



## **Provider Supports Subcommittee**

### **Meeting Minutes**

August 10, 2022- 9:00am to 12:00pm  
Virtual Meeting

#### **Welcome, Introductions, Virtual Meeting Protocols, and Meeting Material Review**

DCYF Community Engagement Administrator, Erin Kerrigan welcomed members, reviewed virtual meeting protocols and completed introductions. The group reviewed the [Feedback Loop](#), approved the [April meeting minutes](#), and discussed the [Agency updates](#).

<b>Discussion</b>	<ul style="list-style-type: none"> <li>• It is frustrating to see several comments regarding barriers around hiring, professional development standard requirements, training requirements, and the standard line of go to the webpage to find the answers. Providers are frustrated because the documents are so lengthy and it can be challenging to find answers to these questions. <ul style="list-style-type: none"> <li>○ Thank you for that feedback.</li> </ul> </li> <li>• For IDEMIA locations, they do not provide DCYF fingerprinting. They provide Transportation Security Administration (TSA) and firearm fingerprints, but not DCYF. Not sure why the service is not universal if they have the equipment to do so. Would be nice to make it more available.</li> <li>• I heard that for international degrees, someone can now provide transcripts without having the articulation piece, and that Managed Education and Registry Information Tool (MERIT) is taking on the articulation portion. Is this correct? <ul style="list-style-type: none"> <li>○ You are correct, that is all handled by DCYF now.</li> </ul> </li> </ul>
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#### **2023 Legislative Session Planning**

DCYF’s Assistant Secretary of Early Learning, Nicole Rose and Government Affairs Advisor, Genevieve Stokes provided an update on feedback received on the proposed 2023 Decision Packages.

- [DCYF 2023 Decision Package Development Presentation](#)
- [Legislative Planning Update](#)

<b>Discussion</b>	<ul style="list-style-type: none"> <li>• When is the Cost of Care due to be completed? <ul style="list-style-type: none"> <li>○ The <a href="#">Child Care Collaborative Task Force</a> is set to provide recommendations to the Legislature on the Cost of Care Study recommendations in November. Then, DCYF must create a cost of care rate model based on that study.</li> </ul> </li> <li>• How much funds are remaining from the Coronavirus Aid, Relief, and Economic Security (CARES) Act? Are they included in the budget submission as revenue? <ul style="list-style-type: none"> <li>○ We'd have to go back and look at this. The CARES dollars were used in a variety of spaces so we'd have to do some digging on that. And, our fiscal team is looking at all of the one-time federal COVID dollar streams to make sure we maximize usage of those as best we can.</li> </ul> </li> <li>• What are the benefits to the entire sector, related to this package? Why are we not seeing more? What percentage affects the entire field, and when will we see new developments and it impacting the entire sector overall? Some centers will not benefit from this work. <ul style="list-style-type: none"> <li>○ We are trying to focus on the leverage we have with subsidy. Licensing has been an investment for all providers, and all can participate in early achievers. The Child Care Development Fund (CCDF) is focused on providers accepting subsidy.</li> </ul> </li> <li>• We know some research says that there are a significant number of families that do not qualify. Would like to emphasize that it is not just about people who cannot afford the most, there are a lot of people in the middle that cannot afford it as well.</li> </ul>
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- Thank you. It is where we can invest dollars and we are in a balance of federal and state investments. Working on how to increase eligibility but also trying to maximize CCDF funding.
- With increasing families that are eligible, if we are at less than market rate, it does not help the field. Thinking bigger, so it helps everyone and helps legislatures understand the impact.
  - Thank you. It is about rates and other items, and there has been a shift start with the Fair Start for Kids Act (FSKA) Temporary Licensing Subcommittee. We are trying to figure out where to put the investments, while addressing the crisis of child care.
- Appreciate this conversation. The more honest we are with what can be done, then providers are not led in the wrong direction. What the feds can do versus what the state can do, is different. There is only so much of the money available.
  - I appreciate that. Funds have certain requirements that the state must invest in.
- Having fingerprinting in DCYF field offices will be very helpful. Staff members have expressed concern for some of the locations.
- Required trainings should provide STARS credits.
- Can there be a way for individuals taking courses to earn a degree to get STARS credit for the courses they are taking that are requirements for their degree even if they are not EL specific.
- Changing the grant application to provide for more equitable access is a really good idea. Appreciate the team changing course.
- If the Federal dollars are a barrier, what more can WA State do from a state investment?
- I think it's okay to say what can't be done within current legislative limitations. It provides transparency and also gives advocates specifics on what to ask for.

### **Early Achievers**

DCYF's Quality Recognition and Improvement System (QRIS) Administrator, Rachael Brown-Kendall and QRIS Specialist, Ellen Zito provided an update on the Early Achievers revisions implementation timeline and the Post Program Profile Provider Survey data.

- [Early Achievers Early Adopters Post Program Profile Provider Survey](#)
- [Mock QUIC Report](#)



<p><b>Discussion</b></p>	<ul style="list-style-type: none"> <li>• Regarding visits, are people coming out? Is anyone coming out anymore?             <ul style="list-style-type: none"> <li>○ No. In the revisions, we moved to a fully virtual system. There are now phone interviews, survey links, videos are being uploaded, and providers are engaging with their coach. There is also an exception process for those without video capability, where we can send out someone to do a live observation.</li> </ul> </li> <li>• I think that is fabulous, and I appreciate you using the technology step. COVID is still here and we are doing what we can to keep ourselves safe. Staff are leery of introducing new things, and zoom has helped with this.</li> <li>• That is correct, COVID is still a concern for us. We need a training on technology before we start the process. Providers have degrees in caring and educating children but some providers need help with the technology piece.</li> <li>• Just wanted to clarify, Early Achievers (EA) coaches will not come on site due to the potential risk of COVID?             <ul style="list-style-type: none"> <li>○ I think it is up to the provider.                 <ul style="list-style-type: none"> <li>▪ That's correct. We do have one region where COVID rates have increased and coaches have returned to virtual for the most part until further Department of Health (DOH) guidance.                     <ul style="list-style-type: none"> <li>• Thank you. As a provider, I appreciate the choice when weighing the risk to potential exposure. Virtual is a fantastic option!</li> </ul> </li> </ul> </li> </ul> </li> <li>• Our time was so limited, it would be great to focus on the simplest way of providing feedback that does not take any technological ramp up for understanding.             <ul style="list-style-type: none"> <li>○ We will look for a better way to collect feedback next time.</li> </ul> </li> </ul>
<p><b>Next Steps/Follow Up</b></p>	<ul style="list-style-type: none"> <li>• If you are interested in Early Achievers Values &amp; Process, we meet every other month. Feel free to contact Ellen Zito at <a href="mailto:ellen.zito@dcyf.wa.gov">ellen.zito@dcyf.wa.gov</a> for further information.</li> </ul>

**Workforce Support**

DCYF’s Early Learning Deputy Director, Amy Russell provided an overview on a possible option to spend down remaining stabilization administrative funds and gather feedback on ways to invest one-time funds in workforce support.

- [Workforce Support Presentation](#)

<p><b>Discussion</b></p>	<ul style="list-style-type: none"> <li>• Some people in MERIT are not currently working for us. For example, I do not delete someone if they are coming back the following summer after school.             <ul style="list-style-type: none"> <li>○ That is a good point. This could be an opportunity to reconcile areas in application versus MERIT. There is an obligation of spending timeline, so that person would not be eligible.</li> </ul> </li> <li>• If there was a category in MERIT for substitutes, that would help.             <ul style="list-style-type: none"> <li>○ I thought that was a category. We should connect on that.</li> </ul> </li> <li>• If we have a substitute who works almost full time, it should be up to the provider whether they are eligible. Is it possible to connect staff to Compass, and put a check mark by their name during the application process?             <ul style="list-style-type: none"> <li>○ Yes, we can work through what those details would look like.</li> </ul> </li> <li>• Leaving it to providers would mean we could do retention bonuses for staff who are the “stable force” at our centers. I have relied on certain members for years.             <ul style="list-style-type: none"> <li>○ I wonder with a broader spend plan, allowing providers to determine the funding, would it could create an administrative burden on the provider? Is this something we want? The goal is to help with relief, not add more tasks and responsibilities.                 <ul style="list-style-type: none"> <li>▪ Simplicity is good, but it can also be demoralizing for staff to receive the same bonuses as other staff who have just started.                     <ul style="list-style-type: none"> <li>• The City of Seattle’s program decided it was easier to give a base amount, then the agency could add on. The group felt simplicity was best, as well as administratively easier.</li> </ul> </li> </ul> </li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>• Are we talking about an existing grant, or future potential?             <ul style="list-style-type: none"> <li>○ Future potential.</li> </ul> </li> <li>• To clarify, did the stabilization grant have requirements on what the funding could be spent on?             <ul style="list-style-type: none"> <li>○ Yes, you are correct.</li> </ul> </li> <li>• I was wondering if there is a way to look at who has applied, and divvy up the money to those centers that have applied by the next deadline. Instead of having to re-apply and having it as retention, couldn't it be an amendment to what was awarded the first time?             <ul style="list-style-type: none"> <li>○ These funds are taxable, and we want to make sure people want to receive these funds. The administrative burden of sending out payments, and someone wanting to return the money, is a lot of work as well. From an auditing point of view, providers need to understand how it works.                 <ul style="list-style-type: none"> <li>▪ Why not send just the people who have applied, with a "next steps" guide, and ask them to let us know if they do not want to receive the funds.</li> </ul> </li> </ul> </li> <li>• It would be helpful to name it something different then. Keeping track of all the grants, how it is spent, and who qualifies, is starting to get overwhelming.             <ul style="list-style-type: none"> <li>○ We can call it a workforce retention bonus or something like that.</li> </ul> </li> <li>• Could there be a section in MERIT called "inactive"? I have students that return after college, and some certifications may lapse, but I won't ask them to renew when they return.             <ul style="list-style-type: none"> <li>○ Great question. I will put that in my notes to follow up on.</li> </ul> </li> <li>• Everyone should have access to these funds, because there is a great need. It is exciting that the state is willing to follow this model.</li> </ul>
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**DCYF/OSPI Joint Agency Integration and Inclusion Work**

DCYF's Pre-k Early Childhood Education and Assistance Program (ECEAP) Administrator, Karin Ganz, Assistant Administrator, Nicole Parker and the Office of the Superintendent of Public Instruction (OSPI) staff provided updates and gathered feedback on the report to the legislature between OSPI and DCYF on early learning programming for children 3-5 years old.

- [DCYF/OSPI Joint Agency Integration Work Presentation](#)

<b>Discussion</b>	<ul style="list-style-type: none"> <li>• Please share what CRE stands for?             <ul style="list-style-type: none"> <li>○ Coordinated Recruitment and Enrollment.</li> </ul> </li> <li>• There's often not much of a process of being selective anymore. Families struggle to find programs with any openings and will go the first place that has openings.             <ul style="list-style-type: none"> <li>○ We recognize that, thank you. That is what we are trying to address in priority area.</li> </ul> </li> <li>• Will this option with OSPI be under the same regulation as Early Learning providers?             <ul style="list-style-type: none"> <li>○ Yes, regulations need to be the same across the industry including OSPI offered options.</li> <li>○ We are trying to determine what requirements school districts have to follow and how can we make sure we are not duplicating monitoring.</li> </ul> </li> <li>• The concern is for the providers and the requirements not being equitable across the board. If the concern is monitoring, then have DCYF monitor all.             <ul style="list-style-type: none"> <li>○ We have local control for school districts in our state. That creates a different dynamic to navigate, which impacts the regulation components.</li> </ul> </li> <li>• Does that mean Clock Hours and STARS would be interchangeable? That would be enormously helpful.             <ul style="list-style-type: none"> <li>○ Yes, we are working on this.</li> </ul> </li> </ul>
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- Who is giving feedback around pathways for smaller providers to open and expand ECEAP? Is there a group of small providers that are already providing these services that are being asked to provide feedback?
  - We have brought it to this group, ELAC, and current ECEAP providers to gather feedback on what has/has not worked, etc.
- Expanding care availability means more teachers. Would there be efforts to fund and expand support for teacher credentials?
  - Yes, recommendations are embedded throughout the report around increasing scholarship opportunities and supports.
- One limit on expanding services is lack of facility space. Will comprehensive planning include incentives to open new spaces for successful programs who plan to expand?
  - The Early Learning Facilities Funding is the current stream of funding that is available for renovation and new building efforts.
- I was told the school district pays more for children with additional services. When they come to daycare, nothing comes with them. Why are federal dollars not following them?
  - Thank you for the input. These are all issues that we are working on addressing in the report.
- Can there be more communication regarding the grant decisions, if we received or if we did not receive funding? We applied, however, did not hear back about results. We would like to be informed of the reason we did not qualify.
- We do not have enough child care options already. To create another free option for preschoolers within K12 will put providers out of business.
- What happens with the open Transitional Kindergarten (TK) slots when there aren't enough kids who meet the disability or complex needs that TK is intended to support?
- Will TK teachers have to go through the same background check process as all licensed child care teachers?
- If the Federal Special Needs Funds follow the child then even Private Providers can benefit.
- I have no concern for expansion and access for kids, but want to make sure access and regulations are the same for everyone. We are open and interested in partnering with OSPI for better access for children.
- Appreciate the reflections and high priority points shared today. Looking forward to reconnecting soon to keep the conversations going.
- Who is the Marketing Team for this process? Need to make sure providers are included based on relationships that center providers and home providers develop with one another.
- I think that there is also a question around family choice and service area agreements within ECEAP regarding School District boundaries. Sometimes those school district boundaries don't make sense for families.
- Early Childhood Intervention and Prevention Services (ECLIPSE) offers developmentally appropriate therapeutic programming for families and children who have endured biological, familial, and environmental risk factors consistent with exposure to complex trauma in early childhood.
- Providers should have input on the trainings, so they are relevant to what we do each day, and STARS hours should be given for each training.
- K12 requirements were not set up for 0 – 5.

**2022 Meetings, Closing Remarks and Adjourn**

<b>Discussion</b>	• The next meeting is scheduled for October 12, 2022.
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