



Early Learning Advisory Council Meeting Minutes

October 4, 2022 – 10:15 a.m. - 3 p.m.
Virtual Meeting

Welcome, Virtual Meeting Protocols and Introductions

ELAC Executive Committee member Enrica Hampton welcomed attendees, walked through virtual meeting protocols, and initiated introductions. Members reviewed and approved the [August 2, 2022 meeting minutes](#).

Feedback Loop

Enrica Hampton led the group in reviewing the Feedback Loop.

- [Feedback Loop](#)
 - [FSKA Health Care Assistance for Child Care Workers](#)
 - [Equity Grant Design Team Update](#)

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| Discussion | <ul style="list-style-type: none"> • The attendees for the Fair Start for Kids Act (FSKA) Temporary Licensing Subcommittee sessions are mostly center-based providers. Has there been changes in terms of attendance by licensed family home providers or family home caregivers at those meetings? <ul style="list-style-type: none"> ○ The last meeting had low attendance. Discussion has centered on how to increase attendance. We will follow up on the number of family home providers. |
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State Agency/Partner and Regional Coalition Updates

Enrica Hampton led the group in reviewing the State Agency/Partner and Regional Coalition Updates.

- [State Agency/Partner Updates](#)
- [Regional Coalition Updates](#)

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| Discussion | <ul style="list-style-type: none"> • Washington Communities for Children (WCFC) update: <ul style="list-style-type: none"> ○ Just completed and had great engagement at our inaugural conference: Beyond Connection. ○ Currently, onboarding fellows from Pathwaves WA placement with our policy and advocacy team. ○ Voted in August to add a seventh network to our structure called childcare voice. This group is specifically for childcare providers to come together and share resources, information, and engagement. ○ Can you give a brief description of what Pathwaves WA is? <ul style="list-style-type: none"> ▪ Pathwaves WA creates pathways for leaders of color to hold roles in decision-making in early childhood systems so that they are helping to drive and shape the design of policies that impact communities. • Regarding healthcare, will the funding for this program going into the next biennium be considered maintenance? Or will advocacy be required to ensure it is continued? <ul style="list-style-type: none"> ○ The funding for the FSKA health care premium assistance for child care workers is funded through the end of the 2023 calendar year. |
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Trauma Informed Care

DCYF’s Early Learning, Trauma-Informed Professional Development Coordinator Jess Mayrer, presented members with updates and gathered input on DCYF financial awards for early childhood professionals who acquire training on trauma-informed care, and on DCYF efforts to create trauma-informed professional competencies.

- [Trauma-Informed Care Presentation](#)
- [Trauma Informed Care Feedback](#)



Discussion

- Are infant early childhood mental health consultants eligible?
 - No, they are not eligible but I will double check on this for you.
- Will caregivers (and potentially youth) who contribute to the co-design efforts be compensated for their time?
 - Yes. They are subject matter experts and should be compensated.
- Are the trainings listed just a specific training offered or a combination of trainings equaling that number of hours?
 - Anyone can take any combination of trainings. The payments are capped at \$1,200.
 - For the Conscious Discipline training, there are different timeframe trainings. If staff did a combination, would they still get the \$800 incentive?
 - It can be multiple iterations as long as it totals 10 hours.
- How do you verify participation? Will these trainings have to be done by a STARS (State Training and Registry System) Certified trainer? Can it be credited retroactively and how far back will this go?
 - Yes, it is retroactive and yes, it has to be STARS trainers. These also have to have learning application support specifically whether it be a community of practice or coaching. The awards should go out through the training providers and we will have to report it in the Managed Education and Registry Information Tool (MERIT).
- Is this connected in some way to the infant mental health endorsement process through the Washington Association of Infant Mental Health?
 - Moving forward yes. We're also looking at endorsements through the Barnard Center. We are also doing a survey of college courses as stand-alone options that provide trauma-informed care.
- Green River College has a Bachelor's of Applied Science program in Infant Mental Health. The program works with low-income students to try to provide that education for free and I believe it's all online at this point.
- Is the tiered system built on each other? Is it about cumulative hours? Or is it training-specific?
 - It's not about cumulative hours. The trainings are very specific to trauma-informed content. The tiered structure is to illustrate levels of intensity.
- Would be good to add "OR" after each training to make it clear that people can start at any tier depending on their interest. Is it correct that they don't need to start at tier 1?
 - We're still talking about incorporating trauma-informed care fundamentals within childcare basics. As providers, do you think that would be appropriate?
 - That would be fine but there should be an incentive for staff doing the work.
 - Incentivizing trauma-informed care is vital at all levels
 - I want to call out the burden being placed on childcare staff. If this gets added, what are you going to take out of childcare basics? How are you going to incentivize people? Childcare basics are extremely expensive. It's hard to access and staff struggle to get that completed in their first ninety days, so adding anything to childcare basics without addressing the underlying issues that already exist with childcare basics is troublesome.
 - There should be targeted community engagement about what is included in childcare basics.



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| | <ul style="list-style-type: none"> ▪ If this doesn't become part of childcare basics, it should be considered towards equivalencies for meeting our education requirements already spelled out in the Washington Administrative Code (WAC). • If a certified STARS trainer is required to receive an award, that should be clearly stated. Many of the trainings listed, such as the Conscious Discipline training have online trainings that may not be provided by a STARS trainer. • Working with the Early Childhood Teacher Preparation Council at higher education institutions is very important. <ul style="list-style-type: none"> ○ We have been communicating with North Seattle College and having conversations with higher education institutions to make sure we're not missing or duplicating efforts. • Are you working with Right Response? It is somewhat trauma-informed and could be another entity to look at. <ul style="list-style-type: none"> ○ We have not but I will take a look at that. • Is this the same as the MERIT training reimbursement process? <ul style="list-style-type: none"> ○ It is different, hopefully better, but we are still working on it. Financial awards will be released through training contractors and retroactively. ○ We will be releasing communication about this soon. • Looking at tier 1, there is no compensation. That's creating a barrier for providers, especially with the time it takes to go through the foundational trainings. Can there be some reconsideration for compensation at tier 1? <ul style="list-style-type: none"> ○ Thank you very much for your input and we will look into this. |
| <p>Next Steps/Follow Up</p> | <ul style="list-style-type: none"> • Please reach out to Jess with any follow-up questions (jess.mayrer@dcyf.wa.gov). |

Fair Start for Kids Act (FSKA) Evaluation and Data Update

DCYF Director of the Office of Innovation, Alignment and Accountability (OIAA) Vickie Ybarra and FSKA Evaluator, Adassa Budrevich-Ryan provided an update on the temporary licensing subcommittee of ELAC and provide feedback as it relates to the FSKA Report

- [FSKA Evaluation and Data Update Presentation](#)

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| <p>Discussion</p> | <ul style="list-style-type: none"> • Why are stabilization grants being listed here? Those were federal funds, not FSKA. <ul style="list-style-type: none"> ○ That's correct. They were federal funds but we consider them a part of the early learning intervention that are being evaluated here. <ul style="list-style-type: none"> ▪ Can a note be added that those grants were federal? I wouldn't want anyone to assume those funds were covered by the FSKA budget <ul style="list-style-type: none"> • Yes, we can certainly do that. • Can the number of Working Connections Childcare (WCCC) payments be broken down by age of the child? Because the child may be eligible for WCCC subsidy but unable to find a space. What is the number of applications that are approved versus how many were placed and paid out? Are we seeing increased payments being made on behalf of infants and toddlers? What are the number of applications are approved versus how many were placed and paid out? Are we seeing increased payments being made on behalf of infants and toddlers? <ul style="list-style-type: none"> ○ Yes, we can definitely break those down and follow up. • One of the major arguments around mental health consultants is the reduction in the disparities of children of color being expelled. How did you make the decision to place it in kindergarten readiness or racial equity? <ul style="list-style-type: none"> ○ We can certainly evaluate the impact on both and place it in both categories. |
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| | <ul style="list-style-type: none"> ○ Infant & Early Childhood Mental Health Consultation (IECMHC) is focused on a classroom intervention rather than specifically child-focused. ● Can you speak to what kind of data is available on Infant Mental Health Consultation (IMHC)? <ul style="list-style-type: none"> ○ There is a DCYF division who has been hiring mental health consultants but we can follow up and connect you. ● How are we able or not able in these programs to count the children? Are fewer children of color being expelled? Are we able to count child-level data to understand equity and its impact for children? <ul style="list-style-type: none"> ○ Yes, that is data we'd like to obtain. The past review of expulsion data is not rich enough to find those conclusions. But we will visit more recent data and bring that information back to this group. ○ There was no data collection system to submit that data. There is no online submission, only spreadsheets, and email, which is not as systematic as we'd like it to be. ○ For many of these that require child-level data, we do have data like Subsidy utilization and Early Childhood Education and Assistance Program (ECEAP) utilization and we also have provider data. ● Demo Draftboard Draft <ul style="list-style-type: none"> ○ Infant, Toddler, Preschool, School Age: Provide the age range for each category |
| Next Steps/Follow Up | <ul style="list-style-type: none"> ● If you have any questions or additional feedback, feel free to reach out to Vickie Ybarra at vickie.ybarra@dcyf.wa.gov. |

Early Learning Coordination Plan

DCYF's Preschool Development Grant Birth-5 Administrator Tracie Kenney and Integration Specialist Delta Heiberg provided an introduction to the Early Learning Coordination Plan publication.

- [Early Learning Coordination Plan Presentation](#)

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| Discussion | <ul style="list-style-type: none"> ● If you would like a hard copy please go here: https://www.surveymonkey.com/r/27VGSRR ● Is it possible to give members additional time to answer these questions after the meeting? <ul style="list-style-type: none"> ○ Yes, we will include this information in the follow-up email. ● How do we bring mental behavioral health into this conversation? Or has it already been incorporated into this plan? <ul style="list-style-type: none"> ○ It is incorporated. You'll see it in the outcome area in family and health sections. ● I appreciate that the Early Learning Coordination Plan (ELCP) offers a shared framework to support coordination. ● I am wondering if for each of the Strategies to be clearly assigned to the person or organizational leader that is the keeper of ensuring the strategy moves forward. Have you thought about that? Will it be kept in another space? <ul style="list-style-type: none"> ○ It's helpful to have someone who is a keeper of the conversation so that it doesn't get lost. ○ The networks are going to be able to hold this and the steering committee will be the keepers. |
| Next Steps/Follow Up | <ul style="list-style-type: none"> ● Please reach out to Tracie (tracie.kenney@dcyf.wa.gov) or Delta (delta.heiberg@dcyf.wa.gov) with any follow-up questions or feedback. |



Home Visiting Advisory Committee (HVAC) Update

Early Start WA’s Director of Policy and Advocacy Erica Hallock and Thurston County Public Health’s Maternal Child Health/Nurse Family Partnership Division Director Gretchen Thaller provided an overview of the 2022 HVAC Recommendations to DCYF and the Legislature.

- [HVAC Update Presentation](#)

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| Discussion | <ul style="list-style-type: none"> • Full HVAC Recommendations • What do you need from ELAC? <ul style="list-style-type: none"> ○ We were asked to keep this group updated on the work. As home visiting is a critical part of the early learning continuum and framework, when you are providing recommendations to the legislature, how can home visiting fit in? ○ As we’re looking at better areas to integrate and strengthen the system, how can this be better connected? ○ Having the partnership and understanding the work only enhances the emotional and social growth for children. ○ It’s a lot of the same families, it all relates. • Are your meetings virtual? Can ELAC members attend? <ul style="list-style-type: none"> ○ Anyone is welcome to our advocacy coalition. We are also happy to meet one on one. ○ The HVAC is meeting every other month and we can share meeting information. |
| Next Steps/Follow Up | <ul style="list-style-type: none"> • Please reach out to Erica (ehallock@startearly.org) with any additional questions. |

Closing Remarks/Adjourn

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| Next Steps/Follow Up | <ul style="list-style-type: none"> • The P5 workgroup is working on additional asks for funding for emergency funds as well as increasing the size of mental health consultants that are available in the state. If interested in learning more about this group please email Nucha Isarowong (nucha@uw.edu). • The next Early Learning Advisory Council meeting will be on December 6, 2022. |
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