



Early Learning Advisory Council (ELAC) Early Achievers Review Subcommittee Charter

A. Purpose

The Early Achievers Review Subcommittee, established in [RCW 43.215.090](#), advises the Department of Early Learning (DEL) on strategies to improve the quality of instruction and environment for early learning programs participating in Early Achievers and provides input and recommendations on the implementation and refinement of Early Achievers. The subcommittee uses a racial equity lens and considers cultural and linguistic responsiveness in its analysis and recommendations.

B. Objectives

The objective of the subcommittee is to advise DEL on topics including, but not limited to:

- Substantial Early Achievers policy changes and related requirements of the Early Start Act of 2015. For example, the subcommittee will provide advice on a protocol for granting Early Achievers program participants an extension in meeting rating level requirement timelines.
- The annual progress report required by Section 18 of the Early Start Act of 2015.
 - At a minimum the annual report review shall address the following:
 - (i) Adequacy of data collection procedures;
 - (ii) Coaching and technical assistance standards;
 - (iii) Identification of and recommendations on opportunities to remove barriers for providers to participate in Early Achievers
 - (iv) Identification of and recommendations on opportunities to remove barriers for children accessing care from providers participating in Early Achievers
 - (v) Progress in reducing barriers to participation for low-income providers and providers from diverse cultural backgrounds, including a review of the Early Achievers program's rating tools, quality standard areas, and components, and how they are applied;
 - (vi) Strategies in response to data on the effectiveness of Early Achievers program standards in relation to providers and children from diverse cultural backgrounds;
 - (vii) Status of the life circumstance exemption protocols; and
 - (viii) Analysis of Early Achievers program data trends.

C. Structure

The Early Achievers Review subcommittee is a standing committee of ELAC established by the Early Start Act of 2015. Anticipated work groups include, but are not limited to:

- National accreditation approval process
- Equity – Ensuring that the strengths and needs of communities of color, immigrant, refugee and low-income children, families and providers are reflected
- Cultural and linguistic responsiveness
- Quality Standards review
- Professional development needs of Early Achievers participants
- Data collection

D. Key Context and Considerations

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Key context and considerations that will inform the subcommittee's work are:

- The ELAC Racial Equity framework, including principles and questions.
- Taking a cultural humility approach.
- Impacts on diverse cultural and linguistic communities.
- Using both quantitative and qualitative data to develop the annual report and identify issues.
- The perspectives and experiences of all children, families and early learning educators, including family home providers, centers and preschool.
- The perspectives from diverse regions and communities across Washington.

E. Membership

To meet the subcommittee objectives and provide useful deliverables, the following representation and expertise should be included in the membership. Member perspectives and experiences shall include diverse languages and cultures; different levels of Early Achievers participation; and statewide geographic representation:

- Child Care Centers
- Family Child Care
- Early Childhood Education and Assistance Program (ECEAP) and Head Start Programs
- Contractors for Early Achievers program technical assistance and coaching
- Tribal Governments
- Organization responsible for conducting Early Achievers ratings
- Parents of children participating in early learning programs, including Working Connections Child Care (WCCC) and ECEAP
- Other expertise as identified by the needs of the subcommittee, to include but not limited to:
 - Early Intervention
 - Organizations that organize and/or work with immigrant and refugee communities
 - Organizations that organize and/or work with communities of color
 - Higher education and teacher preparation
 - Advocacy organizations
 - Licensing
- **Terms**
Members will commit to actively serving a minimum of a one year period with two years preferred. Members are welcome to remain a part of the committee as long as they are actively engaged during the year.

F. Membership Roles and Responsibilities

• Stakeholder Engagement

Subcommittee members will engage stakeholders in the following ways:

- Go to communities impacted by Early Achievers to ask for input and perspectives.
- Create pathways for two-way communication.
- Share information about current and future initiatives.
- Develop a set of questions that will help members prepare for meeting discussions.
- Members reach out to stakeholders to gather input and responses to discussion questions.
- At least two times per year, members will review the membership list to ensure the subcommittee is comprised of diverse individuals and diverse perspectives.

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- **Co-Chairs and ELAC Liaison**

The Committee will select a minimum of two members to serve as co-chairs and liaison of ELAC. The co-chairs will commit to a two year term, from January through December.

Co-chairs are responsible for partnering with DEL staff to plan meetings in a way that ensures that the racial equity lens is embedded in discussions, everyone has opportunities to participate (including removing barriers for members to attend meetings); meeting actions and decisions are clear; and that the subcommittee is providing meaningful, clear advice and recommendations to DEL and ELAC. Co-chairs will serve as or assign liaisons when appropriate to help ELAC stay abreast of the plans, issues and opportunities being considered by the subcommittee.

G. Committee Staffing

DEL will provide staffing, facilitation and new member orientation, in partnership with the co-chairs, for the subcommittee, including translation and interpretation as needed.

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