

Early Achievers:
Barriers and Current and Proposed Solutions

Level 2 Barriers	ELAA	EARS	ELAC	IPEL	WSA	Total	Current Progress/ Action	Proposed Action
Trainings are too basic - beginner/ advanced options?			X		X	2	<p>CCA Network Office - CCA of WA does offer trainings across the state on topics that align with Early Achievers, often going deeper into particular topics or providing more advanced content that builds on the Level 2 training. CCA of WA also piloted an ERS-focused training series this year with a grant from the Boeing Foundation, although the pilot was fairly small. Some of these are DEL-subsidized to reduce the cost to the participants. In the first half of FY16, CCA delivered over 915 hours of training to child care providers, and nearly 99% of the trainings were in alignment with EA quality standards.</p> <p>CCA Regional Offices - The Child Care Aware Training Coordinators are working on creating different levels of trainings that are being offered, to add to the trainings that were produced by DEL.</p>	<p>CCA Network Office -ERS and several of the quality standard areas are not well covered by the current Level 2 trainings. One option would be to revise the list of required trainings and develop new curricula. In CCA's spring 2015 EA participant survey, we asked providers in which areas they thought additional trainings would be helpful to prepare for a successful rating. 87% chose at least one area, and several areas were selected by the majority of providers (over 50%): ongoing measurement of child progress, curriculum & learning environment, program planning & development, and professional development & leadership. The self-reported needs of providers don't always match the gaps that show up in the ratings data. The CCA system has focused training primarily on curriculum & learning environment and interactions because they are the areas most critical to reaching Level 3, but perhaps if more providers start aiming for Level 4, we could shift the mix of trainings to include more on the quality standard areas.</p> <p>CCA Regional Offices -The current Level 2 trainings are being looked at and it is being determined if changes need to be made.</p>
Flexibility/ exceptions for life circumstances			X		XX	3	<p>CCA Network Office -There is a group at DEL working to better define engagement because ESA mandates that those receiving subsidies stay "engaged". The list of extension and exemption justifications includes natural disaster, low enrollment, high volume of staff turnover, extended illness, family hardship.</p> <p>CCA Regional Offices -Early Achievers (EA) has a lot of flexibility around the process of preparing for a rating. To address this barrier I think that each person would need to work with their EA staff person as well as the Department of Early Learning and University of Washington.</p>	<p>CCA Regional Offices -CCA works closely with UW and DEL around life circumstances fairly regularly. We would need more specifics about the results that people are expecting that they haven't gotten? Our experience has been that lots of life circumstances have been granted exceptions.</p>
Too many requirements			X	X		2	<p>CCA Regional Offices -Most of Level 2 is about choice, not requirements. Providers are asked to focus on what is important to them and their EA staff person helps them reach goals that they have set.</p>	
Accessibility: language and culture	X	X		X		3		<p>CCA Regional Offices -More translated materials</p> <p>OneAmerica - Strong need to increase linguistic and cultural competencies to support diverse providers and families - how can we award points for this to help boost level 2 to level 3?</p>
Accessibility: geography and technology	X	X				2		
Time consuming	X	XX	X			4	<p>CCA Regional Offices -Each program can determine the amount of time they want to devote to the process. Monthly meeting with an EA staff person are flexible and can happen in the evenings, weekends, or during the work day depending on what works for the provider.</p>	
Complex and overwhelming	X					1	<p>CCA Regional Offices -Level 2 activities are laid out in a guide book as well as a checklist that is designed to be easy to follow. Providers often think the process will be complex but once they start they realize it flows nicely and they set their own pace.</p>	<p>CCA Regional Offices -A guidebook is being developed for Rating Readiness Consultation.</p>
Supporting materials only available in English		X				1	<p>CCA Regional Offices -Materials are available in Spanish and Somali as well as some pieces in Russian.</p>	<p>CCA Regional Offices -More materials are being translated into Russian.</p> <p>OneAmerica -Commit funding and resources to support non-English literate/speaking providers</p>

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Too many/ conflicting expectations from different agencies - licensing, EA, HS, etc.		X		X		2	CCA Regional Offices -There is a committee that is working toward alignment in all of these areas.	
Computer literacy/ access		XX				2	CCA Regional Offices -Computer access is not a necessity. EA staff can help providers with accessing Merit if needed.	OneAmerica -Work with community colleges to develop integrated models to develop computer/digital fluency into CDA/degrees - can even include a MERIT training module!
Relationship development - language, types of providers, philosophies		X		X		2	CCA Regional Offices -EA staff have a vast variety of backgrounds include different cultures, languages, and experience in programs and teaching philosophies.	
Business sustainability- ROI		X				1		
MERIT issues/ bugs		X				1	CCA Network Office -There was a MERIT usability study conducted by DEL already. There have also been some big improvements since the beginning of EA (the facility registration process springs to mind as an example). CCA TA Specialists often help providers with MERIT. In CCA's spring 2015 EA participant survey, nearly 75% of pre-rating providers said they had received all the help they needed from their TAS/RRC on using MERIT or they were currently getting the help they needed. Also, the percentage of TA hours spent on MERIT help dropped from 12% in 2013 to 7% in 2014 to 5% in 2015. CCA Regional Offices -EA staff are "Super Users" and can help providers with troubles they have in Merit.	
Specific staff roles/ qualifications impose on provider assignation of staff		X				1		
Professional development requires significant investment		X				1	CCA Network Office -CCA of WA does offer trainings across the state on topics that align with Early Achievers, and some of these are DEL-subsidized to reduce the cost to the participants. In the first half of FY16, CCA delivered over 915 hours of training to child care providers, and nearly 99% of the trainings were in alignment with EA quality standards. 41% of the trainings were free to participants, 22% had a sliding scale fee, and 37% had a fixed rate fee. Fixed rate fees averaged about \$13 per hour of training. In addition, the Washington Scholarships for Child Care Professionals program run by CCA, with funding from DEL, has award 805 scholarships and invested nearly \$1 million in the higher education of child care providers in the first eight months of FY16. CCA Regional Offices -Providers are qualified for many different scholarships to help pay for Professional Development including high school diplomas, CDAs, AA degrees, and BA's.	CCA Regional Offices -CCA is exploring the possibility of offering MA scholarships in the future.
Access to PD funds, specifically for non-English speaking providers		XX				2	CCA Regional Offices -Scholarship forms are available in English and Spanish.	CCA Regional Offices -More translated materials OneAmerica -Earmark a certain percentage of PD funds for usage by low income and non-English speaking providers

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Not enough needs-based grants		XX				2	<p>CCA Network Office -As of February, approximately \$200,000 of 1.2 million had been expended. The grants were slow on the uptake because applications contained many mistakes. We have since trained CCA regions to help providers fill these out correctly. DEL has hired support to help them be disbursed quickly. Improvements have been seen, resulting in a greater number of allocations.</p> <p>CCA Regional Offices -Needs Based Grants are still available, providers are still accessing them as long as funding lasts.</p>	
Support policy and practice/ paperwork		X				1		
Start with self-assessment so they know where to focus		X				1	<p>CCA Regional Offices -Self assessments are the first steps of EA. Providers complete two self assessments before they move on to level 2 activities.</p>	
Use templates - File of Supporting Materials		X				1	<p>CCA Network Office -This is something that RBPD staff assist providers with on a regular basis. In CCA's spring 2015 EA participant survey, over 80% of pre-rating providers said they had received all the help they needed or they were currently getting the help they needed from their TAS/RRC on both understanding EA services and program requirements and understanding EA quality standards.</p> <p>CCA Regional Offices -The File of Supporting Materials has a step by step guide to walk providers through the process. Having a template would assume that all programs are the same, when the reality is that every program is different and has different and unique aspects that they will highlight.</p>	
Staff preparation - more strengths-based feedback					X	1	<p>CCA Regional Offices -EA staff are focused on strengths and how to grow those strengths. EA staff see their role as building relationships through strengths based observations.</p>	
Fear of change - more preparation and support during change process					X	1	<p>CCA Regional Offices -The EA process is intended to be a journey that happens over the providers career. It is the role of the EA staff to support child care providers through the process and the timeframe that a provider progresses is determined by the provider.</p>	<p>CCA Network Office -The CCA PD academy is working incorporate a Navigating Currents of Change module from McCormick Institute to support this need. Currently, McCormick is developing the Train the Trainer module so that we can then begin to use it here.</p>
Not enough technical/ support staff - providers having to figure it out on their own				X	XX	3	<p>CCA Network Office -In 2015, the statewide average for pre-rating RBPD (TA & RRC) was over 18 hours per provider enrolled but not yet ready to rate. TA & RRC services are very popular with the majority of providers (over 75% were satisfied with these services in the CCA's 2015 EA participant survey), but for those that were not satisfied, one of the most frequently mentioned complaints was that they would like more time with their TA Specialist or RR Consultant.</p> <p>CCA Regional Offices -Providers are assigned a TA staff person when they join EA. They are also given a guidebook that walks them through the beginning steps of EA.</p>	<p>CCA Network Office -There have definitely been some parts of the state and some months where TA/RRC capacity has not been as frequent or as many hours as we aim for it to be. CCA regions have been working diligently to staff up, and statewide RBPD staff FTE was up about 45% in February 2016 compared to July 2015.</p> <p>OneAmerica -Connect with community colleges and CBOs, how can a coaching/advocate system be developed?</p>

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More training opportunities - different locations/ times					X	1	<p>CCA Network Office -In the first eight months of FY16, the in-person three Level 2 required trainings have been held 139 times in 40 cities across the state. In addition, CCA regions have offered 478 non-Level 2 trainings during that time in 67 cities across the state.</p> <p>CCA Regional Offices -Regions strategically plan their training opportunities to accommodate need and demand.</p>	<p>CCA Network Office -It would be helpful to gather more information about the need before making a plan to address this. Where (geographically) is there a need for more training? Are the particular topics that need to be covered?</p> <p>CCA Regional Offices -Some regions need more approved trainers.</p> <p>OneAmerica -Also offer variety of formats - what can be done online?</p>