



Fair Start for Kids Act (FSKA)
Temporary Licensing Subcommittee of ELAC
Virtual Meeting Agenda

November 9, 2022 – 1:00 to 4:00 p.m.

Time	Activity
1:00-1:15	Welcome, Virtual Meeting Protocols, Introductions & Feedback Loop
1:15-1:30	Recommendation Review: Translation, Interpretation, and Language Access <u>GOAL/OUTCOME</u> : Providers will review three recommendations in the report that pertain to translation, interpretation and language access.
1:30-2:05	Recommendation Review: Transparency and Trust <u>GOAL/OUTCOME</u> : Providers will review seven recommendations in the report that pertain to transparency and trust.
2:05-2:15	BREAK
2:15-3:05	Recommendation Review: Overregulation <u>GOAL/OUTCOME</u> : Providers will review 13 recommendations in the report that pertain to overregulation.
3:05-3:55	Recommendation Review: Compensation and Provider Supports <u>GOAL/OUTCOME</u> : Providers will review 14 recommendations in the report that pertain to compensation and provider supports.
3:55-4:00	Closing Remarks/Adjourn

<u>DCYF Staff</u>
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PURPOSE		ESSENTIAL RACIAL EQUITY QUESTIONS	
<p>To provide feedback and recommendations on improvement to the statewide licensing process. The subcommittee shall:</p> <ul style="list-style-type: none"> ▪ Examine strategies to increase the number of licensed child care providers in the state, including meeting with prospective licensees to explain the licensure requirements and inspect and provide feedback on the physical space that is contemplated for licensure; ▪ Develop model policies for licensed child care providers to implement licensing standards including, but not limited to, completing the child care and early learning licensing guidebook, to be made available to support providers with compliance; and ▪ Develop recommendations regarding incentives and financial supports to help prospective providers navigate the licensing process. 		<ul style="list-style-type: none"> ▪ Is this policy, decision or practice good for kids, families and early learning educators of color? ▪ Do some kids, families and early learning educators benefit more or less than others? ▪ Do kids, families and early learning educators of color have access, and if not, why? ▪ What data and information is missing? ▪ Are there any unintended consequences? 	
COMMUNITY AGREEMENTS			
<p>ELAC is dedicated to ensuring a safe environment where quality deliberations take place by allowing every individual the opportunity to be heard without censorship or judgement. All input and questions are encouraged and welcomed. ELAC is committed to listening to the voices of those gathered to work together to provide whole child outcomes for the families of Washington State. We are responsible for each other's learning. In order to support this process, all participants must agree to be:</p>			
<ul style="list-style-type: none"> ▪ Present ▪ Brave ▪ Respectful ▪ Forward Thinking ▪ Committed to the WHY? the WHAT? And the HOW? 	<ul style="list-style-type: none"> ▪ Truthful ▪ An Active Listener ▪ Open ▪ A Communication Conduit to Various Communities 	<ul style="list-style-type: none"> ▪ Engaged ▪ Comfortable with Messy Conversations ▪ An Advocate for and Agent of Change ▪ Solution Focused 	