

Steering Committee #2 Agenda (July 22)

| Time | Description of Activity/Presentation | Summary Notes/Share Out Notes |
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| 9:00 | <p>Opening:</p> <ul style="list-style-type: none"> ● Welcome ● Honoring Native Land ● Introductions with one word: <ul style="list-style-type: none"> ○ What is something you've been reflecting on since last time or excited about for this meeting? | <p>One words:</p> <p>Hope, exciting, connections, promising, diverse, traveling, change, curiosity, collaboration, progression, curiosity, relevance, expanding, relationships, humanity, input, promising, kids, families, momentum, interconnected, respect, transforming, integration, possibility, coherence, networking, blending, home, clarity, collaboration, learn, openness, continuum, opportunity, gratitude, unity, complexity, excellence, legislation, stories</p> |
| 9:20 | <p>Mixer Activity - Discussions in pairs</p> <p><u>Context:</u> Last session, we spent time connecting with each other. We want to continue to bring ourselves into the space, build relationship, understand more about one another - in service of this work together.</p> <p><u>2. Process:</u></p> <p>Round 1: Find someone you would like to connect with:</p> <ul style="list-style-type: none"> ● What is currently inspiring your leadership? What would it look like/sound like for you to bring that inspiration to today's meeting? <p>Round 2: Find someone you would like to get to know:</p> <ul style="list-style-type: none"> ● As you reflect on our first steering committee meeting, what one key insights that could be important in informing our work today? ● What are you still thinking about? What excites you about today's meeting agenda? | <p>[***"Insight" and "Things on the Mind" post-its typed up]</p> |

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| | <p><u>3. Reflection:</u></p> <ul style="list-style-type: none"> ● On one post-it: capture an insight. ● On second post-it: capture one thing on your mind coming into today. ● Share out - hear several comments <p>(Slides 3-5)</p> | |
| 9:40 | <p>Revised Community Agreement per June discussion</p> <ul style="list-style-type: none"> ● Review Shared Agreement that was created in June. This is a work in progress. Any further statements? ● Pick one that you'd like to focus on today (for yourself) → turn to someone next to you and share which one and why! <p>(Slides 6-7)</p> | No additional changes were made. |
| 9:50 | <p>Updates on Topics Discussed at June Meeting</p> <ul style="list-style-type: none"> ● <u>Age cohort:</u> Update on emailed survey "What age range should be the focus of the Needs Assessment and Strategic Plan?" ● Results: 15 responses; <ul style="list-style-type: none"> ○ 7 votes "Prenatal to 5" ○ 8 votes "Prenatal to 3rd Grade" ● Next steps: DCYF would like to take a more inclusive approach, including children and families from prenatal (PN) to 3rd grade, but recognizes the need for an emphasis in the Strategic Plan on strategies serving Prenatal to age 5. <p>(See Slide 9)</p> | <p>Discussion: There was a discussion about the results, some of the views expressed included:</p> <ul style="list-style-type: none"> ● Recognizing there is already a lot of momentum for prenatal-3rd grade in the State. There has been a lot of work done to attempt to bring the early learning and K-12 systems into alignment; ● Currently, funding is separate (PN-5 vs. K-12); combining the age groups could be challenge; would not want to lose focus on the need for full funding for PN-5; ● There is a need for a focus on early childhood brain development and family support; may be lost if focus is too broad; and ● If the work is going up to grade 3, there may be people missing from Steering Committee. |

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| | <ul style="list-style-type: none"> ● <u>Revised Framework</u> Slides and a hard copy with track changes were presented for each section reflecting comments from the last Steering Committee meeting (<u>see slide deck</u>) <u>Next Steps:</u> A revised Framework will be prepared for review by the Steering Committee, reflecting comments from this meeting. <p>(See slides 10-14)</p> | <p>On 4th frame: “<i>Responsive and Supported Early Learning System and Partnering Communities</i>”, input included:</p> <ul style="list-style-type: none"> ● “<i>Partnering communities</i>” sounded exclusive of communities that didn’t partner; ● Needs to be clear that the goal is to work with ALL communities, and “supported” maybe wasn’t strength-based, and “empowered” was better; <p>On 5th frame: “<i>Supported Early Learning Workforce:</i>” input included:</p> <ul style="list-style-type: none"> ● Need to define workforce – many work with youth who aren’t traditional early learning workforce; ● What is correct term -- Provider? Teacher?; ● Will people see themselves reflected in this?; ● Workforce needs more training in social/emotional support, mental health, disabilities; ● Want to be inclusive with language that speaks to a diverse workforce; ● Recognition that there are definitions in WAC. |
| | <ul style="list-style-type: none"> ● <u>Use of Early Learning terminology:</u> There was an update on the discussion at the June meeting regarding use of the term “Early Learning” or “Early Childhood?” ● Next steps: No decision has been made yet. The Needs Assessment will continue to use the term “Early Learning” but a final decision about terminology will be made during the development of the Strategic Plan. ● | |
| 10:30 | Break | |

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| 10:45 | <p>Framing the Equity Conversation <u>Start with ourselves:</u></p> <ul style="list-style-type: none"> ● Go from inside-out (personal connection - own situatedness, own lens) → Make connection to broader systemic realities/history ● Partner to answer "In what ways might your identities, role(s) and life experience inform how you see (and feel about) the 'current state' of early learning in WA?" <p>(See slides 15-18)</p> | <p>Shared comments included:</p> <ul style="list-style-type: none"> ● "It's important that the Native American perspectives are represented and we're thinking about language and culture, from the earliest moments;" ● "Important to bring access for people who may not be at the table -- perspective of immigrant and refugees and those that face serious barriers to be part of this conversation;" ● "Appreciate the exercise and we would benefit if done in other work;" and ● "Not just technical work, we need each other as humans." |
| | <p><u>Equity framing:</u></p> <ul style="list-style-type: none"> ● Discussion of DCYF's emerging equity lens (including Racial Equity Theory of Change (RETOC). (See slides) ● Build on Targeted Universalism frame introduced in Session #1 → How might this inform our Needs Assessment conversation today? <p>(See slides 19-22)</p> | <p>Comments included:</p> <ul style="list-style-type: none"> ● Why isn't [the DCYF] office Racial Equity? Why just Equity?; It was suggested there should be a focus on racial equity. ● Important to include how dads have been marginalized (non-custodial, etc). We need to be inclusive so we set children up for the future; ● Glad to see actual DCYF implementation plan. Want to focus on racial equity (for once) and come up with good ideas on ways to address; ● For tribes, there is a government to government relationship. Voices need to be at tables, but different relationship; ● Anytime race is brought up it gets quiet. One day we'll get to a place where we're not focused solely on race. We have to walk towards operating out of love. We have to open ourselves up to get to know one another and our stories. <p>(***See Racial Equity for transcription of post-its)</p> |

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| 12:15 | LUNCH and Reimbursement Forms | |
| 12:45 | <p>Needs Assessment Introduction <i>Brief reminder of purpose of needs assessment and purpose of conversation.</i></p> <p>Initial Learnings from the Needs Assessment Work</p> <ul style="list-style-type: none"> • <i>Data snapshot.</i> <p>(Slides 25 – 39)</p> | <p>Comments and questions included:</p> <ul style="list-style-type: none"> • The current data snapshot doesn't reflect the organizing categories in the framework • What kind of data are we collecting around language (similar to race/ethnicity) as we think about services and support across the system? • Want to know more about family data — single-parent, non-custodial, substance abuse, social/emotional challenges for kids during period of rapid brain development • Will there be localization or regionalization? • Will community conversations be based on the strategic framework? Or will we ask the community to weigh in on the strategic framework? |
| | <ul style="list-style-type: none"> • <i>A high-level summary was presented of comments from outreach conversations with traditional early learning organizations.</i> <p>(Slides 38-42)</p> <p><u>Next Steps:</u> Outreach will continue with traditional organizations as well as deeper dive conversations with communities, particularly those communities who are not customarily involved in public outreach activities. The project team will generate a new draft data snapshot and continue to provide summaries of comments received.</p> | <p>Comments included:</p> <ul style="list-style-type: none"> • It is important to understand what progress has been made on the first Strategic Plan, ELP 1.0. What continues to be important? What did we achieve? What did we not address? • Will DCYF and the State continue to focus on the goal of achieving 90% K-readiness? There is a need for closure on that goal or creation of a new goal. • Outreach being done is data. What questions are being asked? • What do we want and how much is it going to cost? There is a tension between paying our employees a good living wage and having to raise tuition to accomplish that. This makes childcare unaffordable for many. We need to talk about this and how to accomplish both goals – adequate compensation and affordable childcare. |

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| | | <ul style="list-style-type: none"> • One of the challenges is how do we talk about this in terms of the systems and supports? • Important to include questions about strengths. • What is format of these community conversations? We need to be careful and aware of the way we're talking about this. |
| 1:45 | <p>Needs Assessment Work – Small Group Conversations about state early learning needs</p> <p>Task: Create a story (narrative) that captures each member's perspective(s) on the "story" of early learning in WA, <i>through an equity lens...</i> Where we've been, what's happened, where we are now, what we need to address now</p> | <p>Report outs: <i>Where we are:</i></p> <ul style="list-style-type: none"> • Dates: 1985: ECEAP; 2005 Benchmarks (and revision); 2006 DEL; 2010 State EL Plan; 2012 EL Guidelines; 2017 Inclusive Preschool Settings; 2018 DCYF Created • Strong emphasis on care and quality with Early Achievers; but still there is work to do... • The system has been built based on availability of funding • There is often a lack of connection to larger eco-system (i.e. K-12 system and other services and supports for children and families). • Have history of wins (establishing DEL), expanding ECEAP, expanding Home Visiting, work of community coalitions, ESIT part of EL system, etc. • Lots of opportunities for parents, but also frustrating because of lack of choices/gaps in service. Also, lots of information for parents, but that also creates more complexity. • Have moved from a focus on health/safety and play to an early learning systems structure and intentionality (but more paperwork) • More sense of a profession, but compensation issues remain unsolved. • More awareness of trauma and toxic stress |

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| | | <ul style="list-style-type: none"> Built strong organizations “swimming together”: home visiting, coalitions, etc. Is Early Learning a public good or private business? <p><i>Where we are going:</i></p> <ul style="list-style-type: none"> Move from “child find” to “family find” Focus on Mental Health, ACES, etc. Larger department (DCYF) creates opportunities (i.e. breaking down silos) and challenges (i.e. Early Learning is now a smaller sub-group within the larger department). More prevention: High School parenting classes, training on mental health, etc. Need to measure progress Paid Family and Medical Leave is big opportunity System is still hard to navigate Equity and diversity: JUST DO IT. Cut the red tape; make it easier for families to get services. Whole Child Focused Mixed Delivery System Further Services – Formal/Informal Can’t do without REVENUE/RESOURCES <p>(***See Images)</p> |
| 2:50 | <p>Update on Community Outreach Plans</p> <ul style="list-style-type: none"> If Steering Committee members have any suggestions for groups to engage with, they should let members of the staff/consultant team know. | |
| 2:55 | <p>Closing</p> <ul style="list-style-type: none"> Foreshadow next work Written reflections, verbal appreciations | |

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| 3:00 | Adjourn! | |

Post-Its – Insights and Things On My Mind July Steering Committee Meeting

Things on My Mind

- Very young children have meaningful relationships with many caregivers – we need to see and value and support this.
- How do we pull from our work to carry forth critical and balanced components, while remaining open to incorporating ways to obtain data that is not tainted by bias? Open to the realness that the information reveals about our practices and systems, and that we courageously take action to address inequities (even in how we collect data).
- I feel supported and inspired, doubtful and hopeful, confident that the work has already started given the open collaborative process underway.
- Who is not present? (What voices/perspectives are not represented?)
- Still thinking about – curious about the journey of steering committee Exciting: networking, learning from key stakeholders as it relates to early training.
- How do we all tell all our stories in a coherent way?
- Inclusive – children with disabilities, behaviors, with \$ and without \$
- What are the stories that will shape the needs assessment?
- Articulation of word “nurture” in framework and appreciation for inclusion of “mental health”
- Hearing ideas and experiences of others – needs
- Will we all be on the same page about the age range for early learning (early childhood)?
- Wondering how this will all connect at the end of our time together.
- What age will we cover prenatal to 5 or prenatal to 8
- Priorities for this agenda; diving into this work; meeting ours extended to accomplish; networking with people
- Expansion
- Early Learning/Child Care is not just a family matter – it’s an infrastructure matter
- Transformation begins with listening
- How can we use this plan to pull together all the moving parts – bigger than ECE
- Continuum – important
- Fathers are under-represented in early learning programs and organizations
- Integrating their work with all the other system building efforts underway: Help Me Grow, AAP, IECFMH, Ajay Chaudry, 0-3 policy with Children’s Alliance, CCHC, etc.
- Are we staying prenatal to five or expanding to K-3?
- A lot of state agency documents are put on shelves. I think having the end in mind for how the document will be relevant/useful to the defined audience(s) will be key.
- Learning about the needs assessment to inform a similar assessment project is on my mind today.

- Trying to sort out all of my ideas and thoughts. What is most important for kids, parents, staff? How can we meet everyone's needs?
- It's important to listen and understand a wide variety of voices
- The changes needed to have a meaningful impact on the early learning workforce (retention/recruitment) feels overwhelming. I was not the sole voice discussing/worrying about the workforce.
- Identifying "where" on the early care and education continuum our work is focused on? (definition of EL)
- Getting buy-in from stakeholders – need more open-mindedness. Inclusion/blending services for children doesn't have to be so complicated.
- Innovations – how do we do things differently to best meet needs of children and families?
- Opportunity to learn from so many diverse voices.
- What does it take for all children to thrive? Don't leave anyone behind.
- Any system we create must be infused with love and humanity at its core.
- Making the most of the wisdom, knowledge, and experiences in the room.

Insights

- Adding mental health component for children/families as a whole approach
- How split we are as a group around age span for the plan and language about learning vs development
- Diverse perspective
- This is a big project with many elements. It might feel overwhelming but it can and will be done.
- We have the opportunity to do things very differently this time around – grateful workforce is showing up
- Participants are diverse, invested, excited to be a part of this.
- Want to hear how these activities lead to a direction.
- Many organizations have the united goal of better support (statewide) for children and families. We want alignment of partnerships to better achieve that.
- Scope of work – birth to 3rd grade; will we drop the K-3? I worry about the impact of statewide/nationwide work.
- It is difficult to ensure all voices and perspectives are part of the group.
- Getting to know different people and how we can share our views and listen, really listen
- Last meeting, I was impressed by how many perspectives were represented, especially voices of parents.
- What it feels like to be in a room of "experts"? How confusing it feels.
- Friendship, making positive connections
- Try not to use jargon in discussion – speak plainly

- Legislation driven by strategic plan and/or strategic plan driven by legislation? (what does “both” look like) – how does one inform the other
- Called to the table as “representatives” – how does that identity shape our work?
- Change
- Per Diana, last meeting: Remember dads and the behavioral health component; how can we reduce stigma and increase understanding of mental health, substance abuse, and keep families together. Coherence, connection across systems is essential to holding families and communities in ways that don’t traumatize or cause harm.
- There were people I’ve never seen involved before, which was so great! We can’t always talk to the “same old, same old” folks! How can we excite diverse business people to be involved and vocal about supporting early learning?
- Learn about needs assessment work and how voices of families and children are represented.
- Work and framework for strategic planning work and focus.
- Reconciling a system designed for system providers with a system designed for the youth and families.
- Diversity of places folks are representing and having their voices in the room.
- Trust appreciated transparency
- Can we build a system that supports the village we all need to help raise a child? Families need community.

Post Its: Equity Lens: Reactions, Insights and Thoughts July Steering Committee

How is Washington state thinking of equity within this PDG opportunity, and how can this opportunity further, advance more equitable ECE systems?

- Race and “social” equity
- Foundation of racial equity, but also language, socio-economic, family structure, etc. Listening and responsiveness are key. Elicit and respond to various experiences and perspectives.
- Assuring that tribal governments are included and that voices are included in decision making not just “hear.” I am grateful that the “conversation” of equity is included in this process – openly and moving toward “freely”
- It is critical to lead with racial equity as we go into the next phase of Washington’s early learning work.
- An equity lens that truly acknowledges the histories and impacts of policies and practices that have contributed to inequities and a system of oppression. A quote by Quincy Jones: “You’ve got to know where you come from, in order to know where you want to go, and without that knowledge we are in danger of repeating history.”
- What resonates with me is the need to focus on solution based action points. Especially when it comes to racial equity.
- Families just out of reach of qualifying for early learning programs – cannot afford a paid early learning system; stuck in the middle so they become at risk.
- Political climate creates different views of race – divides, polarizes, promotes “isms”! Use terms – equity = rural vs urban, privilege vs. poor, access v at-risk, diverse vs everyone
- Color and cultures
- Equity – a plan; not a “category” equity
- First and foremost – racial equity has to be addressed. We’re making up for centuries of inequity. Other forms of equity are important to address but we cannot lose focus on racial equity.
- Which families are most likely to be pushed to the margins? Race, rural, outside Puget Sound. How do we shine a spotlight on the beauty within communities at the margin.
- Race as front and center makes sense to me; secondarily would be poverty – but how is the question
- To bridge the race, identity lenses and be able to move forward with our work. Add pronouns to name tags based on what person identifies as to be more inclusive.
- Communities where parents don’t speak English. How do we communicate better? Include them? Honor bilingual education etc.
- Just because a person is “poor” – i.e., a “lower” economic level – does not mean they are poor parents or without strengths/resources. Flip the paradigm!

- Power analysis of Early Achievers – how it was created and implements; impact on providers and families; unintended consequences
- Clear lens = need to be between the mirror and window
- Inclusion – dads, youth parents; grandparents
- Inclusive of all – not only in discussion of who we are within this state but ground level practices that honor communities and cultures; and G-to-G relationship of tribes as bonified government – not just talk – action
- Let's not forget rural communities
- All kids should have opportunities regardless of demographics – race, gender, etc. that is equity.
- Race/Poverty/LGBTQI/Disability/Gender – I agree with the woman who said lead with love. Another way to say this is hold precious what it is to be human. Human-centered designed services.
- Intersections – Race, Poverty, Rural, Immigrant/Refugee, LGBTQ+
- Please remain focused on racial-equity. Perhaps then on the disparities of communication with POC (what are responsive ways to inform communities of color of any policy, resources, or information).
- Actionable ways to integrate equity focus and clarity on how we'll know we are doing this work well. Outcomes defined around what will be different/better if those actions happen.
- Hire people from communities of color. Disseminate in appropriate language, written/oral, radio/stores/community centers. Have outreach plan that is sustainable – incorporate and empower youth of color to be the spokespeople and offer opportunities to them to continue this work. Advertise on buses in all languages. Get \$ to actually delivers.
- Inclusive of all who need/ask for help/resources etc. support all so they don't end up needing intensive supports that could have been avoided (disability vs. child abuse)
- It's good to keep dual focus on race and equity so as not to alienate groups, and to keep it inclusive. Good discussion.
- I suppose we should focus on opportunity and barriers to opportunity. But equally, I think we must keep a racial focus, because racism is so deeply embedded in our American culture and has never been truly addressed.
- I'm thinking about the intersection of race and special ed. Historic data shows a huge increase in Special ed enrollment following desegregation...Special ed is the new form of segregation with disproportionate numbers of children of color being "identified" as special needs.
- Racial equity should be the focus. It's like when someone says "black lives matter" and others chime in with "blue lives matter" or "all lives matter." Racial equity deserves focus.
- Use of equity lens before during and after all workgroup policy program implementation. Need to build into the process within DCYF for checks and adjustments along the way.

- Race, Poverty, Family Structure
- Equity – Need to focus on poverty and stress into this lens. Fatherhood inclusion!
- Race should lead our equity however followed closely by gender and income. American – Washington! – has huge income disparities that are forcing people (families) into survival mode. Options for Early Learning need to be sensitive to all of these factors.
- To build in an understanding of new systemic and institutional racism contributed to what families experience in accessing support – isolation, fear, stress and uncertainty, different assumptions re: culture, relationships, etc. and preferences into needs, workforce – matching
- Deepening the understanding of “equity” in its relevance to early learning. What does it mean? What does it look like and clarification on “intent” of focus on equity in early learning – i.e., mitigate the gap, strengthening opportunities, etc.
- Pay attention to the circumstances that keep communities of color from experiencing success – how are our practices, institutions of assumptions getting in the way?
- Why only talk about "oppression"? There is also "strengths, opportunities, benefits"?

momentum
coherence
traveling
openness
diverse
clarity
interconnected
expanding
progression
transforming
home
blending
learn
change
stories
relevance
kids
excellence
exciting
networking
relationships
families
connections
possibility
gratitude
complexity
legislation
humanity
unity
integration
respect
input
continuum
Hope