

**Early Learning Strategic Plan
Steering Committee
June 14, 2019
9:00-3:00
SeaTac Four Points Sheraton**

AGENDA

Time	Activity
9:00-9:10	Welcome and Appreciation
9:10-9:35	Connections and Introductions: <i>Personal connections, build community</i>
9:35-10:00	Brief History and Context; Agenda Review: <i>Setting context, preparing for the day, materials review</i>
10:00-10:30	Mixer activity: <i>Exploring co-creation</i>
10:30-10:45	Break
10:45-11:05	Establishing Community Agreements: <i>Group consensus building around a common framework for how we aspire to work and be together to take transformational action for children and families in WA</i>
11:05-11:45	Promising Foundations for our WA Early Learning System: <i>Group exercise to explore hope, possibilities and opportunities for our early learning system</i>
11:45-12:15	LUNCH and Connections Activity
12:15-1:25	Organizing Framework and Needs Assessment: <i>In small groups, explore Organizing Framework and Needs Assessment Outline</i>
1:25-2:45	Community Outreach Planning: <i>In small groups, explore key ingredients for effective community outreach and co-create options for Phase One outreach approach</i>
2:45-3:00	Closing: <i>Next Steps, Determine Future Meeting Schedule, Appreciations/Reflections</i>
3:00	Adjourn!

Early Learning Strategic Plan Steering Committee

June 14, 2019

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WASHINGTON STATE
Department of
Children, Youth, and Families



Good Morning and Welcome!

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*“Experience has a structure.
Change the structure and you change the
experience.”*

-Steve Zuieback



What inspires you to invest your time and energy in this project?

How is that connected to your experience in early learning (your own, your family's, your friends), both formal and informal?



Whose perspective or experience do you feel responsible for carrying with you in to this project?

What feels important to remember about them or their experience?



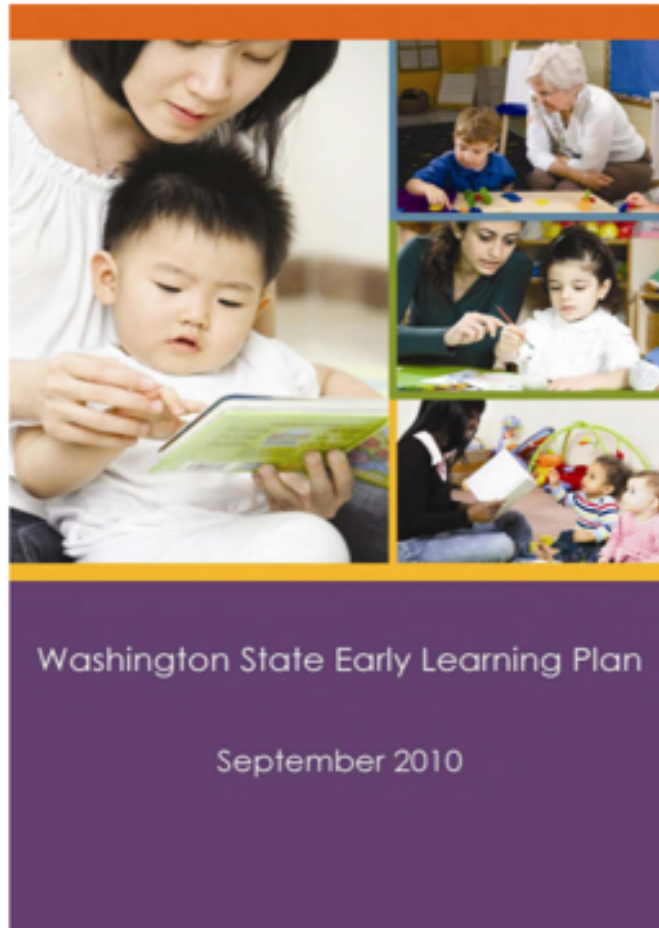
“When we begin listening to each other, and when we talk about things that matter to us, the world begins to change. Everyone has the capacity to be able to figure out how to make a difference. Listening and talking to one another heals our divisions and makes us brave again.”

- Margaret Wheatley, Turning to One Another: Simple Conversations to Restore Hope to the Future



A Look Back, A Recognition of Now, Aspirations for Opportunities Ahead of Us





2 years
+ 100 partners
+ 1,000 voices
+ 36 strategies

A 10-year plan to give the
children of Washington State a
great start



Core B-5 PDG Application Tenets:

- ✓ 90% school readiness
- ✓ Racial equity
- ✓ Recognize WA tribes as sovereign nations
- ✓ Ensuring access and high quality across formal and informal care settings
- ✓ Focus on highest risk children and families
 - ✓ Parent choice and involvement
 - ✓ Caregiver and Provider Supports
 - ✓ Strengthen transitions Birth to K
 - ✓ Prevent and mitigate trauma
 - ✓ Build community capacity
- ✓ Focus on rural and isolated communities

**Activity #3: Families
Family Supports and
Statewide
Coordination and
Referral System**

- ✓ Help Me Grow
- ✓ Specialized Pathways (child welfare and TANF)
- ✓ Mobility Mentoring

**Activity #4: Providers
Community-Based
Supports**

- ✓ Shared Services planning and training (business and comp services)
- ✓ Early Childhood Mental Health Consultation and Trauma-Informed Practices
 - ✓ WaKIDS: Strengthen K Transitions
- ✓ Strengthen Inclusion Practices

**Activity #5:
Implementation**

- ✓ Early ECEAP (readiness activities and pilot design)
- ✓ Shared Services Comp Services Pilot
- ✓ Shared Services Business Coaching Pilot
- ✓ Inclusion: Inclusive Preschool Classroom Pilots

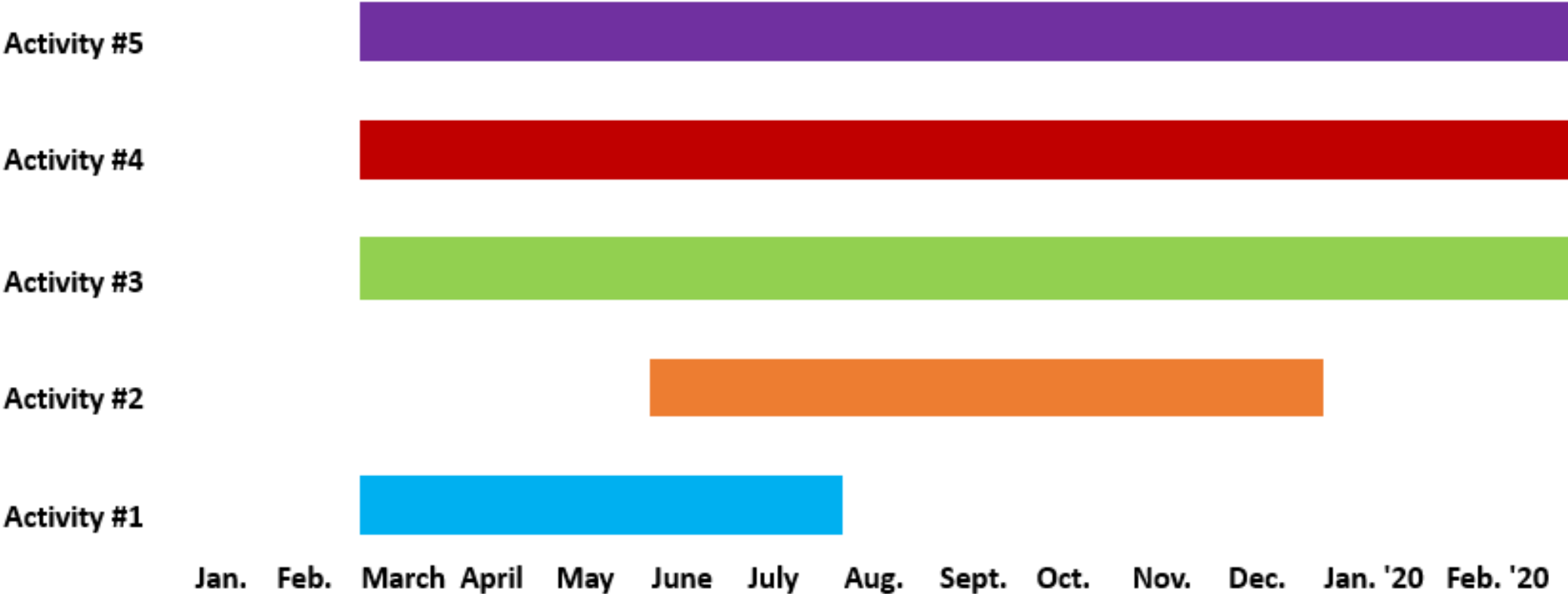
Activity #2: Washington State Early Learning Plan 2.0

(include specific planning for Early ECEAP, ECLIPSE)

Activity #1: Needs Assessment

Building system and caregiver/provider capacity to be responsive to the unique needs and cultural preferences of the children and families in our state.

PDG B5 Adjusted Timeline



“When we talk about that which will sustain and nurture our spiritual growth as a people, we must once again talk about the importance of community. For one of the most vital ways that we sustain ourselves is by building communities of resistance, places where we know we are not alone.”

-bell hooks, Teaching to Transgress



Co-Creation

“It is the long history of humankind (and animal kind, too) those who learned to collaborate and improvise most effectively have prevailed.” —Charles Darwin

“Individually, we are one drop. Together, we are an ocean.” —Ryunosuke Satoro

“The strength of the team is each individual member. The strength of each member is the team.” —Phil Jackson

“[A conductor's] happiness does not come from only his own story and his joy of the music. The joy is about enabling other people's stories to be heard at the same time.” —Itay Talgam

“If you have come to save me, you are wasting your time. But if you have come because somehow your liberation is wrapped up in mine, then let us work together.” - Lila Watson

“Conditions for creativity are to be puzzled; to concentrate; to accept conflict and tension; to be born everyday; to feel a sense of self.” - Erich Fromm



Co-Creation Mixer



- Quads Brainstorming (write and draw on your chart paper):
- TOP: If we get really, REALLY good at co-creating together what would that look like, sound like and feel like?
- BOTTOM: What gets in the way of this kind of co-creation in spaces like this?





Co-Creation Mixer



- Quads Brainstorming:
- Choose ONE example of what our co-creation will look/sound/feel like
- Choose ONE example of what gets in the way



Community Agreements

- We welcome multiple perspectives and listen attentively to seek understanding.
- Speak the truth without blame or judgment
- Notice moments of discomfort and stay curious
- Engage in open communication by using Intent vs Impact. Check for intent when impact seems to communicate bias. “I am not sure of your intent when you said____or did_____, but the impact on me was_____. Could you help me understand what you meant?”



Promising Foundations for our WA Early Learning System

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Foundational Question #1

- As we develop a new strategic plan should we shift our language away from the use of the term “early learning”?
 - If so, what seems more appropriate?
 - If not, why?



Foundational Question #2

- The PDG grant focuses on prenatal to age 5. The thinking was that although there are many important transitions for a child after age 5, our primary focus should be on strengthening the services, supports and infrastructure for the prenatal to age 5 cohort.
- Do you think that is the right focus? Why or why not?



Principles Activity

1. Write your top idea on an index card.
Now write your 2nd top idea on another index card.
2. Walk around the room for 1 minute, exchanging cards.
3. When the chime sounds, read the cards and give each statement a rating of 1-5. Write this on the back.
4. We will repeat this 4 more times so that each card has 5 scores on the back. We will add the scores up on the last round.

Scale

1 = Not a priority for me

2

3

4

5 = Yes! This is a top priority for me

Example

4

5

3

4

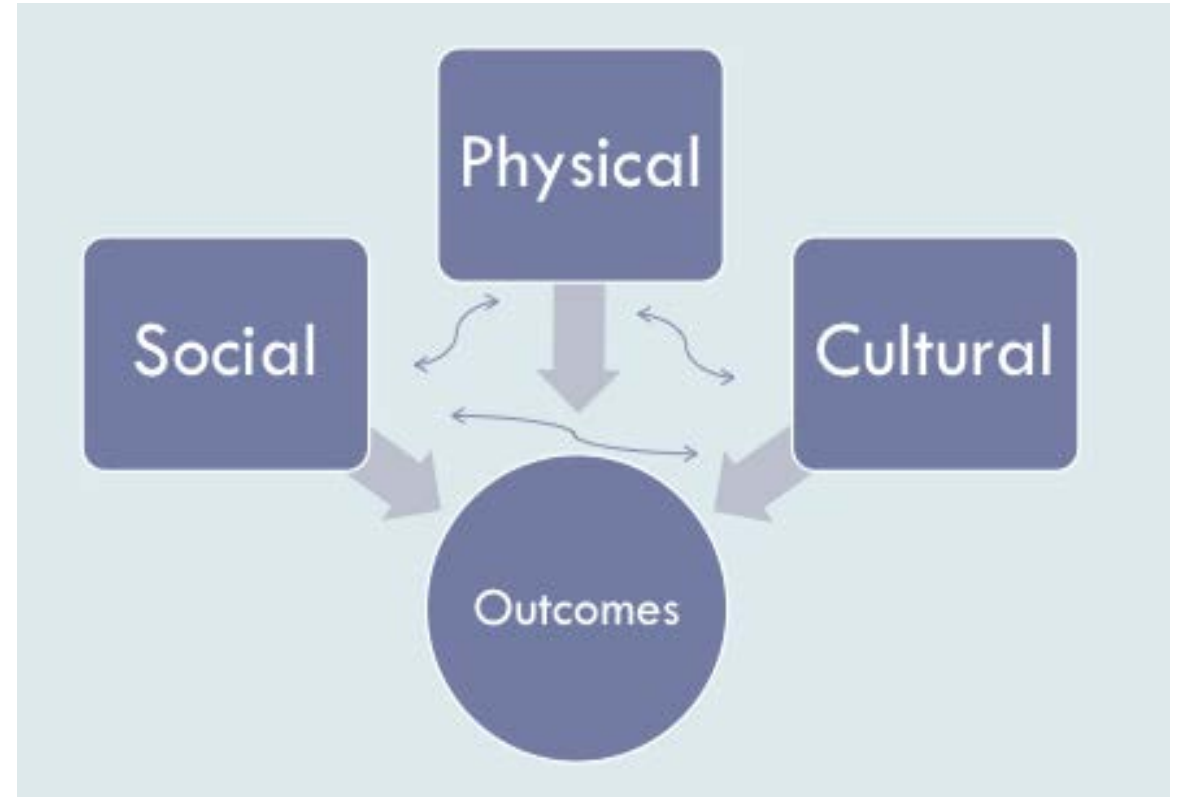
+5

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Community Outreach

- *We are all situated,*
- *but not evenly, within opportunity structures*



Community Outreach

- **FACTORS**

- Factors that can cause groups or communities to be further from or limit access to the opportunity of quality early learning

Race	Homelessness	Religion
Language	Immigration/Refugee Status	Ability/Disability
Culture	Geography	Family Structure
Income	OTHER?	OTHER?



Community Outreach

- **FACTORS**

- Quad Discussion: Where have you seen or experienced one of these factors limiting or blocking access to early learning?
- What factors are missing from this list?

Race	Homelessness	Religion
Language	Immigration/Refugee Status	Ability/Disability
Culture	Geography	Family Structure
Income	OTHER?	OTHER?



Community Outreach

- *TARGET GROUPS/COMMUNITIES*
- *What is a Washington group or community that you want to think about intentional community outreach for?*
- *Walk around and find some people who have identified the same group or community*
- *Assign a note taker*



Community Outreach

• *TARGET GROUPS/COMMUNITIES*

- What do we know about effective community outreach for this group/community, including what we know doesn't work?
- What don't we know about effective community outreach for this group/community?
- What feedback do we have on the Draft Community Outreach Methods
 - Meetings with DCYF Partners
 - Webinars
 - Surveys
 - Community Centered Meetings



This publication was made possible by
Grant Number 90TP0018 from the Office of
Child Care, Administration for Children and
Families, U.S. Department of Health and
Human Services.

Its contents are solely the responsibility of the authors and do not
necessarily represent the official views of the Office of Child Care, the
Administration for Children and Families, or the U.S. Department of
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Summary of ELAC Comments Regarding Vision, Principles, Organizing Framework, and Needs Assessment Outline From June 4, 2019 Meeting

In its June 4th meeting, members of ELAC discussed foundational questions for the development of the state's Needs Assessment and next statewide Strategic Plan for early learning. The following provides several highlights from their conversation.

Vision

- Concern over language about “all children” vs. being explicit about children of color and others traditionally underserved
- Would like to see more recognition of “community” as part of support and of the importance of multi-generational work (i.e., working with parents and children)

Focus age: “Prenatal to 5” or “Prenatal to 3rd Grade”?

- There was a strong consensus that the focus of the strategic plan should be prenatal through 3rd grade. This is consistent with a lot of work done in the past decade to create a stronger relationship between the K-12 and Early Learning system. There was particular interest in ensuring that there was more shared language, practices and tools with teachers and other professionals who work with those up to 8 years old. Suggestion to use pregnancy instead of prenatal for clearer understanding in communities.
- There was some concern that the more expansive ages may dilute focus on earlier stages – in funding, focus, etc.

“Early Learning” or “Early Childhood”

- There was consensus that use of the term “early learning” implies a narrower focus on a child's development, and does not encompass a broader range of social/emotional development or addressing the influences of early trauma. There was general agreement that the term “early childhood” may imply a more holistic approach to a child's development. There wasn't active enthusiasm for the term, but there were no preferred suggestions.
- There was agreement that if new terms are used, education work would have to be done with funders, government, etc. to ensure ongoing support.

Principles

- Strong overall theme of needing to focus on prevention, early identification, equity, inclusion and underserved populations including children and their families
- We must start with a prenatal/pregnancy focus

- Family-centered strategies – meeting families where they are
- Washington Communities for Children, and other local communities, need to have equal footing with state agencies in creating early learning policies and plans
- Addressing systemic institutional racism
- Concern that recognizing only “evidence-based” practices is limiting and may not be appropriate for all communities
- Should include language about “trauma-informed care systems” and match that with “developing and supporting community resilience.”
- Should include leadership development and making room for people of color to lead
- Focusing on transitions is important

Organizing Framework

- A fifth “frame” should be added to focus on support for and strengthening the work of the early learning work force.

Needs Assessment Outline

- It would be helpful to show geographic differences (i.e. urban vs rural, East vs West side, etc.) for racial and ethnic population data
- Aim for utility of information for cross sector planning and building local, regional and state champions
- Include preferences, access, quality and variability across various groups
- Be explicit about needs, gaps; ensure “lack of readiness “or capacity does not exclude communities
- Make data accessible for local communities to access and analyze
- Make sure to focus on regional differences
- Infuse equity throughout
- Importance of including stories/qualitative data for context
- Include information about separations and transitions for children and families in child welfare or juvenile rehab systems
- Describe strengths, protective factors such as social connections and knowledge of child development
- Include trauma-informed work and gaps in systems to support highest need families
- Consider including policy reach, in addition to programs

Draft Strategic Organizing Framework Washington Early Learning Strategic Planning Process

The following provides a suggested *organizing framework* for the development of a new long-term strategic plan for the Washington State early learning system. The first strategic plan was a ten-year plan, adopted in 2010; that plan will sunset in 2020. The 2010 plan was organized around a “Ready Framework”. All 36 strategies in that plan were housed inside the five parts of the Ready Framework:

- ✓ Ready and Successful Children;
- ✓ Ready and Successful Parents, Families and Caregivers;
- ✓ Ready and Successful Early Learning Professionals;
- ✓ Ready and Successful Schools; and
- ✓ Ready and Successful Systems and Communities.

As the 2010 Early Learning Plan describes, the Ready Framework was designed to represent how our partners viewed and experienced the early learning system at that point in time. A decade later, we know that we have not only made tremendous progress, but we also know that our system has grown, evolved and shifted to a new landscape of today. It is important for our early learning community to ensure the organizing framework and strategies we prioritize for the future are reflective of where we are at today and where we want to be a decade from now.

Our hope is that a revised organizing framework will reflect and support values and efforts already underway, while incorporating new ideas and offering a strong vision for where our state’s early learning community will go next.

The following organizing framework proposes four main “building blocks” for creating a set of strategies aimed at realizing the comprehensive early learning system we collectively hope for in our state. It includes components focused on ensuring good health for all children; strategies that support strong, stable and attached families; strategies that promote positive early learning experiences across settings; and ensuring our system and communities have supports in place needed to realize full implementation of our collective vision. For each of the four components outlined below, a definition is provided in addition to *examples* of key strategies or areas of focus important to the component part.

Healthy Children

Children’s overall health and well-being are central to their development; responsive systems of care exist to ensure they have access to comprehensive health care (physical and oral health), developmental screening, and key social and emotional supports.

Key elements:

- Support for universal developmental screening and responsive early intervention and special education services
- Ensuring health care access and affordability
- Ensure a full range of physical, oral, and mental health services for all children.
- Services that support maternal and family health
- Services that support food security, good nutrition, etc.
- AND much more ...

Strong, Stable and Attached Families

Families have the resources they need to support overall family health and stability, including children's healthy development/school readiness, well-being, and success.

Key elements:

- Approaches that foster parental resilience
- Services and supports that foster social connections
- Services that support knowledge of parenting and child development
- Services and approaches that offer concrete support in times of need
- Services and approaches that address housing and family economic needs
- Services and supports for families navigating the child welfare system
- Support continued policy implementation of paid family leave
- AND much more ...

Positive Early Learning Experiences

Every child has access to safe, engaging and positive early learning experiences that promote school readiness and lifetime success; families are valued as the most important partners in children's early experiences; and providers have access to training, supports and compensation necessary to sustain high quality practices and services.

Key elements:

- High quality, accessible and affordable early learning settings (Early Achievers, child care, ECEAP, Head Start, developmental preschool, etc.)
- High quality, responsive and available home-based and/or informal services (i.e., home visiting; family, friend and neighbor care, etc.)
- Diverse, culturally responsive, and well compensated workforce
- Inclusive, responsive and integrated early learning settings and services for children with disabilities, behavioral challenges, etc.
- Families are a central partner in children's early learning experiences across settings and services

- Supportive and seamless transitions for children (e.g., from toddler to preschool, preschool to kindergarten, in and out of the child welfare system, etc.)
- Create high-quality and accessible early learning facilities
- AND much more.....

Responsive Early Learning System and Communities

The early learning system and its communities are equity-focused, responsive, coordinated and equipped to support all children, families, providers, and communities.

Key elements:

- Coordinate a wide range of partners (e.g., early learning providers, families, schools, community-based organizations, advocates, state agencies, child welfare, health care, housing, etc.) around common goals, programs and services.
- Develop necessary capacity and infrastructure to support statewide and community-based planning and programming (e.g., governance and planning; data system development and coordination; etc.).
- Develop sustainable financing model(s) for a comprehensive early learning system.
- Policies that are reflective of our state's commitment to equity and adequately resourced for implementation.
- Strengthening public awareness and support for the system.
- AND much more.....

DRAFT outline: WA Early Learning System Needs Assessment

Executive summary

Crosswalk PDG grant domains to Washington State framework.

Introduction

- The opportunity
 - Strong commitment across partners and communities to advance a comprehensive and equity-focused system in the state; long history of sustained support for early learning.
 - Positive progress over the last decade toward meeting the needs of children, families and communities, many strategies outlined in 2010 Early Learning Plan implemented.
 - Many strong programs and services programs in place that support families in accessing needed services and high-quality services that promote healthy development and school readiness for children.
 - Rich diversity of children, families and providers that partner to be responsive to the unique strengths, challenges and needs of families; strong community support across the state.
 - Strong leadership across partners in the field—providers, families/parents, tribal communities, advocates, organizations, schools, state agencies, legislators, etc.
 - New opportunities to build bridges between child welfare and early learning (DCYF) and increase state's focus on *prevention*.
 - Strong commitment to ensure unserved and isolated populations are prioritized.
 - Vision for the next ten years
- The context
 - Central focus on advancing equity across and through the system.
 - Continued focus on integration of multiple services and programs to create a comprehensive early learning system (community and state; cross-sector; etc.)
 - Orient in a prevention framework (all, some, few or primary, secondary, tertiary)
 - DCYF outcomes framework (education, health, and resiliency)
 - Other agency, partner, or community frameworks

Approach

- Sources of quantitative and qualitative data
 - State agency and community-based data sources
 - Steering committee
 - Significant learning through Community Conversations (community outreach and engagement)
 - Other sources

- Definition of terms **[Domain 1]**
 - WA State early learning system/definition of mixed delivery system
 - Quality early childhood care and education **[1.a]**
 - Early childhood care and education availability **[1.b]**
 - Vulnerable or underserved children **[1.c]**
 - Children in rural areas **[1.d]**
 - Early childhood education system **[1.e]**
 - Analysis of definitions and challenges **[1.f–g]**

What we know about our children and families

- Pull from multiple sources of qualitative data (community conversations, surveys, prior/current needs assessments, etc.)
- Summary of "universal" data on populations
- Readiness, health, and access among vulnerable or underserved children **[2.a, 3.a–b]**
 - Children in low-income households
 - Children of color
 - Children in non-English-speaking households
 - Children with disabilities or developmental delay
 - Children involved in the child welfare system
 - Children with housing insecurity/instability
- Readiness, health, and access among children in rural areas **[2.b, 3.a–b]**
- Strengths and weaknesses of data on children being served **[3.c]**

Healthy Children

- Physical and social/emotional health outcomes
 - Infant mortality
 - Low birth weight/healthy birth weight
 - Children with special health care needs
 - Health plan enrollment
 - Oral health
 - Behavioral health (draw on new report regarding expulsion)
 - Trauma-responsive care
 - Access to services that support maternal and family health
 - Access to services that support food security and good nutrition
 - Developmental screening
 - Programs and supports to identify children who are developmentally delayed and connect them to services **[6.c]**
- Strengths and weaknesses of data on physical and social/emotional health outcomes in children in Washington State

Strong, Stable and Attached Families

- Initiatives to address access to information, services, supports and other needs of parents and families
 - Approaches and services that support the "strengthening families" framework
 - Parental resilience
 - Social connections
 - Knowledge of parenting and child development
 - Concrete support in times of need
 - Support for housing and economic needs
 - Programs and supports for access to child care by parents who are employed, looking for work, or in training (including policy implementation of paid family leave) **[6.b]**
 - Access to basic needs (health care, food assistance, housing support, economic assistance) through the early learning system **[6.d]**
 - Support for children in the child welfare system
 - Data on child welfare and child maltreatment
- Initiatives to increase engagement and involvement of parents/caregivers and family members
- Programs and supports that connect children to high-quality early learning **[6.a]**
 - Initiatives that address the needs of parents and families with specific cultural/linguistic needs (both existing initiatives and gaps)
- Data on service use in the early learning system among families with children (both families and children) **[5.a]**
- Strengths and weaknesses of data
 - Data or research on collaboration between programs/services **[5.c]**
 - Data or research related to maximizing parental choice **[5.d]**
 - Data on programs and supports available to families and children **[5.b]**
 - Data on quality and availability of programming
 - Initiatives under way to address gaps

Positive Early Learning Experiences

- Strengths and gaps in quality and availability of early learning programs
 - Early Support for Infants and Toddlers (ESIT)
 - Part B Preschool Special Education/Developmental Preschool
 - Early Head Start/Head Start/Migrant & Seasonal Head Start/American Indian & Alaska Native Head Start
 - ECEAP
 - Licensed child care (homes and centers)
 - Early Childhood Intervention Prevention Services (ECLIPSE)
- Initiatives to improve quality and availability of early learning
 - Early Achievers
 - Early Start Act

- Expansion of ECEAP
- Expansion of Home Visiting
- Availability of and access to home-based and informal services
 - Home visiting
 - Family, friend, and neighbor care
 - Play and Learn Groups
- The role of early learning providers and building a strong workforce **[4.j]**
 - Accessible professional development, training and compensation
 - Diverse and culturally responsive provider base
- Barriers to funding/provision of high-quality early learning services **[9.a-b]**
- Transition supports and gaps **[10.a-h]**
 - WaKIDS
 - Age transitions (infant to toddler; toddler to preschool; preschool to K; etc.)
 - Service transitions (Part C-Part B; EHS-HS/ECEAP, etc.)
- Strengths and weakness of data

Responsive Early Learning System and Communities

- System integration and interagency collaboration **[11.a-c]**
 - Policies and practices that support/hinder interagency collaboration **[11.a-b]**
 - Practices that reflect effective and supportive interagency collaboration **[11.c]**
 - Community and state coordination and collaboration
- Support for capacity building in communities to respond to coordination, planning and implementation of services and supports at local level
- Early Learning facilities
 - Issues involving early learning facilities **[8.a]**
 - Innovative efforts to improve (esp. as they affect focal populations) **[8.b]**
 - Current plans to address issues **[8.c]**
 - Opportunities for different early learning programs to work together to improve early learning facilities **[8.d]**
- Connecting families in crisis to needed programs and services through the early learning system **[6.e]**
- Connecting children who are non-English speaking or reflect different cultures to services through the early learning system (esp. focal populations) **[6.f]**
- Need for continued data coordination
- Need to address financial modeling to demonstrate cost of quality across services
- Needs to address multiple financing barriers (cost allocation, braiding and blending, etc.)
- Strengths and weaknesses of data
 - To support collaboration between programs/services
 - On early learning facilities **[8.e]**

How we know what works **[7.a-b]**

- Outcomes framework

- Kindergarten readiness data
- Health outcomes data
- Economic security data
- Evaluation sources/tools
 - ESA
 - ECEAP
 - Home Visiting
 - Child welfare data
- Initiatives to address data gaps

Conclusion

Resources

Glossary

**Proposed Approach to Community Outreach
Needs Assessment and Development of Strategic Plan
DRAFT for Steering Committee
June 14, 2019**

Background

The process to complete the statewide needs assessment and strategic plan for early learning will include two phases of community outreach in 2019: phase 1 for the development of the Needs Assessment and phase 2 for the creation of the new statewide strategic plan.

Phase 1 Needs Assessment

The Needs Assessment is intended to serve as a useful tool for state agencies, statewide organizations, tribes, families, providers, advocates and local communities to describe the strengths, challenges and needs of our state's early learning system, with a particular focus on understanding the strengths, experiences and needs of our state's most vulnerable communities. The Needs Assessment is also intended to describe the system strengths and current gaps in services and supports for children, families and early learning providers.

The purpose of Phase 1 outreach is to engage in conversation with communities and partners related to the draft Needs Assessment (or a detailed outline). Some examples of prompt questions for these conversations are:

- Based on your experience, are high quality early learning services available in your community? Are they meeting the needs of children and families? Why or why not?
- What types of services do you think are important for young children and families in your community?
- As an early learning provider, what do you experience as key strengths and challenges in providing services in your community?
- Does the data provide an accurate and useful snapshot of early learning needs, particularly for vulnerable populations?
- Will the Needs Assessment be useful for local communities to better understand their needs and service gaps?
- Does the draft accurately identify the key gaps in existing services?
- What additional information or data is needed for more fully describe

The insights, ideas, and information learned during the community outreach process will be summarized and shared with the PDG Steering Committee and used to shape the draft and create a final Needs Assessment.

The schedule for the Phase 1 outreach is to conduct outreach roughly during the month of July. The final Needs Assessment is scheduled to be complete by mid-August.

Approach to Phase 1 Outreach

The plan is to create an outreach strategy with four components: 1) community-centered meetings to engage in deep conversations with specific communities across the state; 2) meetings with key partners involved in the early learning system, 3) Webinars which would enable a broad range of interested parties to participate in discussion about the draft Needs Assessment, and 4) an online survey which provides an option for partners to respond and participate in providing ideas and insights when they might not be able to participate in other outreach opportunities.

Community-Centered Meetings

A series of meetings will be scheduled across the state, with a particular focus on meeting with communities that are experiencing high levels of toxic stress and/or historically do not have a voice in processes like these. These conversations will specifically engage: immigrant and refugee communities; communities of color; communities known to have the highest rates of child maltreatment; communities with extreme poverty; communities with high numbers of people that speak a first language other than English; communities experiencing high rates of homelessness; etc. The meetings will attempt to create deep conversations regarding the experiences, perspectives and needs of the people living in these communities. The meetings will be organized in partnership with trusted community partners.

Meetings with Key Partners

Every effort will be made to leverage opportunities where groups and associations have scheduled meetings in place in the July time frame to engage in conversations about the draft. For other partners, requests will be made to convene special meetings for the purpose of discussing the draft Needs Assessment. Examples of the range of partners who may participate in these meetings include tribes; child welfare advocates; parents/families; early learning providers; local, state and federal government partners; children's health and mental health advocates; coalitions; advocates; legislative staff; community-based organizations; business community; and many other potential organizations and partners.

Webinars

Given the limited window for the Phase 1 outreach, it will be important to provide all interested parties an opportunity to review materials, ask questions and provide comments on the draft Needs Assessment. Several Webinars will be created to allow those who would like to participate in a group setting but cannot participate in the scheduled meetings described above, to participate in the outreach process.

Online Survey

For those unable to participate in either the partner meetings or the group settings, or would prefer to provide comments in a more private setting, there will be an online survey to solicit comments about the draft plan.

Questions for Steering Committee about Phase 1 Outreach

- Do you have general comments or reactions to the outreach approach?
- Do you have specific suggestions for groups or organizations that we should reach out to?
- Do you have suggestions for specific communities we should reach out to for the purpose of having deep community-centered conversations?

Approach to Phase 2 Outreach

Outreach in Phase 2 will involve a similar outreach approach (to Phase 1) for the draft strategic plan. Participants may be asked questions such as:

- Do the draft strategies address the most important early learning needs and values for early learning in Washington State?
- Will the strategies address the needs in your community?
- Is anything missing from the strategic plan?
- Do you agree with the priorities suggested by the plan?

The information collected during the Phase 2 outreach will be summarized and provided to the PDG Steering Committee and used to inform the draft plan and prepare the final Strategic Plan. A summary of comments received will be posted on the project web site.

The outreach will occur in Fall 2019, with the final plan scheduled to be completed in December.

Approach to Phase 2 Outreach

There are no detailed plans yet for the Phase 2 outreach, but it is likely to follow a similar outline as the approach to Phase 1.

EARLY LEARNING STRATEGIC PLAN
STEERING COMMITTEE - JUNE 14, 2019

FLIP CHARTS CREATED DURING MEETING

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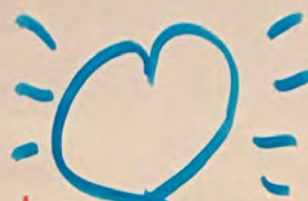
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In The Way

- ▣ Bias / Distraction
- ▣ Frustrated / Bored / Not Progressing
- ▣ Not enough time
- ▣ Time / Schedules
- ▣ Authentic execution of "Nothing about us w/o us"
- ▣ Program loyalty over systemic solutions
- ▣ Lack of relationships
- ▣ Lack of diverse perspectives
- ▣ Inconsistency between mts
- ▣ Pre-determined parameters / Power Dynamics

Look / Sound / Feel

- ▣ Interconnectivity
- ▣ Confidence in value of what they bring
- ▣ Trust / Hope / Not just one off
- ▣ Everyone feels heard and ideas incorporated
- ▣ Nothing is left behind
- ▣ Models informed by diverse cultures
- ▣ Feeling inclusive welcome, hopeful
- ▣ Outcome is living doc
- ▣ Feeling blissful & energized, Center
- ▣ Equitable



EQUITABLE

Bringing
different
perspectives
& experiences

Hearing all voices
more than
answers.

welcoming
open

Something we
couldn't see from
our perspective

culturally
responsive

Conflicted
understood
energizing

family centered
Strengths based

make a difference

focused on shared goals

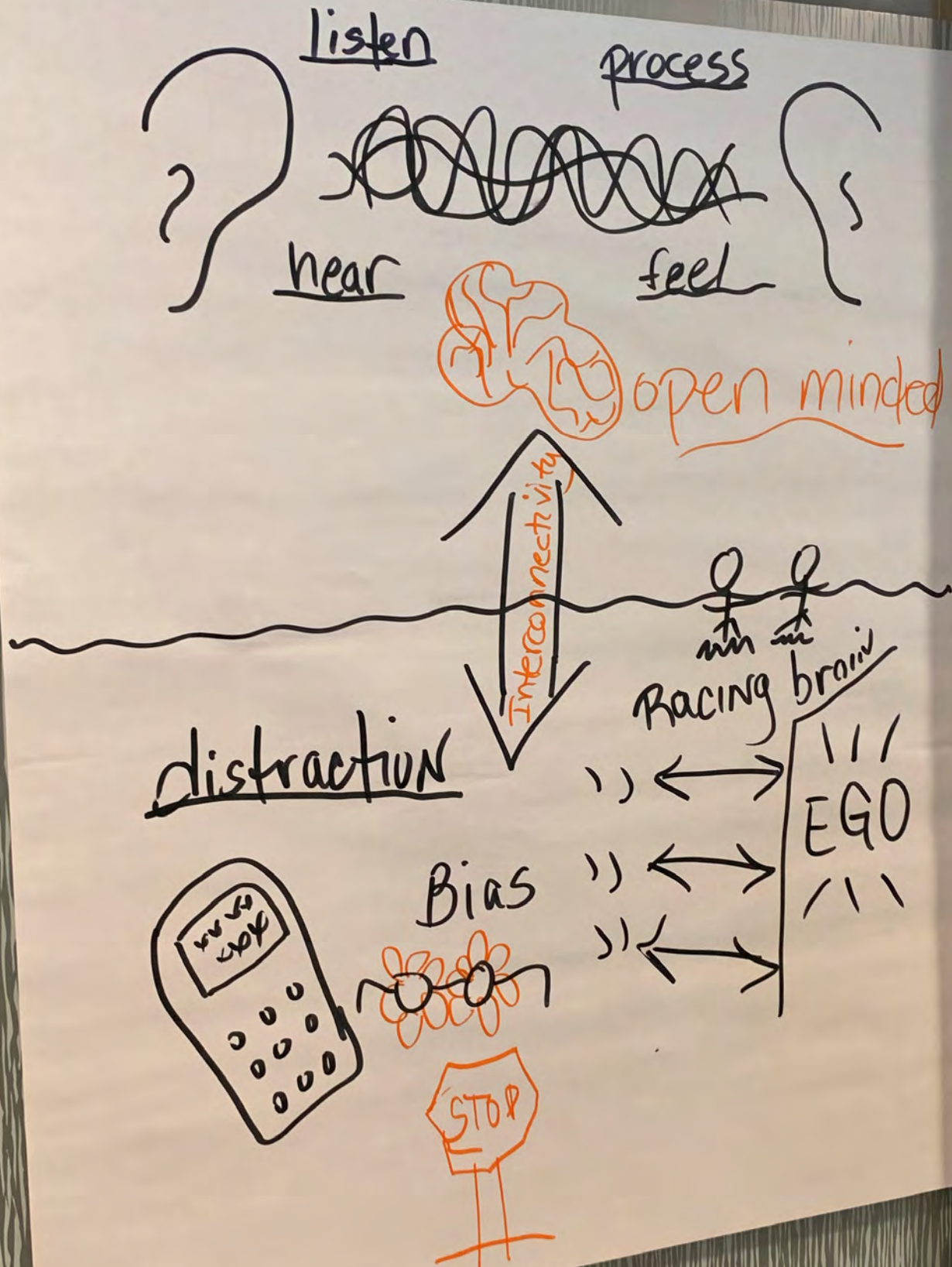
agendas, power dynamics, history

jobs, funding, predetermined

parameters, resistance, time,

territoriality, geography, urban
rural

long term commitment - over time



Inclusion of diverse voices

Exciting

Productive

Forward-moving

Belonging

Outcome → living document

relationships

and even of
disagreement

Alignment

trust

Ego

time pressure

lack of diverse perspectives

attachment

history

lack of trust

group size

(both too small +
too large)

fear

lack of focus

vision (could be
too big or too
narrow)

Good

Visual =



Time & space for multiple perspectives & consensus
commonly ^{understood} terminology for decision making

Feel blissful & energizing

Equitable feeling - all voices feel heard, important

Centering happens - feels powerful

Maintaining forward momentum - build on past work at meetings

Intentionally utilizing your network to bring more voices to the work & the networks of those who are not in the room

Obstacles

monopolizing (power not checked)
or recognized

privilege - not ~~centering~~ ^{centering}, whiteness into equation (or other dominant social norms)

Inconsistent communication between meetings

full day meetings - close some people out of the process - funding, time, childcare

We

Energy, diversity, hope, optimism
 Look - see diversity, community (e.g. ethnicity/culture, gender, age, orientation, disability)
 Sound - hear diverse voices, perspectives, languages
 Feel - inclusive, welcome, hopeful

See/hear differences

In our way: TIME/SPACE
 TRUST

RULES &
 (interpretation
 of them)

HISTORY
 RELATIONSHIPS/Lack of

POWER STRUCTURES/AUTHORITY

RACISM/SEXISM

INSTITUTIONS (& individuals in...)

Gate Keepers

Leadership/Shifts

If successful, cocreation looks / feels like:

- * many strong connected pieces, nothing left behind - whole greater than sum of parts
- unified vision - everyone can see self in it / aligned
- members will feel valued / heard
- Truly wide representation, tear down vertical structures
- Equity at forefront
- Communities see themselves in the work

Barriers / challenges

- Individuals holding only individual agendas
- If trust isn't there that work → action, engagement ↓
- Community default / myth re: I can do it myself
- Debbie Downers / Haters
- * To authentically execute: "Nothing about us without us"

What would it look like?

- Everyone would have a voice
- Strong Alignment
- Considers equity
- Family centric - family success critical driver
- Shared ownership & responsibility
- Strategic actionable - visible - living
- Requires trust/hope - Not one off

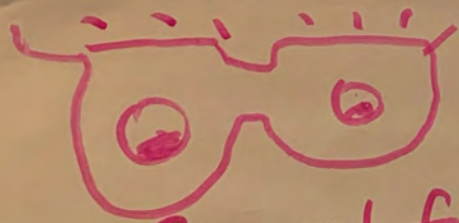
Feedback
Built in
Balance
Policy / Practice
+ real world

What gets in the way?

- Personal biases/values
- Clash around collaboration
- Our perspectives sometimes get in the way
- Not enough time to work thru all issues

- ✓ Everyone feels heard + valued
 - Everyone comfortable with plan
 - Less siloed and more connected
 - People see ideas incorporated in plan
-

- ✓ Time + schedule
- Individual agendas
- Unsustainable resources - \$, staffing, facilities, etc
- getting to know one another and understanding all perspectives
- Understanding existing available resources
- ✓ - Different outcomes - how to overcome achievement gaps + other gaps



Support for
multi-generational
Care

Family
Choice

Center
Community
VOICE

Representation
Comm. of
color

Individualization
by Community

Models
Informed by
diverse
cultures

Barriers-

- Funding
- ✓ our judgment
- Status Quo
- Program loyalty over
Systemic solutions.

Foundational Question #1

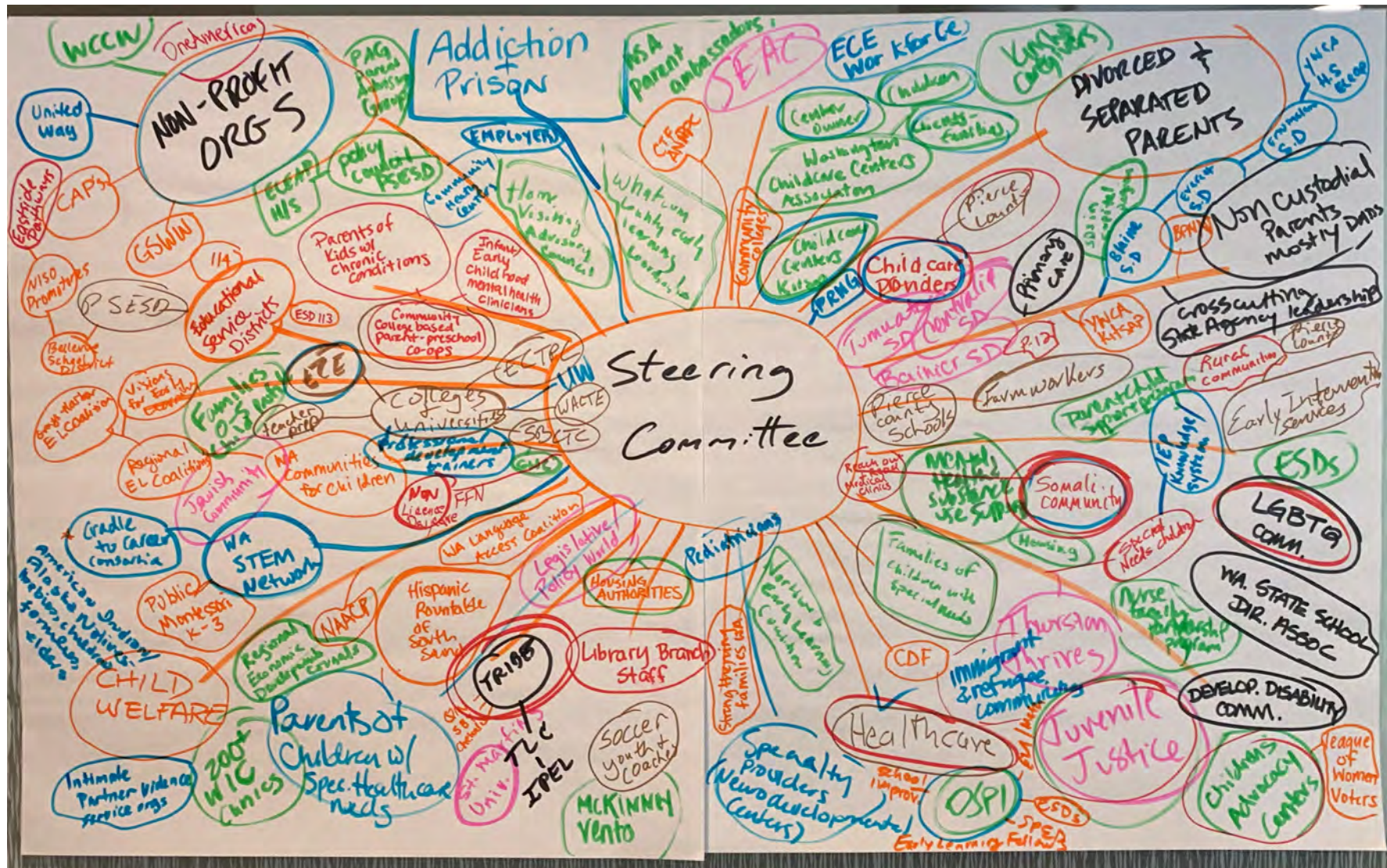
- Need to agree on the scope
 - What's the umbrella
- E.L has limitations. Not as holistic
 - What are we trying to change?
 - If its the practice then
 - If it isn't then EL makes sense
- E.C more encompassing.
 - Some people don't see themselves in EL
 - P.R, Communications need w/ change
- Bus Perspective
 - EC connotation of time
 - EL connotation is services
 - Wellbeing?
- EL narrowly defines the
 - Whole families, whole child
 - Healthy communities

FQ1

- Who is the term for?
 - Different audiences / stakeholders

Foundational Question #2

- Going to 3rd grade
 - Continuity, Advocacy
- 0-8 (instead of 3rd Gr.)
 - Emphasis on B-5
- Going to 8 could dilute focus on early years
 - Community communication
- Secondary priority on transition to school
- Integration is important
 - PN-5, More resource needed in PN-3
- K-3rd Grade is important
 - Focus on development not age
- Research points to PN-8 development
- After school care also part of system
- Also need to focus on whole family
 - What services are we looking at
- K-3rd funding not meeting all family needs
- If PN-8, do we have the right people in the room



EL Experiences

De-silo early learning/care experiences

Systems / Communities

OSPI → equitable ~~same~~ access to services, geographical equity

Who prioritizes & how?

Community needs to fund child care

Healthy kids

Employer engagement in child care

- Start at the hospital - resource navigator
- Early ECEAP - start here?
- Military hospital checklist is a good example
- Needs to touch the whole family / every family
- Social-emotional: need to provide support in the classroom
- also goes under "experiences"

Fifth platform

- compensation
- training in family services
- workforce input (not just center directors) - teachers, others

HERIT STARS
leverage system to get feedback?

Families

Active participatory level of parent engagement / input

"Engagement" is fit to the person / community - focus on quality of how inputs gathered

+ hierarchy of needs
include in workforce section as well

* Accountability / reinforcement outside entity evaluation?

Needs assessment

More emphasis on middle class
(expand from low-income) :
childcare, healthcare

Add to sources: remote community input
ability to view Comm. Conv. live

NEEDS ASSESSMENT

- WE NEED A MUCH BETTER LONGITUDINAL DATA SYSTEM. WE NEED ACCESS TO ~~BA~~ OUTCOMES FOR 0 TO 5 YRS.
- WE DON'T HAVE THE 5 PROTECTIVE MEASURES. WE DON'T HAVE A MEASUREMENT SYSTEM FOR IT.
- UTILIZING DATA BOTH INTENDED & ~~UNINTENDED~~ ^{UNINTENDED} PREGNANCIES.
- TRACK MATERNAL MENTAL HEALTH
- TRACK 3RD GRADE READING
- ~~NEED~~ ROBUST RESEARCH AGENDA

Organizing Framework

- Agree with
- APPRECIATE ~~W~~ THE SEPARATION BETWEEN OF WORKFORCE &
- WHAT DOES TRAINING & COMPENSATION LOOK LIKE?
- WHAT IS THE SCOPE OF EARLY LEARNING WORK. MAY BE TOO BROAD IS THIS A PLAN FOR DEYE OR ALL STATE AGENCIES?
- WHAT'S THE PURPOSE OF THIS PLAN? ITS A ROAD MAP FOR WA STATE
- I SEE THE VALUE OF THE PLAN.
- UNIVERSITIES & COMMUNITY COLLEGES ARE KEY STAKEHOLDERS - TO ARE MISSING. CAN PROVIDE A KNOWLEDGE BASE FOR PROGRAMS & STRATEGIES

NEEDS ASSESSMENT ORGANIZING FRAMEWORK

- EMPLOYERS ARE NOT INCLUDED AT ALL. BUSINESSES WILL BE STRONGER THEY NEED TO BE INCLUDED AS STAKEHOLDERS. THEY SUPPORT OUR COMMUNITIES WITH EMPLOYMENT.
- PROVIDERS NEED TO HAVE RELATIONSHIPS W/ EMPLOYERS - BUILDS COMMUNITIES
- THERE ARE SEVERAL STAKEHOLDERS MISSING
- CALL OUT ~~BO~~ MENTAL HEALTH UNDER "HEALTHY CHILDREN"
- DON'T SEE A ZERO TO 3 FOCUS

Framework

Absolutely need "workforce" included ✓

- lots of rooms; not enough \$; not representative
- majority women/PoC
- need core + health too! (Broad access EC systems)
- call out "educated, trained or prepared" (think about need change)

"Learn From" "Pos EL Exp"

△ "Responsive" Systems + Community

For "Healthy Children," TP should include all health or none (e.g. mental or none (physical))

- "integrated" is beyond "comprehensive"
- ↳ not enough just next to each other

→ Need to see ^{smoke} inclusion of infant + early childhood MH

For "Strong, Stable..."

- want to see kinship care / extended family (all who are in parenting role)
- want to see meeting points where at
- family-centered
- culturally-responsive + culturally-sustaining

"Families" - reward TP "Families have resources AND support they need to ensure..."

[Call out access to paid family leave + utilization
↳ education, support, etc. (already there) ✓
(might be strategy?) ✓]

"Pos EL Experiences"

("Eng. Activities" (not a setting)
+ before + after school care

"Responsive [EL] Systems"

Do we call "sustainable + adequately resourced" across infrastructure + service delivery

"Workforce"

↳

Needs Assessment Outline

- Does it look at outreach to ~~its~~ potentially isolated mothers early (teens, substance abuse, unintended pregnancies)
- Maternal support / services p-p depression screening

The context:

More than equity → "undoing systems of oppression, incl. racism, etc."

Disaggregate data - by race + say when not available

- by rural/sub/urban

Needs Assessment

- recruitment of parents & providers
- transportation use needs
- capacity - data on waitlists
- include denominator/numerator/n for all data
- hard to serve areas - identify
- data on implemented legislation re: children/families
- health care usage data

Framework:

- new bucket? What workforce?
- include strong value - Parents/Families as first teachers
 - * principle, vision, preamble
- cultural relevancy + responsiveness
 - * same honor + support for culture + language
- Healthy Children - add nutrition
- "connected, nurturing, supported" families
 - Attached - confusing
- Working wage - add to Families as part of supporting families
- knowledge "Basic Needs" as critical; at minimum - foundational screening, identifying, connecting
- consider systems such as coordinated financing, facilities
- ensure expectant families are included
- Systems: include support for family connections (HMG)
- Missing: Promotion of strategies that support them
- Parents being in forefront

Organizing framework

(1)

general comments

* Better framework - Ready + Successful
More holistic
More focused on child

Didn't like use of "ready" - it's about
journey not destination

like
Relationship focused

Reinforce focus on most vulnerable population
Don't refer only to "all" - could use
all some, few focus

Responsive and supported E.L...

If we include 1st-3rd framework is missing
that cohort -

~~How is~~ ^{How is} the prenatal care
system ^{in place}? Are the right people
in the room?

Nothing about parents mental health

Intergenerational poverty is not reflected

Strong stable families - missing culturally and
linguistically appropriate services

goal should be to prevent children from entering
child welfare system or getting them out of
system, Navigate to exit from the system
* First 2 bullets - Use of term "foster" is confusing
it implies foster care

Don't know that tribes will see themselves
Could include in 1st bullet of last frame

Support inclusion of workforce

Some concern about use of "learning"
Workforce diversity > could add as bullets
workforce investment

Missing business supported childcare and
support for other supports family friendly policies

Need for adequate funding

Needs Assessment

* Measure diversity of workforce

Will strategies be effective. Assess what will work

Impact of institutional racism on families

What does "child welfare data" mean? Need

protections around data

Need to disaggregate data

Need data on suspension & expulsion disaggregated by race
if we don't have identity group

* Racial ~~ethnic~~ profile of staff as compared to racial
composition of children

Data on developmental preschool and parents ability
to access - varies region to region

Disaggregated data on geography

Organizing Framework

- under families tab, add families who have been thru family court, custody situations (custodial/non custodial parents)
- how do we make sure that we're capturing the current experiences of the key elements under the frames (ie, ~~in~~ the housing crisis)
- can the health area be named something that implies larger scope of health? "Health and well-being of children & families"
- can the workforce frame be broadly encompassing? How is this defined? (can it be more inclusive of the array of providers working w/ children?)
- strong, stable, attached multi-generational families & communities

organizing frame. cont.

(2)

- to last frame, add "system and partnering communities (emphasize partnership importance)"
- how can "community" be more present across all the frames?

→ and ~~we~~ can't rely on ~~experts~~ communities to be the only one w/a "partner" focus - ~~the~~ systems ~~must~~ have to be a part of this.

- does "community" fit in the "systems and community" frame? Community fits
- infant/early childhood MH ^{is emotional health} - call it out as this
- early childhood workforce:
 - like idea of strategy

workforce, cont.

(3)

- prof. develop.
- recruitment
- retention
- well-being supports
- putting a higher value ~~on~~ on Early Childhood salary / pay equity
- who is the workforce we're talking about?
 - teachers,

- Does the system of workforce include non-traditional roles essential to children & families in communities?

- pay equity across classroom staff, classroom support staff, other direct service staff

- opening doors to training ^{and resources} for anyone who is doing work on behalf of or w/ children & families (to have more considered what the workforce is)

Not effective!

- Bobocally
- Webinars
- Anything that feels like school
- Not in neighborhood
- The more institutional it feels the less effective

What don't we know?

- How they use social media
- What is not effective way to engage thru social media
- What is our population of pregnant & parenting teens across state?
- What data do we have?
- What is known about best practices

↳ Homeless shelters police care workers - with good relationships

Teen Parents

Former - WA Assoc of School Age Parents

Put the money back!

How/Where

- via Americorps
- mentor programs
- faith based orgs.
- reengagement programs
- skill centers
- community tech colleges
- alternative schools
- detention centers/jails
- some child care programs (those which serve youth)
- community in schools model
- Girl + Boy Scouts & other orgs.
- certain employers
- Planned Parenthood Teen Councils
- youth advisory groups
- YWCA
- Domestic violence orgs

Effective Outreach:

- * Peer to peer
- go where they are
- Add social media to strategies
- * Staff who have similar / connected backgrounds, who students can relate to.
- stipend, child care, food, travel reimbursement
- initiating the outreach
- Community consultation / offers
- existing groups
- offer not requirement
- motivational interviewing
- strength based messaging

- Rural / Library - Buckley, Katonville, Susan
Lake Quinalt, eastern WA
Delta → Keen Plaine - Amber
enunciate

COLLECT
NOTES
BY SHERATON

effect "Respect"

- all towns very different → guarded - don't want outsiders
- telling what can/cant do - person on inside to be a facilitator
- especially applies to govt.
- ask permission, don't assume
- small towns fear parents tell kids not to put son on job applications
- share teachers, superintendents academics/sports playing
- Strengths based approach - listening ear
- limited access to services 45 mins to closest grocery store
- wanting to hear/listen from people - fear of talking to government legislative,
- school district good place to start
- What don't we know - feeling validated

① Inside people for every rural community

② Don't know wants or needs?

③ Lack of communication

Feedback - keeping people identity anonymous
- WSA Parent Ambassadors (Katy Warren) reach out to rural communities to reach more people.
- adjust to community needs (stipend for gas) time

Phase 1 - in person meetings food & childcare provided
School district - neutral spaces
early learning connections -
farmers markets/community events - have a booth

DATE: 10/10/2014

Parents that are hard to reach -
 "specific populations"

FOUR POINTS
 BY SHERATON

what works-

- Engage from within, a member of the community, an ally
- Time, compensation, incentivize, go to them (where they are).
- Go to where they congregate - library, story times,
- call out different groups
 - Infants/toddlers
 - Children of color
 - Special needs
- In person meetings - community cafe, community driven (what works for the members)
- Common outcome & framework

Buy in
 from a wide variety of stakeholders

Ideas - at hospitals, thru the DOH child profile mailer, leverage relationships w/ older siblings - partner w/ schools

- we don't ask why they are not participating -

*NEED! Parallel awareness campaign simultaneously

FOURPOINTS.COM

- STRIVE started w/ supervised visitation w/ incarcerated parents
 - Visit ~~advoca~~ navigator thru STRIVE
- Parents released early for parenting plan
- Do we have any parenting programs for incarcerated parents? Any "play + learn groups"?
- Parenting Inside/Out? in Washington? @ Fed Perry?
- Prenatal care in jail/prison? what are her networks/family around?
- Parenting resources for juvenile justice youth?!!
Health, Relationships Training??

Steering Committee 061419 Outreach

Low-income communities and communities of color

What do we know about effective community outreach for this group?

- **Language access:**
 - o Works to have facilitator that speaks the dialect, not just the language.
 - o Not just translated materials; some may speak, but not read materials.
 - o Lots of less-common spoken languages, but may not
- **Meetings need to be face to face in person**
- **Messaging:** Intent of the meeting needs to be clearly articulated, so walls come down about “why is the state asking people to come to a meeting”
 - o Clear messaging: How does it relate to them?
 - There’s barriers, historical context, mistrust
 - o Need to respect: Not all cultures have same value/focus on childhood in the same way.
 - More focused on immediate needs: shelter, food, etc.
 - So share the data, the info, about the importance of work and importance of meaning, and the potential impact for their children.
 - Everyone wants good outcomes for their children – so their children “have better opportunities in life.”
 - Give concrete examples: E.g., looking at school that starts BEFORE preschool and so they thrive in school....
 - o Using vocabulary of the population. Too much jargon can be intimidating and keep people quiet.
- **Access to childcare during the meeting**
- **Has to be a focus on relationships;** helps to have trusted community liaison/leader/organization that people know (not just the gov/dcyf). Has to be someone who can vouch and explain to community why it’s important.
- **How do we create opportunities beyond just speaking up?** Some cultures people don’t want to draw attention to self?
 - o Small groups, pair/share, written, email, etc.
 - o More than just 1 meeting with all group discussions
 - o Chances for advocates to speak for you.
 - o Way to share if you think of something AFTER the meeting.
- **When facilitating meeting, being culturally responsive.**
 - o E.g., for large female somali population, probably don’t bring a male facilitator.

- Bring food; bring the right food. (use community liaison)
- Importance of coming into the community – e.g., engaging tribal communities in state activity recognizing they are sovereign nation.
 - Have a community liaison to advocate and get people there.
 - Held in place where people feel safe and targeted to their community.
 - Build off “natural events” – community meetings, community fairs. – GO TO THEM.
- Institutions come off the idea “that one size fits all.”

WHAT DO WE KNOW DOESN’T WORK?

- Sending an email or just a letter
- Forcing them to come.

What don’t we know?

- Each community may have “unique triggers” – may not know those.
- Diversity of the community itself –
 - e.g., lots of languages within a single country.
 - Internal tensions
 - Generational tensions.
- Don’t know who we aren’t reaching.

What feedback?