

## Indian Policy Early Learning Committee (IPEL) Meeting Minutes

June 22, 2016 – 9:30 a.m. to 4:00 p.m.  
Jamestown S’Klallam

### Welcome & Blessing

- Welcoming prayer provided by Liz Mueller, Vice Chair Jamestown S’Klallam.
- Interim Chair Sally Brownfield called the meeting to order, reviewed the agenda and the March meeting minutes.
  - Today’s agenda was approved as presented.
  - March meeting minutes were approved as presented.
- Introductions were made including a discussion about having a quorum. It was agreed that in a future meeting the bylaws should be reviewed. The discussion also touched on membership and tribal resolutions. Tleena Ives, DEL’s Tribal Liaison will follow up with a resolution template.

### Blue Ribbon Commission Update

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| <b>Discussion</b> | <ul style="list-style-type: none"> <li>• Liz Mueller provided an update on the <a href="#">Blue Ribbon Commission</a>. History tying into changing CA - don’t think GO has that in mind. Looking at new CA, what does that entail? I think really looking at us coming up with solution what things make a child well-being, safety, components of making a child well-being - identifying agencies, programs, commissions that would be a part of this new children’s dept. that’s where we are at, what is it necessary to make a child successful. Asked Kim and Jessica -- this is how I see it -- this isn’t something new to us, we’ve worked on this in our areas -- drawing the medicine wheel (pic). Circle is well-being, sections cognitive/education, physical health/development, emotional/behavioral health well-being, social well-being/community. Using that wheel and looking across all depts, what would be necessary within this new dept. What would fit in?           <ul style="list-style-type: none"> <li>○ Basic needs - food/shelter</li> <li>○ Parent, extended family</li> <li>○ TANF program</li> <li>○ DOH</li> <li>○ Dept of Commerce - now has homeless</li> <li>○ DEL hopefully fits in with all of them</li> <li>○ Health Care Authority</li> </ul> <p>How are they going to get all of these pieces together when they currently don’t work together? This is where I see developing a dept with all necessary ingredients within how our children are going to succeed. Depts we don’t think about Voc Rehab, L&amp;I, etc. we need to look at the <b>whole</b> family. They realize taking children out of their family that causes trauma. We all know what trauma does to a child. Need to be able to keep the family together. Example: heroin problem, taking the child out isn’t going to help by leaving the parents without helping them to get back on track for</p> </li> </ul> |
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|  | <p>themselves and their child.</p> <p>Think about outside the circle. Talking about our language and the importance of native language, teaching our child infant language from the very beginning. Language is the identity of the child. Children learning language right from the beginning is very important. Even for a child that comes into our tribe that doesn't have a language we teach them S'Klallam.</p> <p>The OSPI -- really lacking within the state, there aren't case navigators, case workers for individual service but no one to take the whole child through their life cycle (PK-High School). We have people to work with each child throughout and connecting with the parents to help, wrap around services. If the state wants to succeed it's going to take a lot more hands on and money.</p> <p>When I see cultural that speaks to my spirit. Center circle is spirituality, well-being. Any other ideas -- important if moved forward to remember culture isn't broad that it needs to be individualized. Being in E WA I see a lot of W WA come through and keep in mind that culture is different within each tribe. We know that each tribe has different culture with different languages. Of course the state isn't going to design around the tribes but we need to be a part of the process and inform.</p> <p>Two meetings so far and there hasn't been any conversations about the tribes yet. Want to make sure to push those working on the agendas to begin having those conversations.</p> <p>First meeting - right away where is the data? No data on tribes have been included. Concerning. Here are our communities and you aren't speaking to them whatsoever. Mentioned that only having 2 tribal reps here doesn't necessarily speak to all tribes. Did request David Simmons to do a presentation with tribal data. Large problem with the states, not much data on tribes.</p> <p>Look at the bureau but those are nationally. Even look at federally -- health of our communities. Push for action around those things.</p> <p>Native children in foster care, have that data. Should have TANF data as well. Need those going to the tribal court system, some areas where they won't have that data because it isn't shared with the state.</p> <p>OSPI currently working on that, tribes have to agree to provide data -- compact schools asking do we have to do this report. State isn't setup to handle this data request that tribes are seeking but part of equation in examining these compact schools is that the tribes have to agree to participate. Some feel they only need to report to federal govt or self govt not state. There is opportunity there if the tribes wanted to participate. Could be brought up with centennial accord. A few of us are presenting with them but only approximately 15 minutes on agenda -- rescheduled to Sept.</p> <p>Appreciate that you were asked to serve but not seeing what the planned outcome is. Saw the agenda looks solely report based, so many elected officials on that but what is this all about? When have we ever been screwed over by the state or feds? Same representatives they're pushing the other privatization bills in the past. They are really trying to find out what are the other different services that can be brought in and can be holistic.</p> <p>Gov and staff are frustrated children falling through cracks and agencies holding accountable. Motivation comes from a genuine place to solve some of these problems. Intent genuine, execution timeline is tight. Definitely complicated.</p> |
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|  | <p>Trying to take DEL to move into DSHS? More about reshuffling services to make more sense for child. Would be nice to have one place to have less meetings, too fragmented with too many programs, depts., etc. you are stretched to attend/represent all of them and stay connected but still go home and do your job. Where are we going? DEL already came out of DSHS -- is this another effort to just cut costs?</p> <p>DEL is going to year round eligibility which is great. CA also administers their own child care services but that child only gets that service during that time once it's done they are off. I'm thinking about continuity of care for children. Leaving the CA care doesn't mean those family's needs leave. Once those children get placed with families, etc. they lose child care.</p> <p>Goal is hopefully define what the recommendations are and that they are clear and precise and reflective of what the tribes need.</p> |
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**IPEL Executive Committee Elections**

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| <b>Discussion</b> | <ul style="list-style-type: none"> <li>• Looked over March's meeting minutes to reflect on what was discussed:             <ul style="list-style-type: none"> <li>○ A motion passed to postpone IPEL officer elections until there are more members present.</li> <li>○ A suggestion was made to use a process online for nominations. The request for nominations would include ground rules (i.e. you can nominate someone only if you have had a conversation with them and they agree) and an online ballot submission option.</li> <li>○ IPEL and DEL might want to consider going to venues where tribes are gathering. This could help with recruitment efforts and election work could take place there.</li> <li>○ There was discussion about current recruitment efforts of tribal representatives.</li> <li>○ Tleena Ives already reached out to Tribal Chairs sharing her introduction letter and IPEL information.</li> </ul> </li> <li>• A discussion about representation took place and further options to consider when recruiting:             <ul style="list-style-type: none"> <li>○ Sending a formal letter or email to each tribe with IPEL's purpose.</li> <li>○ Having meetings closer to other larger events happening such as the Centennial Accord or the Tribal Leaders Congress.</li> <li>○ Providing a call-in option or holding a video conference (K20 system). If a video option was utilized the meetings could take place once or twice a year in person and the other times over video. Keeping in mind that not all tribes have access to the K20 system or a video option so making sure there are locations nearby where tribes can join in.</li> </ul> </li> </ul> |
| <b>Next Steps</b> | <ul style="list-style-type: none"> <li>• DEL will look into video conferencing options and discuss with IPEL in the near future.</li> </ul>   |

**Tribal Early Care and Education Conference Update**

Sarah Stafford provided an update on the [2016 Tribal Early Care and Education Conference](#).

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| <b>Discussion</b> | <ul style="list-style-type: none"> <li>• The planning committee has had a few calls now and is currently working on confirming keynote speakers and presenters. There are a total of 32 at this time although we are still looking for more applicants. We'd like to see more successful programs within communities instead of outside sharing their experiences and</li> </ul> |
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|                   | <p>stories.</p> <ul style="list-style-type: none"> <li>• This year there will be a \$100.00 registration fee but scholarships are available.</li> <li>• It was mentioned that as a director of a program three days in August is a really difficult time and the cost of the rooms are expensive. It was also clarified that the registration fee does include lodging if you live and work outside 50 miles of the venue, Great Wolf Lodge.</li> <li>• Also check out the Facebook page, Washington State Indian Education Association for more on the conference and other events happening.</li> </ul> |
| <b>Next Steps</b> | <ul style="list-style-type: none"> <li>• The <a href="#">registration link</a> will be sent out as soon as it is posted.</li> </ul>   |

**Jamestown Film**

Jessica Humphries, Children Program Coordinator from Jamestown S’Klallam shared a portion of a documentary that was filmed about Jamestown.

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| <b>Discussion</b> | <ul style="list-style-type: none"> <li>• The full documentary is on <a href="#">vimeo.com</a> under Tribal Economics.</li> </ul> |
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**LUNCH and Q&A on DEL Updates**

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| <b>Discussion</b> | <ul style="list-style-type: none"> <li>• Tleena provided an update from when she started in late February until now.             <ul style="list-style-type: none"> <li>○ It’s been great connecting with some of you and would love to learn more; what’s going well with your tribe, current barriers you are facing, how you’d like to share and ideas on growing IPEL.</li> </ul> </li> <li>• DEL is currently planning for the Tribal Early Care and Education Conference and is looking for sponsors. Tleena has been meeting with tribal councils to talk about sponsoring dinners, meeting rooms and even items for giveaway bags.             <ul style="list-style-type: none"> <li>○ One reason why DEL is looking for sponsorships is that the state is only allowed to provide meals for registered attendees not their families. We do not want this to be a barrier so we hope to find sponsors for meals to allow families to join.</li> <li>○ This conference happens every two years and while we are planning this year’s we are constantly looking for ways to improve.</li> </ul> </li> <li>• Tulalip hosted the 4<sup>th</sup> annual tribal home visiting summit. It was the largest so far with approximately 140 in attendance. Thank you to Tulalip for hosting.</li> <li>• The keynote from the Home Visiting Summit, Dr. Martina Whelshula was amazing! We would like to look into having her at the tribal conference in August.</li> <li>• Funding opp Early HS Child Care Partnership grant - Nisqually hosted informational meeting and provided insight about their grant process and their experience in reviewing grant applications.             <ul style="list-style-type: none"> <li>○ 3 tribal grantees up in Alaska. Working with them learning how to layer funds to support continuity of care, copayments for CCDF and lower them, bring in some state resources for babies and toddlers to provide continuity of care.</li> <li>○ This might be a way to bring HS together to help high quality connect for all.</li> <li>○ Tara shared: Good to see perspective of different pathways -- take existing program and transform it or start from scratch. Debbie talked about staff wasn’t on board so they ended up starting from scratch. Benefits the families not just the children.</li> <li>○ Also written into Nisqually’s grant was additional training. Staff through EA is taking stacked certificates -- teacher comes to tribe to offer class.</li> </ul> </li> <li>• A <a href="#">grant</a> opportunity through the Children’s music fund. They have grants specific to</li> </ul> |
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|                   | <p>early learning music programs, available to tribes. You can find more information on their website <a href="http://www.cmfinc.org">www.cmfinc.org</a>. OR contact: Rourke O'Brien, Executive Director Children's Music Foundation, Email: rourke@cmfinc.org</p> <ul style="list-style-type: none"> <li>• Visited 9 tribes through the site visits with Region XI. Overall received some great feedback. We heard that there is a wish to see more support with language so there is a tentative date of December 5-7 (2 or 3 day long) Early Learning Language Summit. Nisqually has mentioned that they would like to sponsor this and Miker Richardson is helping coordinate the summit.</li> <li>• Frank Ordway, DEL's Assistant Director provided an update on the legislative session.             <ul style="list-style-type: none"> <li>○ Every two years the state sets a budget for the next two year period, biennium. Currently all state agencies are working on decision packages for the Governor to consider this fall. Since DEL's Director, Ross Hunter is a former legislator the process with the staff this year is much more formal.</li> <li>○ Some decision packages will focus on:                 <ul style="list-style-type: none"> <li>▪ Home Visiting - requesting more resources to do this work and to serve more children.</li> <li>▪ Early Childhood Education and Assistance Program (ECEAP) expansion towards entitlement - requesting for more preschool slots (all day or extended day), an overall slot rate increase for ECEAP which is the biggest ask and a summer program (evidence is compelling but entered our world late).                     <ul style="list-style-type: none"> <li>• A comment was made that the hope would be for programs to be given flexibility, allowing communities and staff to solve their own issues with barriers.</li> </ul> </li> <li>▪ Asking for parody.</li> <li>▪ Requesting some adjustments to the Early Achievers (EA) program.</li> <li>▪ Internal customer service work - create a central place for all providers to contact.</li> </ul> </li> <li>○ The Federal government is requiring us to monitor those receiving subsidy and using Family Friend Neighbor care. DEL's Attorney General has advised us of the liability that presents when once we enter into a home we are now liable for all we find inside. What can we be offering those providers instead of enforcing rules? DEL is looking for options and is open to any advice you would like to share.</li> <li>○ We are still waiting to hear a response on McCleary so there will be big decisions being made this session.</li> </ul> </li> </ul> |
| <b>Next Steps</b> | <ul style="list-style-type: none"> <li>• DEL will send the handouts from Nisqually's informational meeting.</li> </ul>   |

**Professional Development**

Sidney Traen, DEL's Professional Development Liaison and Mallory Kost, Professional Development Outreach Manager with Quality Practice & Professional Growth discussed the Culturally Responsive Guidelines for Professional Development.

- [Professional Development Handout](#)

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| <b>Discussion</b> | <ul style="list-style-type: none"> <li>• A group was formed by brining specific individuals together:             <ul style="list-style-type: none"> <li>○ Folks who worked on the Racial Equity Theory of Change (RETOC) efforts, representatives from DEL, ECEAP, Head Start, licensing, Puget Sound Education Service District (ESD), Child Care Aware, ESD 105, Community</li> </ul> </li> </ul> |
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|  | <p>Colleges, Northwest Indian College, Nisqually Tribe, Schools Out WA, etc. to help us think about what this meant exactly.</p> <ul style="list-style-type: none"><li>• We first noticed that we were using many different words for ‘culture’ and we needed to decide what language we were going to use.</li><li>• Once the document was drafted there were three initial webinars held to examine the proposed document. So far there have been many dramatic changes made and it is still under review. Another revised draft will be brought to one last webinar then put all together and submitted to the legislature by July 31, 2016.</li><li>• A large group discussion took place about the document and process for review:<ul style="list-style-type: none"><li>○ Culturally responsive was the language we decided to use. Articulate what culturally responsive mean? We went from culturally competent to responsive in order to have more conversations around culture instead of being competent since we would rather be responsive to all cultures.</li><li>○ These things will go into the EL Guidelines but mostly to support trainers and teachers.</li><li>○ Page 13 includes a synopsis of what is included in K12 similar doc. Page 14 shows recommendations that they went with.</li><li>○ Where is this education/document used at? Those training trainers, coaches, higher education to make sure we all have a good base of what need to be included for EL professionals</li><li>○ Through Indian Child Welfare, etc. it has to start at where they are educated. Feels like a lot of work that should be trickling up not trickling down. We need to reeducate our educators because they are still teaching the same thing. Those that have been at school for a long time haven’t even received this education. It needs to go up to the professors at colleges so for those going into social work, counseling or teaching they have already had this training. It isn’t happening at that level and that needs to be where this needs to happen. Idea is to get a common understanding of what education should include, talking about it the same way, etc.</li><li>○ What’s the work to follow this to ensure this work is embedded? At DEL it is to update and embed this into all our documents in order to reflect this work. Also with our state approved trainers they are getting that training and conversations with others in this work. DeEtta - will be beneficial to have and feel DEL has the power to get this included.</li><li>○ This work needs to get up to all of the colleges</li><li>○ McCoy said programs at college level need to be tribalized. Have people coming into communities that know nothing about the community.</li><li>○ K teacher -- have assessments for everything. What kind of assessment is there associated with this but still maintaining culture. Good point, difficult balance but would love to any input on that.</li><li>○ Lots of work on this document but there is nothing on sovereignty and tribes so that really needs to be reflected. Tribes are the first people so that needs to be identified. Do you think there needs to be a separate doc specific to your community? Every tribe is different and all working agreements with the state are individualized to reflect those differences. EX. If I were to go work for another tribe it would be so wrong of me to think I knew how to work with those tribes families.</li></ul></li></ul> |
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|                   | <ul style="list-style-type: none"> <li>○ McCoy put through bill, it's not an option for school districts it's more you will provide language and it is mandated. It always stands out that WA has 29 tribes --</li> <li>○ When thinking about the commission -- what an opportunity, there should be an understanding of the state! An opportunity for this to be tested but how do we have recognized tribes -- best not just for DEL to utilize but for the entire state. Maybe this commission would understand that, I would hope they would.</li> <li>○ The UW first time this summer is offering a Native Education Certificate. WSU is trying to work on education be a native education endorsement. We have some work going on here but why can't we have this at all levels. Cannot forget about the community colleges who train a lot of our people.</li> <li>○ Gov't to Gov't training -- better understanding that when someone says 'can you get tribal leader here' it is similar to saying 'can you get the president of the US here'.</li> <li>○ If we don't do this we are doing a disservice to not only the providers but our communities.</li> <li>○ Be interested in knowing how you see that we fit your ideas into this document or in this document in another way.</li> <li>○ Standard 3 -- Be open to new information and knowledge..... -- Any thing we say in a different way, does that get to any of the ideas of what we are talking about? This is also a political context so it may not fit in this standard. How can we phrase that to make sure those ideas are included, tell them where to look or access those resources -- being 29 tribes there are 29 templates that need to be addressed. It is bigger than sovereignty training.</li> <li>○ How can we make it clear to trainers - make sure they include each community as an individual entity still seeking the information? Most tribes have info online, cultural coordinators who can share history, culture, traditions -- willing to take effort to learn about that..</li> <li>○ "I feel like sometimes we are impossible..." It should be respect, walking in the line of respect. Need to add pieces to this entire document, maybe give tribal website links since there are resources available. This is about educating everyone about our culture, all of the tribes' culture.</li> <li>○ Feel like this is a good step forward, not perfect but it is at least something.'</li> <li>○ "Seek" knowledge</li> <li>○ Maybe link to GOIA website instead of individual tribe sites.</li> <li>○ Next meeting for this group is Monday, June 27.</li> </ul> |
| <b>Next Steps</b> | <ul style="list-style-type: none"> <li>● DEL will follow up with an electronic copy of the Culturally Responsive Guidelines for Professional Development and an email for additional input to be sent in by Monday, June 27.</li> </ul>   |

**Since Time Immemorial (STI)**

Dan Torres, Director of Community Momentum with Thrive Washington shared an update on Since Time Immemorial.

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| <b>Discussion</b> | <ul style="list-style-type: none"> <li>● Now that this curriculum is developed we are thinking about how we will implement this in the field, this may include developing trainers, website content, technical assistance, etc.</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>○ Olympic Kitsap Peninsula coalition agreed to create a forum in September for anyone interested in training.</li> <li>○ Some questions and comments came up about the website:             <ul style="list-style-type: none"> <li>▪ Should this be placed on the Child Care Aware (CCA) website? Could there possibly be a website created, First Peoples, First Steps, and we link to that site?</li> <li>▪ Who will provide technical assistance when needed? Where should people be directed with questions? Maybe we have volunteer trainers around the state? {Jackie Haight offered to be a trainer. It would be nice to create a list of who has been trained in order to reach out and ask if they'd be willing to be an additional contact.}</li> </ul> </li> <li>○ Does this curriculum compliment the K12 curriculum? Yes, it does however the K12 curriculum has been around much longer. Where can I find the K12 curriculum? You can find this on the OSPI website and they provide the training.</li> <li>○ Was this early learning curriculum made in collaboration with the same people who created the K12 curriculum? There was collaboration with the trainer from OSPI who also made additional connections. Quite a few lessons came from Amanda Knight as well as First People, First Steps Alliance.</li> <li>○ What are the next steps for First People, First Steps Alliance? Is there another meeting scheduled?             <ul style="list-style-type: none"> <li>▪ Dan mentioned that there is no meeting set but he is open to suggestions on future meeting dates and can be contacted at <a href="mailto:Dan@thrivewa.org">Dan@thrivewa.org</a>.</li> </ul> </li> </ul> |
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**Meeting Follow Up/Closing Remarks/Adjourn**

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| <b>Discussion</b> | <ul style="list-style-type: none"> <li>● Tleena Ives recognized the attendance of tribal leader, Bernard R. After Buffalo Jr. from the Hoh tribe.</li> <li>● Tleena followed up on the earlier question she raised about how well IPEL is functioning and whether or not DEL should continue to convene the group.             <ul style="list-style-type: none"> <li>○ A resounding yes was heard with some added suggestions:                 <ul style="list-style-type: none"> <li>▪ Connect with more tribes to recruit more representatives.</li> <li>▪ Clarify what type of government to government activities take place during these meetings. Tribal leaders will want to know what kind of power they are giving to an appointed individual in order to properly appoint.</li> <li>▪ In 2010 there was an agreement made around communication and formal consultations between DEL and the tribes. How does this agreement affect IPEL?</li> <li>▪ Coordinate meeting times with the Centennial Accord, Tribal Leaders Congress or other larger meetings to promote IPEL and eliminate added travel. This would also be a great opportunity to provide more information on what IPEL is and what the committee does.                     <ul style="list-style-type: none"> <li>● Hoping that Director Hunter will extend the invitation during the Centennial Accord. I am also creating a lunch or meeting opportunity for tribes that come to Olympia to meet with</li> </ul> </li> </ul> </li> </ul> </li> </ul> |
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|                   | <p>Director Hunter in the future.</p> <ul style="list-style-type: none"> <li>○ A question was asked about the mission of the director being to visit all tribes and whether there was an update on this mission. <ul style="list-style-type: none"> <li>▪ When he is traveling he definitely would like to meet with as many tribes as possible and will connect with each prior to make arrangements.</li> </ul> </li> <li>▪ Utilize a shared site for information such as Google docs.</li> <li>▪ Providing more teleconference and webinar options for meetings.</li> <li>▪ Providing funding for travel reimbursement. <ul style="list-style-type: none"> <li>• DEL currently provides reimbursement. If you need a form or would like information please connect with Tleena Ives at <a href="mailto:Tleena.Ives@del.wa.gov">Tleena.Ives@del.wa.gov</a>.</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• Minnie Whalen with the Olympic Kitsap Peninsula coalition shared that they received a grant to conduct listening sessions with families and children in local communities. Basically ask community members what they need help with. We are currently working and will be working with local tribes, the Guatemalan community and others. So far we have heard there is a large need for car seats, beds and trainings.</li> <li>• DeEtta Simmons with University of Washington collects data for Early Achievers. She shared that she recently began working with a group in Washington DC who is working on an environmental rating scale with tribes. Just attended a meeting with this group to work on their tribal addendum to create a tool to help tribes. I hope to build bridges and help with what I can.</li> <li>• Tleena showed her appreciation to Jamestown for hosting the meeting and gave them a book that she wrote as a gift.</li> <li>• Meeting adjourned.</li> </ul> |
| <b>Next Steps</b> | <ul style="list-style-type: none"> <li>• DEL will review the 2010 language in the communication and formal consultation agreement.</li> <li>• DEL will look into aligning the next IPEL meeting with the Centennial Accord in September.</li> <li>• DEL will create IPEL informational folders for tribal leaders.</li> <li>• At a future meeting IPEL will review the bylaws and make any necessary edits.</li> </ul>  |

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| <p><b>IPEL MEMBERS IN ATTENDANCE</b></p> <p>Sally Brownfield - Squaxin Island Delegate<br/> Sheryl Fryberg - Tulalip<br/> Jaclyn Haight - Port Gamble S’Klallam Alternate<br/> Kim Kettel - Jamestown S’Klallam Tribe Alternate</p> | <p><b>IPEL MEMBERS ABSENT</b></p> <p>Deborah Sioux Lee - Nisqually<br/> Peggy McCloud - Puyallup Tribe<br/> Juanita Holtyn - Port Gamble S’Klallam Delegate<br/> Whitney Devlin - Cowlitz<br/> Stefanie Jones - Samish<br/> Teri Nelson - Tulalip Delegate<br/> Jeanne Dengate - Tulalip</p> |
| <b>ADDITIONAL ATTENDEES</b>   |  |
| <p>Tanya Pankowski - Jamestown S’Klallam Tribe<br/> Sue Mapes - Jamestown S’Klallam Tribe<br/> Melissa Wolfe - Chehalis Tribe</p>   | <p>Minnie Whalen - Olympic Kitsap Peninsula Early Learning Coalition<br/> Paul Noski - Office of Child Care Region X</p>   |

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| Bernard R. After Buffalo Jr - Hoh Tribe                           | Lynnette Jordan - United Indians of All Tribes Foundation        |
| Carmen Segrove - Lummi  | Pauline American Horse - United Indians of All Tribes Foundation |
| Tara Martin - Spokane Tribe                                       | Michael M. Vendiola - OSPI                                       |
| Sarah Stafford - Puget Sound ESD - Native Early Learning Project  | Tleena Ives - DEL  |
| Amanda Rambayon - Puget Sound ESD - Native Early Learning Project | Frank Ordway - DEL   |
| DeEtta Simmons - University of Washington                         | Deanna Stewart - DEL   |
|   | Jessica Payne - DEL  |