

Indian Policy Early Learning Committee (IPEL) Meeting Minutes

September 21, 2016 – 9:30 a.m. to 4:00 p.m.
Lacey Community Center

Welcome & Blessing

- Welcoming prayer provided by Peggy McCloud, Puyallup Tribe.
- Interim Chair Sally Brownfield welcomed everyone and asked for introductions.

Tribal Early Care and Education Conference Update

Tleena Ives, DEL's Tribal Liaison shared an update on the 2016 Tribal Early Care and Education Conference.

Early Achievers TRIBAL Participation

Minnette Mason, DEL's QRIS Integration Specialist shared a presentation about the

<p>Discussion</p>	<ul style="list-style-type: none"> • Jacki Haight shared her thoughts and feelings about the Quality Standard Area table. <ul style="list-style-type: none"> ○ Merging with each new system and funding that comes into our state -- Early Achievers (EA) is a bugger. I just have to say it straight. ○ My first feeling was, I don't want to go there ever. Seems more controlling. ○ Why not just stream the money to us to support children and families. ○ As I was tempted more to enrich Professional Development because Head Start doesn't support that I began looking further into it. ○ Thank you to DEL for making some changes already. ○ I've had 3 sessions with our tribal attorney and am always told to stick to our mission to protect sovereignty at all costs. We are weighing this out. ○ We are in the system already initially when the state started this pathway with Race to the Top. We saw as individual teachers there was an opportunity to connect so Port Gamble is already in the system as a daycare. ○ Calling the support line is great but they don't have the answers. ○ I'm sold on a tribal pathway - that is my mantra now but you need to make a tribal pathway by partnering with us and show that you truly stand for tribal sovereignty. • You might have to meet with each tribe because we all have different languages, culture, space and different areas set up for certain activities. • How does the planning work for that - can you help me understand the legend? <ul style="list-style-type: none"> ○ We have an image person, ongoing learning the language. She then goes in and speaks to the children while they are eating so she is participating in conversation with them not teaching them. ○ Is it just words or are there images. Yes, there are both. Is there a term that describes all the work that we are talking about here? I am used to wraparound. State government is more about best practices. Wraparound is so no child falls through the cracks. • Words on the table are framework. You want to put family, children in this
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	<p>framework.</p> <ul style="list-style-type: none"> • Creative curriculum -- if we had those native trainers then we could design our curriculum. The thing with EA is that you base it on the environment. You would have your native trainers that could come in and be able to look strong at the environment and the curriculum. It'd be wonderful for them to come in and look at the philosophy and at the core of what we are going to do, create this training. A lot of trainers come from a different philosophy so they cannot see what we are doing. • When I was in the Early Learning Regional Coalitions (ELRCs) talking about the alignment I was talking with a family home child care provider who lives on a farm and takes the kids outdoors. The best programs are taking their children outdoors. Unfortunately CLASS doesn't look at the outside classroom, what a loss. You only look at that "box". We need to challenge that. I am so thrilled we have two eastside tribes here today, you have such a land base. We should partner and share amongst each other, we could learn so much. • As an example to tribal way, Evergreen College seems to be more reflective of what is happening more so than your average college program. It seems to me that if the tribe were able to provide this space where they checked all of these boxes more the longhouse way not the EA way - if you could do this to create a tribal pathway - meet these criteria - the tribal program could influence the other programs - bring a different type of quality to these other programs. <ul style="list-style-type: none"> ○ Could be closer. Difficulty in getting there is that we are still held to this checklist -- a differently trained evaluator! ○ People should not be telling you that you need to put your classrooms in boxes. The Environmental Rating Scale (ERS) is a very small part of the system. I would think that we do need to make a specific pathway for each tribe. If something seems funny with EA it might be a myth. Sometimes the trainer may not have the depth of knowledge with the tool that they should when they come to your center. If we send out a collector to a tribal program we try to send someone who has experience working with the tribes. ○ Wondering if research base not rating systems maybe rubrics, indigenous culturally based education framework (Demerick?) - looking at a systems approach to framework - Has that been considered? No, has not yet but that is what we hope to get out of today and hopefully get some interested people to work on a work group to help us create something or utilize rubric that currently exists. ○ Are there any other tools out there that you have come across that we should be looking at? I've worked with Michigan and Denver - we did use CLASS and ERS with the 22 programs - but there was cultural checklists developed within CLASS which was critical for those data collectors.
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Childcare Quality & Early Learning (CQEL) Center for Research & Professional Development

Marcy Maki, Community Liaison with the CQEL Center at the University of Washington provided an update on Early Achievers.

Discussion	<ul style="list-style-type: none"> • Lots of myths out there. <ul style="list-style-type: none"> ○ Community liaisons will just come out and show up unexpectedly. No, that is not true. They actually call and talk with the providers and come out and meet with providers to prepare them for what they can expect when the
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	<p>evaluators come out.</p> <ul style="list-style-type: none"> ○ Why don't we have money/why doesn't WA State put ourselves on the map to have the tool that the tribes can utilize in order to better work with the state. ● There are a lot about EA that I'd think you'd want to have in your program. Wouldn't you want to know if they can see or hear, a health screening to know what their height/weight is? ● We've talked to Arizona and they are doing MOUs with each of their tribes. It takes time to talk things out and agree both ways. ● The thing I love about EA is the coaching. I know I would improve having a coach if I had one to help me with my job. If I had someone to meet with me, listen to me and then get me on the right path I'd be much happier and informed. ● I'm committed to coming out and talking at the EL program level. I've worked with tribes long enough to know that I shouldn't be the one talking with tribal leaders. ● I think we do need to have agreements with every tribe, finding a tool that works for every tribe, every particular program. ● If you have any questions feel free to contact either DeEtta Simmons (deetta@uw.edu) or Marcy Maki (marcy@uw.edu). ● Sometimes you may not see the communication happening because in our culture sometimes silence is communication. I like the idea of having those who understand tribes come out, when invited, and work with those programs so they understand. Right now we are supposed to send out someone separate from that particular tribe. ● Even working with my coach - we get this rating but it doesn't tell us where we need to improve. We know this is an issue are working on that right now. We are working on trying to get an electronic data system to provide more information. Records review - now it will tell you which component was missed so you know which part of each piece was not there. ● Share the opportunity for the tribes to participate in ERS training with me - no cost to you. Tleena will train for ECRS III October 18-21. Email DeEtta (deetta@uw.edu) if you are interested.
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LUNCH & Standards Alignment Overview and Status Update

Heather Moss, Angela Abrams, Minnette Mason and Rachael Brown-Kendall with DEL provided a status update on the alignment process.

- [Standards Alignment Presentation](#)

Discussion	<ul style="list-style-type: none"> ● I wonder about tribal certification vs. state licensing. ● Minnette referred to all the different people who come in with different evaluator hats. Bottom line, after we have these new standards, how will licensing work, where is the money going to come from to improve things and will this alignment conversation be brought up at the centennial accord tomorrow as well? <ul style="list-style-type: none"> ○ Still need to figure out how our new standards work with licensing and we'll be working with tribes to learn how to expand this and understand how to work. ○ Yes, at the centennial accord we will be talking about services being utilized throughout the state, ask a lot of questions but mainly how can we work together to use services more effectively. ● In the past we were told that families wouldn't be taken off of Working Child Care
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	<p>Connections and it's frustrating to hear in the field that they are now.</p> <ul style="list-style-type: none"> ○ We should talk about that because they shouldn't be. ● Example - if I were to have an additional slide it'd say we will be working on figuring out how to align our monitoring efforts. Better partner with Office of Superintendent of Public Instruction and USDA and the Head Start program. ● How are we making sure child care providers are going to have the resources they need to pay for this? <ul style="list-style-type: none"> ○ In November we will be conducting a small business impact analysis on this new rule then think about ways those costs can be mitigated. ● On this timeline here, do you have formal tribal consultations that will be put out? We don't have them yet and I'm seeing that this is a gap. My guess is that we possibly insert this during the spring when we are doing negotiations with the union. <ul style="list-style-type: none"> ○ Who would you suggest we work with in the tribes? There needs to be a formal invitation to each tribe, they are all different, especially when you have some tribes who have licensed tribal folks and some don't. ● It'd be good to create a list of each tribe and what specific programs they have, do they have their own licensors, etc. ● Professional Development <ul style="list-style-type: none"> ○ Can you say more on the issues around volunteers and background checks? We are currently working on this and hope to have more clarity around this soon. ○ Will it be required to have a High School diploma? Yes. ● Environments <ul style="list-style-type: none"> ○ When looking at the USDA letters you need to be careful because sometimes if you write in, the state says can't do it then it is actually saying you need to or have to. ● Interactions & Curriculum <ul style="list-style-type: none"> ○ Think about therapists coming in to partner with providers and facilities. Mental health is important. ○ Any time we look at expulsion you have to have it very lined out, procedure needs to be very clear so the parent knows, the teacher knows when to bring in who, every process has to be documented with the director, etc. ○ Social emotional piece is so crucial in early childhood.
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Meeting Follow Up/Closing Remarks/Adjourn

Discussion	<ul style="list-style-type: none"> ● Dan Torres reached out and said he apologizes for not being present at the last few of these meetings. ● Potlatch fund has some additional money that they are going to be sharing more information about next week at the Tribal Leaders Congress. ● DEL Decision Package webinar - statewide webinar took place last week - details on the decision packages are listed on the DEL website at www.del.wa.gov/budget. All agencies have submitted their requests to the Governor's Office. If you review this information and have items you see that you feel very strongly about please feel free to advocate for them by contacting the Governor's Office directly at _____. ● Tleena shared a grant opportunity by children's music foundation. Are tribes interested in partnering with them to work on curriculum or do you have any children that are interested in having their own album?
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	<ul style="list-style-type: none"> • Need to provide a small carrot to get folks here - make the agenda look exciting! Make it so people want to come. Agenda needs to go out two weeks prior. • Please keep Standing Rock in your prayers and if you have any supplies they do have a school in need.
Next Steps	<ul style="list-style-type: none"> • Tleena will share the children’s music foundation opportunity. • You can find more information about the Blue Ribbon Commission here: http://www.governor.wa.gov/issues/issues/health-care-human-services/blue-ribbon-commission-children-and-families.

<p>IPEL MEMBERS IN ATTENDANCE</p> <p>Sally Brownfield - Squaxin Island Delegate Jaclyn Haight - Port Gamble S’Klallam Alternate Peggy McCloud - Puyallup Tribe Norm Dorpat- Puayllup Tribe Tara Martin - Spokane Tribe Michelle Pfeifer- Cowlitz Steven Selam- Yakama Nation Sabrina Smith- Yakama Nation Debbie Penny Jim- Yakama Nation</p>	<p>IPEL MEMBERS ABSENT</p> <p>Kim Kettel - Jamestown S’Klallam Tribe Alternate Deborah Sioux Lee - Nisqually Juanita Holtyn - Port Gamble S’Klallam Delegate Teri Nelson - Tulalip Delegate Jeanne Dengate - Tulalip Sheryl Fryberg - Tulalip</p>
ADDITIONAL ATTENDEES	
<p>Marcy Maki - University of Washington DeEtta Simmons - University of Washington Paul Noski - Office of Child Care Region X Tim Collins- DSHS Office of Indian Policy Angela Abrams - DEL Rachael Brown-Kendall - DEL</p>	<p>Tleena Ives - DEL Minnette Mason - DEL Frank Ordway - DEL Deanna Stewart - DEL Greg Williamson – DEL Heather Moss- DEL</p>